



**Harding University**  
**BRES 2070.OL (3 hrs) Research and Writing**  
**October 5-December 18, 2019**

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**Instructor Information**

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Office hours: Monday, Wednesday, Friday: 1:00-2:00

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 work day.

**Harding University's Mission:**

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

**University Level Student Learning Outcomes (ULOs)**

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. This class focuses on ULO 1 Biblical Knowledge and Application and ULO 2 Life's Mission as its primary university-level learning outcomes:

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

ULO 2: Students will articulate the connection between Christian values and principles and their life's mission

### **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 introduces Bible majors to skills, resources, and strategies used in academic research within the College of Bible and Ministry. It helps to lay the foundation for academic writing in upper-division courses and future studies in ministry.

Ministers are regularly expected to research and write sermons, classes, bulletin articles, web blogs, and more. This course provides the necessary information and practice to help you excel as a modern-day scribe and teacher of the law.

### **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. Students will be able to write, present, and defend a well-researched and well-written theological paper (COBAM/SLO 1, 5, 6).
2. Students will be skilled in using Bible software (purchased or free), online resources, print resources, and library databases (COBAM/SLO 1, 5, 6).
3. Students will be skilled in using their local theological library (COBAM/SLO 5, 6).
4. Students will be able to write a critical review of a book, an article, and a student paper (COBAM/SLO 5, 6).
5. Students will be able to evaluate the worthiness of a book and article written in English and foreign languages based on reading a summary, review, and portions of the article (COBAM/SLO 5, 6).
6. Students will learn how to assess the validity of an argument and how to construct their own argument (COBAM/SLO 5, 6).
7. Students will be able to use appropriate grammar and style (COBAM/SLO 5, 6).

## Course Materials

### Required Resources:

1. Kopic, Kelly M. *A Little Book for New Theologians*. IVP Academic, 2012. (ISBN: 978-0830839759). 126 pages.
2. Booth, Wayne C., Gregory G. Colomb, et. al. *The Craft of Research*. 4<sup>th</sup> edition. Chicago and London: University of Chicago, 2016. (ISBN: 978-0226239569). 336 pages.
3. Strunk, William, and Virginia Campbell. *The Elements of Style: Simplified and Illustrated for Busy People*. Independently Published, 2018. (ISBN: 978-1980205197). 81 pages.
4. Poff, Michele T., Editor. *The Elements of Style Workbook*. Tip Top Education, TX, 2017. (ISBN: 9781642810059). 214 pages.
5. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9<sup>th</sup> edition. University of Chicago, 2018. (ISBN: 978-0226494425). 464 pages.
6. Any notes, links, or files given in the weekly modules. (Required)
7. A Study Bible (ESV or NIV is recommended).

### Recommended Resources:

1. Accordance or Logos Bible Software (basic package + Greek or Hebrew Bible & Lexicon)
2. Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Wipf and Stock Publishers, 2011 or 2014. (ISBN: 978-1610973861). 426 pages.

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%
- Term Paper = 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.

## 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 receive any credit. Each post must be thoughtful, clearly expressed, add to the discussion (not merely say “good job” or “I agree”).

***Discussion questions: (20%) (CLO 2, 3, 4, 7)***

- 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 5, 6, 7)***

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 Thursday of each module.

***Reflection questions: (10%) (CLO 1, 2, 7)***

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 Friday of each module.

***Project: (20%) (CLO 1, 6, 7)***

Students will write a double-spaced, 10-12 page theological paper on a biblical pericope of 10-12 verses in length (chosen by the student in consultation with the professor) with a minimum of 15 sources. These sources will be evaluated for quality (e.g. notable scholar, reliable series, coherent

argument), variety (1–2 reference works, such as encyclopedias or dictionaries, 3–5 biblical commentaries, 2-3 scholarly books, 3–4 journal articles, and 1–2 select web pages), and opposing/alternative views to your argument. Successful papers will be written in 12-point Times New Roman font, include a cover page, page numbers, footnotes (not endnotes), and a bibliography at the end. They will integrate all the skills learned this semester, including proper reading, research, sources, exegesis, argumentation, drafting, revising, grammar, style, citations, and bibliography. Beginning with the “first draft”, all paper segments should be submitted through “turn-it-in” on Canvas using Microsoft WORD format (to assist with teacher feedback). A grading rubric will be provided for each portion of this project. The final project is due Dec 8.

The paper will be developed in stages, including 1) the selection of the pericope, 2) the identification of the question/problem, 3) the exegesis of the text, 4) the creation of the bibliography and identification of three views on the problem/question, 5) the thesis and outline, 6) the first draft consisting of five pages, 7) the second draft consisting of ten pages, 8) revising the draft, 9) creating the final draft and presentation. The stages will be submitted as the “reflection” assignment on Fridays each week. Students will assist their classmates in the writing process by providing helpful feedback along the way. Professor and student input should be considered in writing future drafts. The final exam will include a question involving all of the student papers, so students should keep up with their classmates’ research.

**Exams (20% each; 40% total) (CLO 5, 6, 7)**

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 5 (You may take it early but not late). Exam 2 will cover all course material and will be given during finals week. Late Exam 1s receive 10% penalties one per day late. Due to university guidelines on grade submission, no final exams will be accepted late.

**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 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 13 hours per week on this class. Since this course begins during the regular semester, you may want to read the textbooks before the class officially begins. It is better to be ahead than to play catch up. This course has been front-loaded with reading, so that the remainder of the semester may be devoted to the act of researching and writing the term paper.

**Here is a suggestion** of how much time to spend each week on course preparations and engagement:

Video lecture, textbooks and online resource readings = 6 hours

Discussion questions = 2 hours

Application assignment = 2 hour

Reflection assignment/term paper = 2 hour

Exams = 1 hour

### **Grading**

Grades will be assigned by percentage:

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

### **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](mailto: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](mailto:registrar@harding.edu)) for the drop/add refund schedule.

### **Student Support**

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

### **Students with Disabilities**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a **documented disability** condition (e.g. physical, learning, 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](mailto: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](#)

## **Grievance Procedures**

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the College of Bible and Ministry (501) 279-4448.

## **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 Research Task: An Overview of the Process and Strategy

*Unit Student Learning Connections:*

- Students will be able to describe the process and strategy involved in researching and writing a theological paper (CLO 1, 5).
- Students will be able to apply the insights, recommendations, and cautions outlined in Kelly Kapic's *A Little Book for New Theologians*; portions of Wayne Booth's *The Craft of Research*; Strunk's and Campbell's *Elements of Style*; Turabian's *Manual for Writers*, and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to read carefully and critically evaluate literature by identifying an article's thesis, structure, argument, introduction, and conclusion (CLO 4).
- Students will select the text for their theological paper (CLO 1).

**Week 2:** How to Read Anything: Being More Careful and Critical

*Unit Student Learning Connections:*

- Students will be able to describe the skills involved in being a careful and critical reader (CLO 4, 5).
- Students will be able to apply the strategies outlined in portions of Booth's *Craft of Research*; Strunk's and Campbell's *Elements of Style*; Turabian's *Manual for Writers*, and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to read carefully and critically evaluate literature by identifying an article's deficiencies in sources, logic, grammar, style, and contribution (CLO 4).
- Students will identify a theological question or problem they want to answer or solve (CLO 1).

**Week 3: How to Read the Bible: Primary Exegetical Methods**

*Unit Student Learning Connections:*

- Students will be able to describe the primary exegetical skills involved in studying the biblical text (CLO 2).
- Students will be able to apply the strategies outlined in Strunk's and Campbell's *Elements of Style*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to read carefully and critically evaluate the Bible's claims, support, and meaning by applying the methods to their own pericope (CLO 1, 2).

**Week 4: Researching (Part 1): Identifying and Evaluating Sources**

*Unit Student Learning Connections:*

- Students will be able to describe the methods for identifying and evaluating sources for theological research (CLO 2, 3).
- Students will be able to apply the strategies outlined in portions of Booth's *Craft of Research*; Turabian's *Manual for Writers*; Strunk's and Campbell's *Elements of Style*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to identify and evaluate sources through various exercises and applying the methods to their own pericope (CLO 1, 2, 5).

**Week 5: Researching (Part 2): Citing, Not Plagiarizing, and Creating Bibliographies**

*Unit Student Learning Connections:*

- Students will be able to describe the best methods and tools for proper citation and bibliography creation (CLO 2).
- Students will be able to apply the strategies outlined in portions of Booth's *Craft of Research*; Turabian's *Manual for Writers*; Bauer's *Annotated Guide*; Strunk's and Campbell's *Elements of Style*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to cite and create bibliographies through various exercises and applying the lessons to their own paper (CLO 1).

**Week 6: Moving From Research to Writing: The Argument**

*Unit Student Learning Connections:*

- Students will be able to describe the methods and strategies for moving from research to writing an argument (CLO 6).
- Students will be able to apply the strategies outlined in portions of Booth's *The Craft of Research*; Turabian's *Manual for Writers*; Strunk's and Campbell's *Elements of Style*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to evaluate and write an argument through writing a critical review and applying the lessons to their own paper (CLO 1, 4, 6).

**Week 7: Writing: Drafting (and Research Revisited)**

*Unit Student Learning Connections:*

- Students will be able to describe the process of drafting a theological paper (CLO 1, 6).

- Students will be able to apply the strategies outlined in portions of Booth's *The Craft of Research* and Turabian's *Manual for Writers* (CLO 1, 6, 7).
- Students will be able to develop their ability to draft a theological paper through applying the lesson to their own paper and evaluating another student's paper (CLO 1).

**Week 8: Writing: Grammar and Style (Part 1)**

*Unit Student Learning Connections:*

- Students will be able to describe the qualities of proper grammar and style (CLO 7).
- Students will be able to apply the strategies outlined in Turabian's *Manual for Writers*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to practice proper grammar and style through various exercises and applying the lessons to their own paper (CLO 1, 7).

**Week 9: Writing: Grammar & Style (Part 2) and Revising**

*Unit Student Learning Connections:*

- Students will be able to describe the qualities of proper grammar and style and paper revision (CLO 7).
- Students will be able to apply the strategies outlined in Booth's *The Craft of Research*; Turabian's *A Manual for Writers*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to practice proper grammar and style and revision through various exercises and applying the lessons to their paper (CLO 1, 4, 7).

**Week 10: Creating and Effectively Presenting the Final Draft**

*Unit Student Learning Connections:*

- Students will be able to describe the best methods and tools for effectively presenting a theological paper (CLO 1, 2).
- Students will be able to apply the strategies outlined in portions of Booth's *The Craft of Research*; Turabian's *A Manual for Writers*; and Poff's *Style Workbook* (CLO 1, 6, 7).
- Students will be able to develop their ability to create effective presentations through various exercises and applying the lessons to their own paper (CLO 1).

**Weekly Reading Schedule**

Weekly model. The course will be taught in **ten weeks**. We are following a **Monday-Sunday** schedule in order to allow you to optimize your weekends for ministry and family. 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 writing 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).*

Take a look at the “course materials” toward the top of this syllabus for full book citations.

- ✓ **Week 1:** Read: **Kapic, *ALBENT***: pp. 1-121 (2 chapters a day). **Booth, *TCOR***: pp. xi-29; **Strunk and Campbell, *TEOS***: pp. 1-8; **Turabian, *AMFW***: pp. 1-9, 134-138; Do: **Poff, *EOSW***: pp. v-14.
- ✓ **Week 2:** Read: **Booth, *TCOR***: pp. 30-50; **Turabian, *AMFW***: pp. 10-24; **Strunk and Campbell, *TEOS***: pp. 9-18; Do: **Poff, *EOSW***: pp. 14-29.
- ✓ **Week 3:** Read: **Strunk and Campbell, *TEOS***: pp. 19-48; Do: **Poff, *EOSW***: pp. 30-43;
- ✓ **Week 4:** Read: **Booth, *TCOR***: pp. 51-83; **Strunk and Campbell, *TEOS***: pp. 49-52; **Turabian, *AMFW***: pp. 25-50; Do: **Poff, *EOSW***: pp. 44-75.
- ✓ **Week 5:** Survey: **Turabian, *AMFW***: pp. 139-292; **Strunk and Campbell, *TEOS***: pp. 53-75; Do: **Poff, *EOSW***: pp. 76-87.
- ✓ **Week 6:** Read: **Booth, *TCOR***: pp. 84-170; **Turabian, *AMFW***: pp. 51-65; **Strunk and Campbell, *TEOS***: pp. 76-81; Do: **Poff, *EOSW***: pp. 88-101.
- ✓ **Week 7:** Read: **Booth, *TCOR***: pp. 171-202; **Turabian, *AMFW***: pp. 66-85; Do: **Poff, *EOSW***: pp. 102-108.
- ✓ **Week 8:** Survey: **Turabian, *AMFW***: pp. 293-392; Do: **Poff, *EOSW***: pp. 109-162.
- ✓ **Week 9:** Survey: Read: **Booth, *TCOR***: pp. 203-212, 232-270; **Turabian, *AMFW***: pp. 102-126; Do: **Poff, *EOSW***: pp. 163-189.
- ✓ **Week 10:** Read: **Booth, *TCOR***: pp. 213-2313; **Turabian, *AMFW***: pp. 86-101, 127-133; Do: **Poff, *EOSW***: pp. 14-29.

## Due Dates

Weeks	DQs	App. Assign.	Ref. Assign.	Exams & Project
1. Oct 5-11	Oct 7	Oct 8	Oct 9	
2. Oct 12-18	Oct 14	Oct 15	Oct 16	
3. Oct 19-25	Oct 21	Oct 22	Oct 23	
4. Oct 26-Nov 1	Oct 28	Oct 29	Oct 30	
5. Nov 2-8	Nov 4	Nov 5	Nov 6	Exam 1: Nov 7
6. Nov 9-15	Nov 11	Nov 12	Nov 13	
7. Nov 16-22	Nov 18	Nov 19	Nov 20	
8. Nov 23-29	Nov 25	Nov 26	Nov 27	
9. Nov 30-Dec 6	Dec 2	Dec 3	Dec 4	
10. Dec 7-13	Dec 9	Dec 10	Dec 11	Project: Dec 12
11. Dec 14-18				Exam 2: Dec 18

## 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>