



Harding University
BFAM-3080-OL1 (2 hrs)
Christian Families
May 11-June 19, 2020

Instructor Information:

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Preferred method of contact: Canvas email. You may expect a response from me within 24 hours on any work day.

Harding University's Mission:

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Click [here](#) to see the ULOs on Harding's Assessment webpage. This class focuses on ULO1 Biblical Knowledge and Application and ULO3 the ability to analyze and evaluate, as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

ULO 1: Students will demonstrate understanding of biblical content and interpretation and their applications in ethical decision-making.

ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

College of Bible and Ministry Mission Statement

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love and serve God's world through and beyond their chosen vocation.

Catalog Course Description and Rationale

The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. The Biblical principles bearing upon intra-family relationships. The family as an instrument of service in Jesus name.

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this class tie into the departmental SLOs, as indicated in parentheses:

1. The student will be able to demonstrate a working knowledge of the book of Proverbs (COBAM/SLO 1; ULO1).
2. The student will reflect on how this storyline interfaces with one's own life narrative (COBAM/SLO 2; ULO1).
3. Students will analyze major challenges facing a diverse families and communities from a Christian perspective. (COBAM/SLO 4; ULO1/ULO3).

Course Materials

Gospels of the New Testament and Proverbs: You are able to use in this class any committee translation of Scripture. The professor will mostly use the *English Standard Version*.

Blue, Ron. *Master Your Money*. Chicago, IL: Moody, 2016. (Later referred to as MM) PLEASE be sure to get the most current version ISBN: **9780802414519**

Foster, Richard. *Celebration of Discipline*. San Francisco, CA: HarperCollins, 1998. ISBN: **9780060628390** (Later referred to as CD)

Goff, Bob. *Everybody Always*. Nashville, TN: Thomas Nelson, 2012. ISBN: **9780718078133** (Later referred to as EA)

Ingram, Chip. *Love, sex, and lasting relationships: God's prescription for enhancing your love*

life. Grand Rapids, MI: Baker Books, 2004. ISBN: **9780801065422** (Later referred to as L, S, & LR)

Students may purchase textbooks at the HU bookstore at the following link: <http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus.

Don't forget: It is the student's responsibility to know, study, and be prepared to quiz and test over all books and online material.

Assessment

Due to the nature of online learning, the students are expected to replace classroom time with reading, viewing videos, writing, and frequent class participation online.

Please look at each requirement carefully. All classroom assignments must be completed on time! Once a section is closed, it will not be reopened.

HINT: If you do not like to read, this online course is probably not the right class format for you.

All writing assignments should be double spaced, in 12 point Times New Roman font and must be saved as a (pdf) and uploaded to the Canvas course.

Discussion questions = 200
Reflection assignments = 300
Quizzes = 100
Essays = 50
Exam 1 = 100
Exam 2 = 100

Discussion questions: (200 points)

(1) There will be four discussion questions for each session. You must personally respond to at least 2 of the 4 discussion questions posted for each session within the three-day window.

Many students wonder how long your answer should be, it is best to remember the **3 X 4 rule**: 3 paragraphs with 4 sentences usually makes for a solid answer. Remember that you are graded on your answers. So do not be short, but also you will be graded down if your answers are extremely long.

(2) You also must respond to **at least two comments** posted by classmates or the instructor each three-day session. Remember when responding to other comments to always try to answer the

why question: why was the answer good, or why was it not a solid answer. Your comments must show thought, not just response.

Saying “I like that idea” doesn’t answer the why? Explain why you like the idea or why you disagree.

NOTE: Students' grades come in two parts. Half of the grade is assigned when the question is initially answered. The other half of the points are given when students respond to a classmate. If students receive 50% for a discussion that can mean one of three things: The professor has not finished grading the forums, the students have not posted twice, or the students have posted twice and the instructor has overlooked their post. In the event that a student has posted twice and one week later still has 50% in the discussions, please send the professor an email to notify him or her that a post has been missed. Keep in mind that professors manually assign the discussion grades. We ask for patience as students wait for their grades to be assigned.

Reflection assignment: (300 points)

Respond to the reflection questions. These questions will be posted in the discussion tool. When you respond to questions, please be sure to follow formal writing rules. Your response should be at least 300 words, no more than 600 words.

Textbook Readings: (100 points)

You are expected to read the textbooks according to the class schedule. Questions in each section will mainly come from the assigned readings and finish the posted reading quizzes. Quizzes on Canvas will can be open book, but you will have a limited time to finish (meaning you will want to be sure to have read in advance). **Gospels and Proverb Reading:** You are expected to read the Gospels of Matthew and Mark in the New Testament and the book of Proverbs according to the class schedule and finish the posted reading quizzes.

Think Essay: (50 points)

Students will be required to write short essays about certain issues related to Christian Families. If the assignment is not an essay but something like a budget then the student should take whatever space needed to finish the assignment.

Mid-Term: (100 points)

The exam is due at the end of week 3 (Sunday). A two-part essay response that should be at least 3 pages long.

Part 1-- 3 Discuss a recent Hollywood movie and what the movie would have been like had they followed the God model from Ingram’s book and not the Hollywood model.

Part 2--Students should discuss what they learned in the class and how these teachings

have affected them. Formal writing rules apply in this assessment.

The paper must be 3 pages, double spaced, 12 point Times New Roman font. You will submit it to Canvas by 11:59 p.m. on Sunday, June 7, 2020.

Final Exam:(100 points)

The final exam will be due by 11:59 p.m. on Friday, June 19, 2020. More instructions will be provided in week 5.

Class participation

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

This class is divided into 10 sessions over 6 weeks. You are responsible for keeping up with the class at all times. The course itself is only six weeks long, which means that a semester's worth of material will be covered in a shorter amount of time. It is very important that the students follow the schedule below. Regular postings will prevent one from falling behind and losing points on his or her grade. If you are planning a trip during this course and you know you will not have internet access for more than 3 days you should seriously consider dropping the course. If for some reason you are unable to get online (i.e. internet service at your house goes out) it is your responsibility to communicate with me in some way and let me know what is going on. I will work with you to the very best of my ability.

Just know that procrastination and laziness are no excuse for work not being done.

You will need to discipline and pace yourself for success in this class. While the questions for each session will NOT be put up in advance, you are welcome to read ahead. However, once a

session is closed there will not be a way for you to earn those points.

Each session I will post questions from the readings and class conversation as well as ask questions from them. The students are expected to respond to the questions in a way that reflects their readings, life experiences, and comments of their classmates.

The instructor will evaluate the students' ability to demonstrate knowledge of the reading material and notes as well as their ability to evaluate their readings.

The course itself is only six weeks long, **which means that a semester's worth of material will be covered in a shorter amount of time.** It is very important that the students follow the schedule below. Regular postings will prevent one from falling behind and losing points on his or her grade.

Once a session is closed there will not be a way for you to earn those points.

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours of problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning. As an online student, you should expect to spend about 15 hours per week on this class.

Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

Grading

Grades will be assigned by percentage based on 750 total points:

90+	A
80+	B
70+	C
60+	D
59 & below	F

Required Technology

See [Center for Distance Education in Bible & Ministry: Technical Requirements](#)

Minimum Technical Skills

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

Canvas, Internet or Technology Outage Policy:

As an online learner you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: <https://www.canvaslms.com/policies/privacy>

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issue that significantly affects the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student

Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at 501.279.4938 or via email at elarning@harding.edu.

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Drop/Add Dates

Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

Student Support

The academic support team is available to help students with a variety of services such as advising, study help, multicultural services, and career services. Click [here](#) for more information.

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 of the Student Center, telephone, (501) 279-4019.

Accessibility

This course will be facilitated using Canvas, the Learning Management System used by Harding University. [Canvas ADA Compliance Information](#)

Academic Integrity

A key component to online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to "F" or zero.
3. Lowering of the grade for the course, possibly to "F."
4. Immediate removal from the course with either a "W" or an "F" placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the

stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Course Requirements

1. Read the textbook assignments as indicated on Class Schedule.
2. Be prepared, attentive, and participative during our time together online.
3. Mid-Term exam will be given according to Class Schedule.
4. A Final exam will be given as designated on the Class Schedule.
5. Complete all assignments and others that may be added during the course.

SPECIAL NOTES:

1. This class hopefully will raise questions, please ask me (publicly or privately) and I will be happy to offer assistance. I believe that students are known as much by their questions as they are by their answers.
2. Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed. Such respect does not require agreement with or acceptance of divergent viewpoints.
3. While I will be more than happy to communicate with you on facebook, twitter or e-mail, all official communication for class should come through the *Canvas platform*.

Course Outline

(subject to change with notice)

<u>Session</u>	<u>Date</u>	<u>Grade</u>	<u>Assignments</u>
#1	May 15-17		<p>Class begins online. Introduce yourself to the class in canvas and define what you believe Christian Families means and the role vulnerability plays.</p> <p>GO AHEAD AND START READING (Lots to read!)</p>
#2	May 18-21		<p>Think Essay "To know me you would have to know..."</p> <p>Submit on Canvas by 11:59 p.m. on 5/22/20 Think Budget due by 11:59 p.m. on 5/21/20 Read: MM pgs. 11-56 (ch. 1-4)</p>
#3	May 22-24		<p>Read : L, S, & LR pgs. 11-86 (Intro-ch. 4)</p>

			Read : Matthew 1-14 Read: MM pgs. 57-136 (ch. 5-8)
#4	May 25-29		Read : L, S, & LR pgs. 87-144 (5-7) Read : Matthew 15-28 Read: MM pgs. 137-160 (9-10) Reading Quiz #1 on canvas
#5	June 1-3		Read : L, S, & LR pgs. 145-214 (8-Conclusion) Reflection for L, S, & R due by 11:59 p.m. on 6/3/20 Read : Mark 1-16 Read: MM pgs. 161-236 (11-13)
Mid-Term	June 4-6		Mid-term Due by 11:59 p.m. on 6/6/20 with Gospel Reflection due with the Mid-Term.
#6	June 7-9		Read : CD pgs. xii-76 (Intro-ch. 5) Read : EA: pgs. Ix-58 (Forward-6) Read: Proverbs 1-10
#7	June 10-12		Read: Proverbs 11-20 Read : CD 77-140 (5-9) Read: EA pgs. 59-140 (7-14) Reading Quiz #2 on canvas
#8	June 13-15		Read : CD 141-186 (15-19) Read: Proverbs 21-25 CD Reflection due by 11:59 p.m. on 6/14/20
#9	June 16-18		Read: EA pgs. 187-224 (20-Epilogue) Read: Proverbs 26-31 EA reflection due by 11:59 p.m. on 6/18/20 Reading Quiz #3 on canvas
	June 18		Last day to post online
#10	June 19		Final Exam and Personal Interviews due by 11:59 p.m. on June 19, 2020

Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)
This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others grammatical or spelling errors, unless doing so is part of your assignment.
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to

this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://online.uwc.edu/academics/how-online-education-works/online-etiquette>.