



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

Harding University
BMIN 2080.OL (3 hours)
Foundations for Ministry
August 10-September 18, 2020

Instructor Information

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Tuesday, Thursday: 1:00-4:00

Preferred method of contact: I welcome you to call me or to come to my office for a one-on-one visit if you are in town. It's always good to schedule an appointment ahead of time if you do.

You may also email me or text me. I prefer Harding email over the Canvas messenger, but I'll answer both. You may expect a response from me within 48 hours on any workday.

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 ULO 1 Biblical Knowledge and Application as its primary university-level learning outcomes:

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

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

This course stresses the spiritual formation of the minister based on the nature of God, biblical examples of ministry, and a personal assessment of aptitude for ministry. Students are also introduced to the tools of theological research and the various kinds of ministry. This course is restricted to degree completion students.

The purpose of this course is to provide students with a foundation for ministry that begins with the application of the content of the Bible to personal spiritual development and progresses to the context of occupational pursuits.

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 explain from scripture the primary ways in which a minister incarnates the character of God through the offices of prophet, priest, sage, scribe, apostle, evangelist, and shepherd (COBAM/SLO 1, 2, 3, 5).
2. The student will be able to converse comfortably and intelligently about the insights of James K. A. Smith, Walter Brueggemann, and the authors in *Before You Go* (COBAM/SLO 4, 5).
3. The student will be able to practice basic spiritual disciplines with more consistency (COBAM/SLO 5, 6).

4. The student will be able to answer the question “Why have you chosen to pursue full-time ministry (or not)?” through class discussions about calling and giftedness (COBAM/SLO 5, 6).
5. The student will be able to apply the basic principles of theological research and writing (COBAM/SLO 6).

Course Materials

1. Jenkins, Jeff. *Before I Go: Notes from Older Preachers*. CreateSpace Independent Publishing Platform, 2015. (ISBN: 9781517026486) (Required).
2. Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids, MI: Brazos Press, 2016. (ISBN: 978-1-587-43380-1) (Required)
3. Willimon, William H. *Leading with the Sermon: Preaching as Leadership*. Fortress Press, 2020 (ISBN: 978-1506456379) (Required).
4. Any notes, links, or files given in the weekly modules. (Required)
5. The Bible. (any standard version is permitted, but ESV or NIV are recommended).

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 for quizzes and tests over all books and online material.*

Assessment

This class will consist of the following assignments and assessments:

- Class Discussion = 20%
- Application = 10%
- Reflection = 10%
- Project = 20%
- Exams (20% each) = 40%

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.

Assignments

Discussion Assignments

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, watching, and frequent class participation online. Please look at each requirement below carefully. All forum assignments must be completed on time to avoid grade reductions of up

to one letter grade per day late. Each post must be thoughtful, clearly expressed, add to the discussion (not merely say “good job” or “I agree”).

Discussion questions: (20%) (CLO 1, 2)

- 1) Comment on discussion questions posted for each week. (Due Wednesdays)
- 2) Read your classmates’ responses. Respond to at least one comment posted by classmates or the instructor. Make sure that you have at least one response in addition to your answers to the discussion questions. (Due Wednesdays)
- 3) Each module you will need to have two posts per discussion question: answer questions, and respond to one answer.
- 4) 4-6 sentences in length per post. The sentence requirement should be seen as a target for the minimum amount of engagement. There is no maximum limit for your posts.

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 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. There is not a rubric for discussion since the points are pass/fail.

Application questions: (10%) (CLO 3)

An application question will be posted in the discussions. Students are not required to comment on application posts, but they are welcome to. Students are required to read posts by classmates. When students respond to the application and reflection assignments, please be sure to follow formal writing rules. A rubric has been provided in the assignment in the online course. Application questions are due Tuesday of each module.

Reflection questions: (10%) (CLO 4, 5)

A reflection question will be posted in the discussions. Students are not required to comment on reflections posts, but they are welcome to. Students are required to read posts by classmates. When students respond to the application and reflection assignments, please be sure to follow formal writing rules. A rubric has been provided in the assignment in the online course. Reflection questions are due Wednesday of each module.

Project: (20%) (CLO 4)

Students will shadow two professionals from various fields of ministry for no less than one day per professional (e.g. preaching minister, youth minister, senior’s minister). The student shall choose the first two ministers based on their own interests and abilities. The third minister shall be chosen for each student based on poll or consensus from the remaining unrepresented fields of ministry (e.g. children’s ministry, counseling, professor). The student will prepare a concise

video presentation (less than 30 minutes) and make it available to the class. Successful videos will represent the work of the minister, questions asked and answered, and reflections by the student on how this experience has shaped their general understanding of ministry and specific call to ministry. A rubric will be included in the Canvas course and attached to the assignment.

Exams (20% each; 40% total) (CLO 1, 2)

Two exams will be given. Both are open book. Exam 1 will cover all course materials in the first half of the course and is due at the end of Week 3 (You may take it early but not late). Exam 2 will cover all course material. Late Exam 1s receive 10% penalties one per day late. Due to university guidelines on grade submission, no final exams will be accepted late.

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.

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 22-25 hours per week on this class. Since this course begins before the regular semester, I have front-loaded the reading assignments for your convenience. It is easier to get ahead than to catch up.

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:

90-100	A	60-69	D
80-89	B	59 & below	F
70-79	C		

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

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 could 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.

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.

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

Assessment: 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.

Course Outline

Week 1: The Minister as Priest

Unit Student Learning Connections:

- Students will be able to describe how God's holiness incarnated in the office of the priesthood serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to apply the virtues, habits, and spiritual disciplines outlined in James K. A. Smith's *You Are What You Love* to their lives (CLO 2).
- Students will be able to evaluate their current level of spiritual maturity and establish goals and strategies for achieving a greater level of spiritual maturity (CLO 3).
- Students will be able to develop in spiritual maturity through acts of letter writing to God and play with others (CLO 3, 5).

Week 2: The Minister as Prophet

Unit Student Learning Connections:

- Students will be able to describe how God's justice and mercy incarnated in the office of the prophet serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to apply the model of prophetic ministry envisioned by Walter Brueggemann in *The Prophetic Imagination* to their ministry context (CLO 2).

- Students will be able to develop spiritual maturity through acts of hospitality and Sabbath keeping (CLO 3).

Week 3: The Minister as Scribe

Unit Student Learning Connections:

- Students will be able to describe how the nature and will of God exhibited through the law and incarnated by the legal experts serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to analyze the use of the Law by Moses, Ezra, Joshua, Josiah, Amos, Nehemiah, Jesus, Paul, and James (CLO 1).
- Students will be able to develop spiritual maturity through acts of media fasting and silence (CLO 3).

Week 4: The Minister as Sage

Unit Student Learning Connections:

- Students will be able to describe how God’s wisdom incarnated in the office of the sage serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to apply the wisdom espoused by Steve Guy, Robert Oglesby, and the authors in *Before I Go* (CLO 2).
- Students will be able to develop spiritual maturity through acts of prayer for the success of competitors and secret service (CLO 3).

Week 5: The Minister as Apostle & Evangelist

Unit Student Learning Connections:

- Students will be able to describe how God’s love incarnated in the evangelist and apostle serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to analyze the discipleship exemplified by Jesus, the Twelve Apostles, Philip, and Paul (CLO 1).
- Students will be able to develop in spiritual maturity through acts of deaccumulation and prayer (CLO 3).

Week 6: The Minister as Shepherd

Unit Student Learning Connections:

- Students will be able to describe how God’s tender care incarnated in the shepherd serves as a timeless guide for informing the life and vocation of the minister (CLO 1, 4, 5).
- Students will be able to analyze various biblical texts about The Good Shepherd, The Evil Shepherds, and no Shepherd (CLO 1).
- Students will be able to develop in spiritual maturity through acts of a day without gossip and living one day devotionally (CLO 3).

Weekly Reading Schedule

Weekly model. The course will be taught in **six weeks**. We are following a **Monday-Sunday** schedule in order to allow you to optimize your weekends for studying if you need to. Therefore, use the following weekly schedule:

- ✓ Monday and Tuesday read the assignments and notes and begin to answer the discussion questions.
- ✓ On Wednesday post your discussions.
- ✓ On Thursday post the application assignment.
- ✓ On Friday post the reflection assignment.
- ✓ Do not forget the exams and the church project.

Below is the reading schedule for the course: *(Please note the readings listed below do not reflect an exhaustive list. Additional resources to read or view may be provided each week. The student is responsible for studying all material referred to in the course).*

- ✓ **Week 1:** Read: **Smith, YAWYL**: pp. 1-190 (1 ch. per day). Survey: **Gen** 1-3; **Lev** 1-26; **Num** 18; **Josh** 3-7; 21; **1 Sam** 1-7; **Luke** 1; **Heb** 3; 7-10; **1 Pet** 2; **2 Cor** 3; **Rom** 15;
- ✓ **Week 2:** Read: **Brueggemann, TPI**: pp. 1-125 (1 chapter per day). Survey: **Gen** 6-9; 12; 18-19; **Ex** 32; **Deut** 9; **1 Kgs** 17-22; **2 Kgs** 1-9; **2 Chr** 15-16; **Isa** 1; 6; 40; 56; 65-66; **Jer** 7; 15; 29; **Ezek** 2-3; 22; 36-37; **Amos** 1-2; **Ezra** 6:14; **Mal** 4:5-6; **Deut** 18; **Jn** 1; **Luke** 7; 25; **Matt** 23-24; **Acts** 8; **Eph** 4; **Rom** 12; **1 Cor** 14.
- ✓ **Week 3:** Survey: **Ex** 3; 19-20; 21-26; **Deut** 1:1-8; 6; 22-25; **Ezra** 7:10; 9-10; **Neh** 8:1-18; 12-13; **Josh** 1; **2 Kings** 22; **Psalms** 1; 150; **Amos** 2; **James** 2; **Matt** 5-7; 19:16-22; 22:36-40; **Rom** 13:8-10; **2 Tim** 2:15; **1 Pet** 3:15.
- ✓ **Week 4:** Read: **Jenkins, BIG**, pp. 1-184; **S. Guy, POM**: pp. 1-8. Survey: **Gen** 3; 37-50; **1 Sam** 25; **1 Kgs** 3; **1 Chr** 12:32; **Est** 1:13; **Job** 28; **Prov** 1-3; 11-31; **Dan** 1-6; **Matt** 13; **Jms** 1-5; **Bel and the Dragon**; **Suzanna**. Watch: **R. Oglesby**, Ministry Stories.
- ✓ **Week 5:** Survey: **Gen** 12; **Ex** 12; **Lev** 24; **Josh** 6-7; **Ruth** 1-4; **2 Chr** 6; 35; **Job** 4-16; **Ps** 2; **Isa** 2; 49; 56; 60; **Jer** 31; **Jonah** 1-4; **Micah** 4; **Matt** 28; **Mark** 1; 3; 6; 9; **Luke** 5-6; **John** 20; **Acts** 1-2; 8; 17; **Rom** 1-3; 8:29; **1 Cor** 11:1; **Eph** 4:11-16; **2 Tim** 2:2.
- ✓ **Week 6:** Survey: **Ex** 4; 12; 17-19; 24; **Num** 11; **Deut** 21; 27; 31; **Josh** 8; **Judg** 2; 8; 11; 21; **Ruth** 4; **Ezra** 5; 6; 10; **Psalms** 23; **Jer** 19; 29; **Lam** 1-5; **Ezek** 34; **Luke** 15; **John** 10; **Acts** 15; **2 Cor** 1:3-5; 5:11-21; **James** 5:14; **1 Tim** 3; 5; **Titus** 1; **1 Pet** 5; **Rev** 4-5; 7; 11; 14; 19.

Due Dates

Weeks	DQs	App. Assign.	Ref. Assign.	Exams & Project
1. Aug 5-11	Aug 7	Aug 8	Aug 9	
2. Aug 12-18	Aug 14	Aug 15	Aug 16	
3. Aug 19-25	Aug 21	Aug 22	Aug 23	Exam 1: Aug 23
4. Aug 26- Sept 1	Aug 28	Aug 29	Aug 30	
5. Sept 2-8	Sept 4	Sept 5	Sept 6	Project: Sept 6
6. Sept 9-13	Sept 11	Sept 12	Sept 13	Exam 2: Sept 13

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, 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>