



Harding University
BOLD 2050.OL (1 hr)
OTTS: Leadership in the Old Testament
November 11-December 13, 2020

Instructor Information:

Name: Zach Neal

Department: Center for Distance Education in Bible and Ministry

Email: zneal@harding.edu

Phone: 501-279-4332

Office hours: N/A

Preferred method of contact: You may contact Zach Neal by phone (501-279-4332) or by email zneal@harding.edu. You may also message him through Canvas. The instructor will periodically log onto the course throughout the day. He is also available to meet in person by appointment.

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 as its primary university-level learning outcome:

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 explores an Old Testament book, topic, or theme and is grounded in carefully chosen Old Testament texts.

The course work coordinates with [BOLD 3050](#) and [BOLD 4050](#) to provide a concentrated study of Old Testament texts. This course can be repeated three times for up to four hours of credit based on four distinctive studies in the Old Testament.

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:

1. Demonstrate a working knowledge of the stories and lessons of leaders in the Old Testament.
2. Demonstrate an understanding of Nehemiah's leadership and its effects on the restoration of Jerusalem.
3. Apply and use learned leadership principles in real life.
4. Articulate to others their experiences learned from this course's content and activities.

(Each of the above objectives will be assessed through class discussions, assignments, and exams.)

Course Materials

Canvas on HU Pipeline

Textbook: Stanley, Andy. *Visioneering*. Multnomah: 2005. ISBN: 159052456X.

Lecture video: Leading Giants by Don McLaughlin will be linked in the course.

Online Readings: The instructor reserves the right to post other online readings or links.

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. Electronic books are permitted, and all required books are available in electronic format.

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

Discussion Questions: 30%

Book Report: 30%

Quiz: 20%

Final Exam: 20%

Assignments

Due to the nature of online learning, the students are expected to replace classroom time with reading, viewing the video, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time!

Discussion questions: (30%) CLOs 3 & 4

- 1) Comment on 1 discussion question posted for each learning module.
- 2) Respond to postings by classmates or the instructor at least once for each module.
- 3) Each comment must be a minimum of two paragraphs in length. Each response must be a minimum of one paragraph in length. The comment is worth 20 points and the response is worth 10 points. The comment and response must communicate an understanding of what was read.

Book report: (30%) Due December 11 CLO 1, 2, 3, & 4

Students will write a 3-5 page book report over the textbook. Students should look for the main thesis of the book and supporting arguments for the thesis. In writing the report, students should include the author's thesis and a summary of the book's content that supports the author's thesis. Students should conclude the report with an evaluation of what they learned from the book. In other words, conclude by answering the question "How has this book changed you?"

Writing guidelines:

- 3-5 pages in length
- Times New Roman
- Double-space
- 1 in. margins
- Use parenthetical references for book pages, such as (p. 15) or (pp. 15-20).
- Use academic writing styles (i.e., proper grammar, no text language, no slang, no informal discussion).
- First-person is allowed, second-person is not.
- No contractions!

Quiz: (20%) CLOs 1 & 2

In each module, the students will be required to take a quiz that measures content acquisition from the lectures and reading assignments. Students may take the quiz two times, and the highest grade will be recorded. Students may find the quizzes under the assessment tool or link in the learning modules. All quizzes must be completed by the end of the week they are assigned (Sunday by midnight).

Final Exam: (20%) Due December 18 CLOs 1 & 2

There will be one major exam at the end of this course.

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 (for face-to-face courses)

For every class hour, the typical student should expect to spend at least two clock hours 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 9-10 hours per course module, or a total of 45 hours.

Grievance procedures

If during the course a student feels that he or she is being treated unfairly, the student must first discuss this situation with the instructor. If this has been done and the student is not satisfied with the result, he or she may contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

All grievances will be processed according to the procedure given in the Academic catalog.

Grading

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

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.

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 may 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 the Office of the Provost and notify the student. Each student has the right to appeal the report with the Provost's Office, but I will not tolerate cheating or plagiarism at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

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.

What the instructor expects from himself

1. To accomplish the stated objectives.
2. To maintain the necessary level of academic integrity for a one-credit-hour class.
3. To treat students with love and respect by showing concern for them, by being prompt and fair in grading, by being well-prepared for each unit, and by being willing to listen and learn from the students.
4. To be available as much as possible to respond to students about academic or personal matters.

Course outline

Week 1: Module 1: The Spiritual Giant Shortage

Module 2: Spiritual Giants are Intentional about Growth

Module 3: Spiritual Giants are Passionate about God

Week 2: Module 4: Spiritual Giants are Devoted to Seek God's Will for Their Lives

Module 5: Spiritual Giants are Committed to Prayer

Module 6: Spiritual Giants are Committed to Moral and Ethical Integrity

Module 7: Spiritual Giants are Humble and Responsive to Godly Leaders

Week 3: Module 8: Spiritual Giants are Committed to Casting a Compelling Vision

Module 9: Spiritual Giants are Committed to Building Teams

Module 10: Spiritual Giants are Committed to Maintaining the Focus

Book Report

Week 4: Final Exam

Weekly Reading schedule

The course will be taught in 4 weeks.

Learning modules: It is very important that students complete the modules over the course of the week and not at the last minute.

Week 1: Module 1-3; Visioneering Intro & Chapters 1-6

Week 2: Module 4-7; Visioneering Chapters 7-12

Week 3: Modules 8, 9, & 10; Visioneering Chapters 13-18 & Conclusion; Book Report

Week 4: Final Exam

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 **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://kb.wisc.edu/ei/resources/page.php?id=50548>