



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

BIB 4010.OL (3 hrs)

Critical Issues

August 24 – October 21, 2020

Instructor Information

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Online “Office Hours”: Although it is not possible to hold physical office hours, students are most welcome to chat with and engage the professor throughout the course. Preferred means of contact would be via email or the internal email/chat in Canvas. For video chat, Google Meet with Captions is preferred.

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 has three ULOs as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs)

- 1. Biblical knowledge and application:** Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making. (ULO1).
- 2. Written and Oral Communication:** Students will demonstrate effective written and oral communication with appropriate consideration for the context and audience, both as a presenter/writer and an observer/evaluator (ULO 3).
- 3. Critical Thinking:** Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion. (ULO 4).

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 course is a survey of the various discussions in current biblical scholarship that have the potential to undermine faith in the inspiration and authority of the Bible. The course will discuss such issues as inspiration, canon, historiography, the documentary hypothesis, the Synoptic problem, the Jesus Seminar, pseudonymity, and similar issues. Students are strongly encouraged to take this course as a prerequisite to BIB 419.

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 course tie into the College and University SLOs, as indicated in parentheses:

1. The student will be able to demonstrate detailed knowledge of modern methods of investigation and theories of interpretation to the texts of the Christian scriptures, including its historical origins and development, composition, transmission, editing, canonization, and its history of interpretation. (COBAM/SLO 2; ULO1).
2. The student will be able to evaluate the basic methods and approaches of the various modern subdisciplines of biblical scholarship to the biblical text (COBAM/SLO 1; ULO 1,4).
3. The student will relate the critical methods to the whole of Christian scripture, describing their implications for biblical interpretation, with the witness of Christian tradition to the scriptures as God's inspired word (COBAM/SLO 1, 2; ULO 1, 3,4).
4. The student will research and write a critical process paper in stages. The paper will interpret a biblical textual unit through one of the methods studied in this course, and evaluate the method, its purposes, strengths, and limitations. (COBAM/SLO 2, ULO 1,3,4).

5. The student will reflect on the nature of scripture and the doctrine of scripture in light of a critical reflection on origin and transmission of the biblical text, epistemological approaches, and critical methods of study (COBAM/SLO 2, ULO 3).

Course Requirements

This class will consist of the following assignments and assessments (explained in detail below):

Syllabus Quiz and Carvalho Quiz = 5%

Discussion and Reflection Forums = 10%

Reflection Paper on Biblical Methods, Inspiration, and Authority = 25%

Book Report/Discussions = 30%

Course Project: Critical Analysis of a Biblical Passage = 30%

The grade book will be kept online so that students may view their scores at any time on Canvas under the “Grades” tab on the left side. Grades will not be posted elsewhere.

Quizzes (5%) (CLO 1)

Two open book quizzes will be required early in the course to ensure that the student has read and understood the course syllabus and the book *Primer for Biblical Methods*. These will be announced on Canvas, and the grades will be averaged to constitute 5% of the course grade.

Weekly Academic Forums (10%) (CLO 1, 2, 3)

The main mode of class engagement and participation as a whole will be via discussion forums that will include assignments, discussions, and reflections. There will be generally **one major academic forum** per week that will be graded. (Other ungraded forums will be created as needed such as to have students propose a research topic).

This academic forum will require students to study and analyze course content via readings and video lectures and to complete an assignment and engage in discussion with the class. The assignment and ensuing postings are designed for students to demonstrate the growing ability to apply and assess the implications of material to contemporary topics **and** the critical ability to engage in constructive, civil, give and take dialogue with fellow students.

Normally a new forum will be opened before the weekend and concluded by the following weekend. There will always be a class announcement when a new forum is posted that will have specific instructions and deadlines. A typical forum and time frame would be along these lines:

1. Readings and Video lectures provided by Friday to be done over the weekend;
2. Complete and post an assignment based on the readings no later than Wednesday;
3. Post the required number of comments on the work of other students and respond to postings to your assignment; All postings must be completed by the end of the following weekend and will be graded at that point.

This would mean that you will have two full weekends to complete an academic forum, but also note well that the weekends will then overlap, where you will finish the postings from the

previous forum and begin the readings for the next forum. It is recommended that you adopt a pace of study based on your schedule to get the work done at a convenient time, even if it is before the deadline. For example, you might post your assignment on the weekend to get a head start and finish all of your required posts early.

NOTE: It is the responsibility of the student to pay close attention to due dates and times for each discussion forum on Canvas. Responses should reflect familiarity with relevant assigned readings for the period in question indicated by explicit interaction with the authors' ideas and demonstrated by the student's ability to state main ideas from readings in his/her own words. Exercises should be completed with thoughtful consideration for and completion of each prompt or question.

In other words, generic responses such as "Amen sister!" or "I never thought of that!", while certainly appropriate for a lively discussion, will not be the basis of a grade. The more your postings reflect thoughtful engagement with the specific issues of the post and make use of course content in your response, the higher the posting grade will be. You should strive to both encourage and challenge your classmates to think more deeply and critically about the issues in question by pressing for greater clarification, bouncing ideas off of each other, and collaborating to resolve specific problems, including theological problems raised by the readings.

Hence, a post along the lines of "Good thoughts!" is not substantive and will not receive a grade. Rather, identify the specific claim and explain the specific warrant for evaluating the claim in a positive manner -- but feel free to also call attention to other specific observations that might make the claim stronger or weaker.

The grades for each forum will reflect the original post that is your own work and your engagement with other postings. The specific breakdown in points will be noted in the instructions for each forum (normally 6 points for the first post and up to four points for subsequent postings). And all the forums will be averaged to constitute 10% of the course grade.

Reflection Paper on Biblical Methods, Inspiration, and Authority (25%) (CLO 2, 3)

At the conclusion of the first unit of the course, students will write a short paper of 3-4 pages that will summarize their overview of the critical methods surveyed in the course, present their initial reflections on the advantages and limitations of specific methods, and finally to identify at least two critical methods that appeal to the student for use for the next two major assignments. This assignment will be the equivalent of a major unit exam and will constitute 25% of the course grade.

Book Report and Discussion (30%) (CLO 1, 2, 3)

During the first section of the course, students will work with the professor to identify a short book or major article that applies a specific critical method of biblical studies to a passage from the Bible. The student will write a short 3-4 page report that describes the method used by the book and how the use of this method has allowed for understanding the biblical text in a new way. There will be a short reflection section of 1-2 pages where the student will evaluate the

method and its potential advantages and disadvantages in biblical interpretation. Then the student will post the report and lead a forum discussion in the form of a Q/A session.

This Book Report and Forum Discussion will count as the mid-term exam, constituting 30% of the course grade.

Course Project: Critical Analysis of a Biblical Passage: (30%) (CLO 4)

The final exam will be in the form of a course project that will be the focus of the final three weeks of the course. The goal of this assignment is to engage a student in the process of positively employing one of the critical methods studied in this course and to understand its usefulness and limitations. This is an integrative project where students will “put it all together” by selecting a biblical passage and subjecting that passage to a critical analysis using a biblical method of their choice. This project will be done in stages throughout the course, so students should pay close attention to course announcements and follow the deadlines in working on the topics with the instructions.

Detailed instructions will be provided on Canvas--but in general, this paper will be a focused analysis of a short biblical passage in about 3-4 pages with using about 6-10 resources, such as 2-3 commentaries, 3-4 articles, and several dictionary entries. Then the paper will have a reflection section of 2-3 pages that will present a constructive theological and ethical reflection based on the critical analysis of the paper.

During the final two weeks, students will post their paper on an assigned date after which other students will read and then engage in a Q/A discussion led by the student.

This project will constitute the final exam grade, that will reflect the individual grades of the paper, the leading of the Q/A discussion forum, and participation in the forums of other students, and will constitute 30% of the course grade.

Course Outline

Below is a basic outline of the course that is divided into three sections, each of which will conclude with a major assignment that will be equivalent to the grade of an exam. Note that Week 6 will be a “reading week” with no required graded readings or forums to give you time to get started on your final project.

For all intents and purposes, each module will be announced by Friday of the preceding week and will close by Sunday of the next week, which will give you two weekends to complete a single module.

That said, be sure to pay close attention to the specific instructions with each module when announced that will have the specific and final assignments and deadlines.

1. Getting Our Feet Wet: Overview of Critical Biblical Methods (Weeks 1-3)

Module 1: Syllabus quiz, Library module, Getting resources for the course, introductions
Lectures/forums: Defining Critical Biblical Study/Illustrate with Examples
(CLO 1, 2)

Module 2: Overview of Methods with Examples and Practice (CLO 1, 2)

Module 3: Relationship between Critical Methods, Theological/Ethical Reflection, and
Biblical Inspiration and Authority (CLO 1, 2, 3, 5)
Reflection paper due by the beginning of Module 4

2. Taking the Plunge! Delving Deeper into Critical Biblical Methods (Weeks 4-5)

(Note: This unit will consist of student book reports and discussions.)

Module 4: Historical/Classical Methods: Student reports and discussion. Possible topics:
Textual criticism, Source, Redaction, Form, Historical criticism, etc (CLO 1, 2)

Module 5: Newer Text Focused/Ideological Approaches: Possible topics: Narrative,
Reader-response, Deconstruction, Feminist, Postcolonial, Ecological, etc.
(CLO 1, 2)

[Note: The grade for the student's report and moderation of the discussion forum will constitute the mid-term grade]

3. Practice Makes Perfect! Critical Analysis of a Biblical Passage (Weeks 6-8)

Module 6: **Reading Week**: Picking your passage and selecting your resources; begin
work

on your passages.// Lectures/readings illustrating detailed examples (CLO 4, 5)

Module 7: Student reports: Old Testament passages (CLO 4, 5)

Module 8: Student reports: New Testament passages (CLO 4, 5)

Course Materials Required:

Due to the online format of the course that is compressed into eight weeks, it is very important that you read this section carefully and make arrangements to get your required resources before they are needed. Note that only portions of some of the books will be used as described below, and you might decide not to buy those books

It is important that you order these books right now (!) since they will be used within a week of the start of the course: **Carvalho** (Primer on Biblical Methods), **Walton/Sandy** (Lost World of Scripture), **Sparks** (God's Words in Human Words). See below for the information and descriptions of these books. Only portions of Sparks will be discussed in class, so you might consider checking out the book or requesting a scan from the library (see below).

The other resources are not as imminent but read carefully so you can be informed on when to get these resources and how they will be used. You will use **Cosby** (Biblical Interpretation) for specific assignments around the third week of the course. **Soulen** (Handbook of Biblical Criticism) will not be tested or assigned as reading but will serve as a reference for your course assignments a few weeks later.

As for the Bible, it is up to you on the preferred format. Most versions are available for free online and there are good print editions available. Read item 1 carefully below and contact me if you need to discuss what Bible(s) to use.

Finally, note carefully the final two items on the requirements for you to obtain resources from the Harding Library for your book report and final project--important contact information is included there for you to reach out to your library's help desk.

You can obtain books through any means necessary (without breaking one of the Ten Commandments!) as long as you can get the books in time. You may purchase textbooks at the HU bookstore at the following link: <http://hubookstore.harding.edu/SelectTermDept.aspx>. You 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. Electronic books are permitted.

Don't forget: *It is the student's responsibility to know, obtain, study, and be prepared to quiz and test over all books and online material and to obtain individual resources for the course projects*

1) The *HarperCollins Study Bible*, **The Bible**. (San Francisco: HarperOne, 2006, NRSV) is recommended. The NRSV is recommended as a base version and can be used alone for most of the class assignments and forums, but some assignments might require comparing different versions to facilitate critical study (which are readily accessible online). Other translations are

acceptable (namely, any you will *read*) including those written in languages other than English, provided the translation is in your native language. Paraphrases (such as *The Living Bible*) or older translations (such as the *King James Version*) may be consulted and used for comparative analysis as needed but should not be used as the main text for this class. ***Those looking to diversify their Bible versions to facilitate stimulating critical study might consider obtaining additional versions, such as the Tanakh by the Jewish Publication Society that is an excellent translation of the Old Testament, a version by a single scholar such as Everett Fox's translation of the Pentateuch that is an artful rendering of how Hebrew might have understood in English. Other useful translations would be a synoptic edition compiling parallel sections for analysis such as the four Gospels, the four major sources of the Pentateuch, the Chronicler and Deuteronomistic History, and more! Feel free to reach to me as often as needed to inquire about suggested resources to best meet your need.***

2) Corrine L. Carvalho. ***Primer on Biblical Methods***. Winona, MN: Anselm Academic, 2009. This is a very short and well-organized overview of critical biblical methods. You will read this at least once and can use it for an open book reading quiz. This can be a helpful resource to identify possible topics for your critical interpretation project (explained in the assignment section below) by browsing through the questions and suggested exercises at the end of each section. **For Example:** In reading the section on source criticism, you are intrigued by exercise 2 on page 9 and decide to focus on comparing the parallel passages between 2 Peter 2 and Jude 3-16. Then you would work with your professor on how to do this and what to focus on as you work on your project. ***You will need to get this book ASAP in order to take the reading quiz.***

3) Richard N. Soulen. ***Handbook of Biblical Criticism***. 4th ed. Louisville: Westminster John Knox Press, 2011. Students have found this to be very helpful to have on hand throughout the course and beyond. This is an affordable paperback dictionary of critical biblical studies. Each significant term or concept you encounter in the class, such as “Q,” “Septuagint,” “Form Criticism,” or major scholars such as Gunkel, Wellhausen, Wrede, Bultmann, are explained in a short but substantial style with helpful cross-references to alert you to related entries, as well as a few diagrams. This resource will help you quickly understand concepts and important interpreters, much more so than Google, which would open up too much information that can be a disorienting time suck. ***It is not as imperative to get this book right away if your budget is limited; Carvalho is the priority book to get, and Soulen would be most beneficial by the 3rd week of the course and onward. If you had the book already, you could have looked up “Deuteronomistic History” to understand its use in section 1 above! This book will be used as a personal reference for your reading and assignments and will not itself be the subject of an assignment or exam. Citing this book as a resource and showing throughout the course how you have used this book to ask additional questions or to enhance your knowledge will help make a case for a higher grade for your online participation and involvement, which will be***

important especially for a borderline course grade (i.e., if your course grade is 89.3%, consideration of your demonstrated pattern of quality participation and engagement will help in determining if the grade should remain a B or nudged up to an A).

4) John H. Walton and D. Brent Sandy, ***The Lost World of Scripture: Ancient Literary Culture and Biblical Authority***. InterVarsity, 2013. (Also in Kindle edition on Amazon).

NOTE: This book was added too late for the HU bookstore to order. You will need to order it online. This is a widely available resource with a good supply of used editions that is very affordable (see Amazon). There is also a Kindle edition that you can order and read instantly.

In my experience, this is one of the most helpful resources for students in a faith-based setting to get a basic exposure to critical issues and its implications for the inspiration and authority of scripture. It is a fairly quick and non-technical read, but students often report being stimulated to consider in more depth the implications described in the book.

We will read about 70% of the book that will be the basis for online discussion. The section on the New Testament (part two) repeats many of the same principles from part one (on the Old Testament), so that section will be optional, but valuable if you desire to pick a NT passage for your course project.

You should be sure to get Walton's book as soon as possible to use it by the second week of the course!

5) Kenton L. Sparks. ***God's Word in Human Words***. Grand Rapids: Baker Academic, 2008. This is written by an evangelical Old Testament scholar to students who identify with the evangelical emphasis on integrating faith with biblical study. There is an overlap between churches who identify as evangelical and others as Churches of Christ that might make this resource useful for some of you. The main purpose of the book is to show the weakness of using critical methods only for the purpose of apologetics (i.e., to refute critical approaches as inappropriate or dangerous to faith) and to show instead how critical biblical methods can be used as a constructive tool to enhance a faithful reading of the bible. Sparks uses his own educational journey and how he learned that an exclusive apologetic approach conditioned him to read the Bible in a more negative way to refute scholarly claims and that his faith became stronger when he shifted his focus to a positive use of critical methods to understand the Bible better. ***For this class, you will read carefully about 25-30% of this book and discuss the issues on the class forums. The remainder of the book can be helpful in identifying a possible topic and providing a source for your critical biblical interpretation project, especially for the Old Testament. You should be sure to get the book ASAP since this book will be the focus of a***

major class forum around the second to third week. Upon request, I will provide a PDF of the first reading section if you need more time to get the book.

6) Michael R. Cosby. *Interpreting Biblical Literature: An Introduction to Biblical Studies*. Grantham, PA: Stony Run Publishing, 2009. This book is probably the most helpful resource I have found that presents a basic introduction of using critical methods and putting these methods into action into a section by section examination of the entire Bible. And I have read and browsed through probably a thousand or more resources -- most are either too advanced, too narrowly focused (such as only on one section of the Bible), or include way too much information as to be overwhelming. This book, in contrast, is relatively basic and shorter, with generous use of graphics and images, and seeks to guide you through the entire bible. **However**, the main weakness of this book is the tremendous cost. If you can afford it, it is worth having to use for this course and beyond as your launching pad to working through the Bible anew using newly learned critical tools. You can purchase or rent this resource as an **e-book** that is cheaper. Given the major expense of this book, we will use one or two chapters for assignments in this class to give you exposure to its contents -- if you want to delay spending the money, I will provide a PDF of the chapters for the assignments. This book will also be a gold mine that you can use to find a topic for your critical studies paper, especially for the New Testament that is not covered as much by Sparks or Carvalho, who are both Old Testament scholars. ***Due to its expense, the book is optional and pdfs of a couple of sections will be provided--you are encouraged to look at rentals, e-book versions, or used book vendors to find a copy that is affordable.***

7) Recommended: It is highly recommended that you purchase a one-volume Bible dictionary to use as a resource throughout the course. The purpose of this class is NOT to have you memorize information but to retrieve accurate information to aid in your task of critical biblical interpretation. Because it is one volume, it is intended to provide a quick reference entry on every single book in the Bible and on all terms, names, and places used in the Bible. A one-volume Bible dictionary with Soulen's Handbook will cover basically most concepts and topics in biblical interpretation that can be accessed quickly!

Either of these two dictionaries is recommended:

1. *Eerdmans Dictionary of the Bible*, edited by David Noel Freedman. Eerdmans: Grand Rapids, 2000.
2. *HarperCollins Bible Dictionary: Revised and Updated*, edited by Mark A. Powell. HarperCollins, 2011.

NOTE Carefully! There are also one-volume commentaries on the entire Bible and one that also has the name HarperCollins. These are not the same as a dictionary, so be sure to verify that the

title is correct. Finally, there are several editions of the HarperCollins Bible Dictionary going back several decades. Be sure to get the **2011** edition! Often when buying used books, it can be easy to buy an old edition by mistake. Since you want your Bible Dictionary to last a long time, you should get the most recent one that will have the latest biblical discoveries and scholarship.

8) Book review. The major assignment for the mid-point of the course (around the 4th week) is reading and presenting a report on a short book or major article with the focus on describing how that resource applies a specific critical method to a section of the Bible. Students will work with the professor around the second and third week of the course to identify a manageable book or article for the report that can easily be obtained. Depending on the chosen resource, you have the option to check the book out from the library, buy the book in physical or ebook format, or to obtain a PDF of an article or section of the book. Once you identify your resource for your report, you can use the information in the next section on contacting your library resource person for help.

9) Resources for the course project: Commensurate with the research focus on the graduate level, additional resources will need to be obtained and used for individual assignments, especially the course project. These resources will typically be commentaries, multi-volume Bible dictionaries, and articles in PDF forms. Some topics might require using sections of a book. The specific instructions for the course project will be provided below, but in general, the typical project use around 6-10 resources such as 2-3 commentaries, 3-4 articles, and entries from a Bible dictionary.

Hence it is important that you note the following contact information for using the Harding Library to aid you in finding and getting resources.

1. Your librarian contact person is *Whitney Hammes*. The best way to contact her is by going to **whitneyhammes.youcanbook.me** and making an appointment for a consultation. All consultations are done by Zoom or Google Meet (your choice). You can also contact her by email: khammes1@harding.edu. Unless campus policy changes due to the fluid Covid-19 situation, Whitney Hammes is available for in-person consultation upon request, an option that is especially recommended for struggling students.
2. If you are on or near campus, you can visit the library to use or check out resources. Harding prefers that you come to campus to get your resources if you live within a forty-minute drive. Note that Bible Dictionaries and many commentary sets are normally available only in the Reference section that can be used but not checked out. NOTE: Due to Covid-19, on-campus accessibility can change quickly without notice, so please be sure to stay informed of current developments to avoid wasting a trip to campus!

3. If you are located away from campus, you can meet with Whitney Hammes via Zoom/Google Meet or communicate by email. You have two options to get resources.

One option is to use a theological library in a nearby area. Whitney Hammes will help you find a place close by and assist you in contacting that library to get the resources you need. Just about every metropolitan area has a good theological library.

A second option is to have resources sent to you from the Harding library. You have these options: a. Up to five books mailed to you at any one time (be sure to request the books early enough!) b. request a scan of a section of a book, commentary, or reference resource. This is probably your best and fastest option since the class project will be mostly looking at a few pages in a resource that covers your assigned topic. To request a scan, you need to use this link:

https://hardinguniversity.account.worldcat.org/account/ill-workform/ILL_PATRON_REQUEST_GENERIC

The third option is the easiest--many resources, especially articles, are already available in electronic form and can be retrieved instantly after using a search engine. (For this class, the main search engine is ATLA (for American Theological Library Association) and available on the Harding website.).

Time Management Expectations

A traditional on-ground class with 3 hours of credit has the basic expectation of 2 hours of outside work per credit hour. This would be a total of **9 hours** (3 in the classroom, and 3 outside the classroom). The online version of this class has similar expectations, **but with these very important differences: (1)** the lectures and note-taking during the three in-class hours will be replaced mostly with readings, individual assignments, and discussion forums. **(2)** As an 8 week class, each week will count as two weeks of a traditional full semester.

This means then that as an online student taking an accelerated course in 8 weeks, ***you should expect to spend about 18 hours per week on this class (i.e., the 9 hours for one week in a 16 week semester is now 18 hours to reflect two weeks covered in a single week of an accelerated online course).***

Late work will be penalized by 10% for every workday late.

Due Dates

Dates for each individual module as well as major assignments and their due dates are noted below. Starting with module 2, the instructions for each academic forum and the major assignments will be posted on Canvas on the Friday prior to each module. It is very important that you pay attention to these instructions that will also provide reminders for due dates for upcoming assignments.

Module Dates (Beginning and End Dates for each Weekly Academic Forum [WAF]) ¹	Major Assignments and Due Dates (All noted assignments will be accessed and submitted via Canvas)
1. Aug 24 - 30 WAF #1	-- <i>Syllabus Quiz</i> (Aug 26) (Take any time on Canvas by due date) -- <i>Carvalho Quiz</i> (Aug 30) (Take any time on Canvas by due date)
2. Aug 31-Sep 6 WAF #2	--Announce instructions for Biblical Methods Reflection paper --Announce instructions for your Book/Article report (Selection of book or article due Sept 6)
3. Sept 7 -13 WAF #3	--Biblical Methods Reflection paper due Sept 13 (by 11:59 PM) --Announce Instructions for your Course Project (Selection of biblical passage for your Course Project due Sept 13)
4. Sept 14- 20 WAF #4	--Book reports (note your assigned due date) --Preliminary bibliography for Course Project due Sept 20
5. Sept 21 - 27 WAF #5	--Book reports (note your assigned due date) --Final Bibliography of sources must be obtained by Sept 27
6. Sept 28 - Oct 4 (no academic forum)	--Reading week: work on your Course Project
7. Oct 5 - 11 WAF #6	--Course project presentations (note your assigned due date)
8. Oct 12 - 18 WAF #7	--Course project presentations (note your assigned due date)

¹ NOTE: This is the true beginning of each module that begins on Mondays; However, the weekly academic forum will normally be opened a few days early, normally on the preceding Friday, to give you more options to work ahead of time. For example, for Module 3, the weekly academic forum for that module will be posted on Sept 4 ahead of its official opening date of Sept 7.

Grievance Procedures

If a student has a grievance, discuss this with the professor. 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:

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 issues that significantly affect 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 issues, 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 a 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.

Library Resources

The Harding Brackett Library offers many services to students on campus and at a distance. Click [here](#) to link to the Library.

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.

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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 units.

Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

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, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access **as soon as possible** in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since some courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (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 of 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.

Netiquette

1. **Remember your manners.** 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, the 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://kb.wisc.edu/ei/resources/page.php?id=50548>