Harding University
BIB 4020 OL1 BIBLICAL THEOLOGY
Syllabus Spring Semester 2021
January 11 – March 5

Instructor Information
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Course Summary

Communication
This is an online course that will employ modules on Canvas that the student must complete in order. Each module may consist of the following: video recordings of the instructor introducing the module, posted reading assignments, assigned readings from required textbooks followed by posted discussions of those readings or online reading quizzes, narrated PowerPoint presentations, and links to relevant YouTube videos, blogs, or audio recordings that cover course content, and module examinations.

Catalogue
Focuses on the nature of God, Christ, and the Holy Spirit, the problem of sin, the nature of salvation, and God's ultimate plan for his people and creation.

Rationale
The course combines the disciplines of Biblical Theology and Systematic Theology to prepare students to reflect on, deepen, contextualize, and share their Christian faith in a variety of contemporary cultural settings. Emphasis falls on a theological reading of the Christian Scriptures that respects both its unity and its diversity. Students are then encouraged to organize their beliefs arising from serious theological engagement with Scripture into a coherent worldview conversant and consistent with the historical development of Christian doctrine and conducive to instruction and evangelism in the student's chosen ministerial context.

Materials

- Alister E. McGrath, *Theology: The Basics*, 3rd Edition. Malden, MA: Wiley-Blackwell, 2012. (Hereafter TB) ISBN- 9781119158080

  This text will serve to integrate the concerns of systematic theology with those of biblical theology in a way that helps students see the relationship and interaction of the two disciplines. Lectures about various portions of the biblical canon will be interspersed with discussions of how to move from a theological reading of the text to a systematic presentation of the doctrines taught by the text in conversation with the witness of creation (natural theology), the witness of the church (the creeds), and the concerns of contemporary cultures (philosophy, art, and current events).

- Alister E. McGrath, *Theology: The Basic Readings*, 2nd Edition. Malden, MA: Wiley-Blackwell, 2012. (Hereafter TBR) ISBN- 9781119158158

  This text is an anthology of readings referenced in "Theology: The Basics" that expose students to some of the most important sources and examples of systematic theology throughout church history.

- T. Desmond Alexander, *From Eden to the New Jerusalem: Exploring God's Plan for the Earth*. Nottingham, England: IVP, 2008. (Hereafter E to NJ) ISBN- 0825420156

Alexander models an academically rigorous, theologically rich, and spiritually nourishing method of Biblical Theology in this text. The path that he charts through the biblical text, serves as a constant reference point for our own discussions of how to read Scripture theologically and how to employ Scripture responsibly in the formulation of Christian systematic theology.

HU Direct Access is a platform that delivers digital course materials to students at a low price. It provides you with your course materials through Canvas, Harding's Learning Management System (LMS). Things to know about HU Direct Access:

- You get access to your course materials on the first day of class.
- You have free access to your course materials the first week of class after that the cost for these materials will be added to your student account unless you opt-out by the deadline.
- An email is sent from the bookstore at least a week before class starts, welcoming you to HU Direct Access and outlining details about your course materials and the associated cost.
- If you choose to opt-out of accessing your course materials through HU Direct Access, communicate this to your instructor.
    - FAQ about HU Direct Access.
    - For support email Harding's Bookstore at hutextbooks@harding.edu or via phone at 501-279-5187.

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.*

Additional Reading and Software

Additional, supplemental readings may be posted on Canvas and made available for download.

Harding University's Mission Statement

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

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.

Learning Outcomes

University Student Learning Outcomes (ULO's)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Harding's Assessment webpage contains the ULOs. This class has two ULOs as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

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

ULO 2: Students will demonstrate effective written and non−written communication skills.

COBAM College Student Learning Outcomes (COBAM/SLOs)

The COBAM/SLOs most emphasized in this course are in bold type. The other COBAM/SLOs are backgrounded but discussed when relevant to the course content.

1. **Students will demonstrate skills in sharing God's Word.**
2. **Students will demonstrate knowledge of the content and contexts of Scripture.**
3. Students will adopt the values of Jesus as reflected in Christian Scripture.
4. **Students will analyze major challenges facing a diverse world from a Christian perspective.**
5. Students will acquire skills for holistic ministry which contribute to the mission of God in the world.
6. Students will document a record of service that reflects Christian values and acquire skills for competent church ministry and/or for graduate study in related fields.

Course Objectives – Student Learning Outcomes at Learning Level (CLOs)

1. Students will learn how to trace the diachronic development of theological ideas throughout the biblical canon. (COBAM/SLO 2)
2. Students will learn how to identify and express the distinctive theological message of each biblical book and/or each discreet part of the Christian canon. (COBAM/SLO 1 & 2)
3. Students will be able to discern and articulate the overarching theological unity of the Christian canon while respecting and preserving the diversity of perspectives represented by the Bible's discreet units. (COBAM/SLO 1 & 2)
4. Students will develop skills in the proper use of Scripture in theological reflection, formulation, and evaluation. (COBAM/SLO 1 & 2)

5. Students will learn how to enter into dialogue with diverse theological traditions across cultural, historical, and denominational lines for the sake of presenting a unified Christian witness to the world. (COBAM/SLO 4)
6. Students will grow in their appreciation of and commitment to the Restoration Movement's distinctive theological emphases while also being tempered and instructed by critical scholarship, cultural changes in our world, and alternative theological perspectives. (COBAM/SLO 4)
7. Students will grow in their sensitivity for the need to contextualize Christian doctrine without compromising Christian doctrine. (COBAM/SLO 1 & 4)

Grading and Assignment Details

Course Grading
Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the percentages outlined below:

Assignment	Percentage of Course Grade
Reading Quizzes	15%
Statement of Faith	
Paper	40%
Prospectus	5%
Outline	5%
Rough Draft	10%
Final Draft	20%
Discussions	15%
Module Exams	30%

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69

Course Assignment Details
Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time to avoid grade reductions of up to one letter grade per day late.

Online Discussions (CLOs 3, 4, 5)
- A prompt question designed to provoke class discussion will be posted on Canvas at 10:00 am on the following Thursdays: 1/14; 1/21; 1/28; 2/4; 2/19; 2/25.
- Comment on the discussion question posted for each of these weeks with a response that ranges from 1200-1500 words.
- Respond to at least two comments posted by classmates with between 200-400 words AND be sure to respond to any comments left by the instructor related to your response to the discussion question. These discussions take the place of face-to-face classroom interaction which is a crucial part of the learning experience. Therefore, be sure to participate regularly and to give thought-out, well-written responses since we each bring an important and unique perspective to the subject matter, and thus we all contribute to each other's education.
- Comments are due the Friday after the prompt questions are posted by 11:59 pm and responses to student and instructor comments are due the following Saturday after the prompt questions are posted by 11:59 pm.

Note: Your grade comes in two parts. You receive half your grade for answering the question and the other half for responding to a classmate. This means that as I go through and grade the discussions, you may see 50% in the grade book. A 50% can mean one of three things: I have not finished grading the discussions, you posted your own response to the discussion question but have not responded to classmates and instructor, or that the total grade for your efforts that particular week added up to 50%.

Comments & responses will be graded according to the following rubric.

CRITERION	CRITERION DESCRIPTION	POINT VALUE
Relevance	The student's comments and responses to other students' and the instructor's comments are consistently on point, rarely straying from the proposed topic, and avoiding tangents, hobby-horses, and axe-grinding. Familiarity with assigned readings and other course content is readily apparent via a judicious sprinkling of references throughout comments and responses.	___/25
Clarity	The student expresses herself/himself clearly, using appropriate syntax, grammar, and punctuation. There is a traceable progression of thought leading to a salient point accessible to all participants in the course. A clear position emerges that invites agreement, disagreement, qualification, or extension.	___/25
Insightfulness	The comments and responses make genuine contributions that advance the dialogue and further discussion for everyone's benefit. Students avoid stating the obvious or merely restating what they've read or heard and actually formulate their own new ideas based on their exposure to and interaction with course content.	___/25
Respect/Helpfulness	Comments and responses reflect appropriate regard for one's fellow students and instructor. Both vapid agreement and gratuitous contradiction are avoided as are ad hominem arguments and offensive language or inappropriate humor. It is clear that all communication is offered in love and intended to stimulate sharper thinking, clearer articulation, and tighter argumentation.	___/25

Reading Exams (CLOs 1, 2, 5)

- Students will be held accountable for assigned readings by means of reading quizzes which will be posted on Canvas. Reading Exams will open every Tuesday at 8:00 am and will close every Wednesday at 11:59 pm, except for the last week of class.
- Students are permitted to consult textbooks or notes made while reading textbooks while taking Canvas quizzes. Note, however, that a strict 25-minute time limit will be imposed by Canvas. It is imperative, therefore that the texts be read prior to taking the quizzes.

- Students may also take any Canvas quiz a second time in an attempt to improve their grade provided it is done within the allotted time frame during which the quiz is open. In such cases, Canvas will average the two and replace the initial grade with the new average of the two attempts.

A Statement of Faith (SOF) (CLOs 3, 4, 5, 6, 7)

- Students must compose a statement of faith that outlines and synthesizes their theological convictions in a coherent manner conducive to sharing these convictions with others in a clear, confident, humble, and respectful manner. The statement should reflect heuristic and contextual concerns leading toward effective communication of one's faith in both a church and an evangelistic setting.
- SOF's should include each of the following theological topics: existence and nature of God (theology proper), nature and purpose of creation with special emphasis on humanity (cosmology & anthropology), origin and nature of evil (hamartiology), nature and work of Jesus Christ (Christology), nature and work of the Holy Spirit (Pneumatology), source, means, and goal(s) of salvation (soteriology), nature and work of the church (ecclesiology), the nature and scope of Christian hope (eschatology). These topics may be arranged and subordinated in any way students think best for effective communication with their audience in their chosen cultural context. Each of these, however, should receive some attention within the framework of the SOF. Students may also feel free to include other topics they deem relevant but not at the expense of the ones listed here nor at the expense of the appointed page limit.
- SOF's should support assertions of faith with careful, thoughtful, and defensible theological interpretations of specific, relevant biblical texts such as provided in course readings. The students' ability to responsibly and thoughtfully support their faith with a methodical, theological reading of Scripture is a major component and learning outcome of this assignment and should occupy at least a good 35% of the time, research, and content of the final draft of the paper. This means that a significant amount of the bibliography should be devoted to resources that aid exegesis and the theological interpretation of all relevant texts in the paper (approximately 10 resources consisting of a mix of Bible commentaries, Biblical Theological works, journal articles, essays, and monographs. N. B. The emphasis on proper theological use of Scripture DOES NOT MEAN that this is primarily an exegetical paper. IT IS NOT! Rather, this is a theological paper well-supported by thoughtful, theological exegesis. This means that any exegetical issues that the student deems important to the theological point being made should be relegated to footnotes with the body of the paper reserved for the discussion of Christian doctrine and how best to transmit Christian doctrine to the student's chosen target audience.
- Assertions in SOF's should also be supported by consultation with at least 12 additional sources. One-fourth of these should be references to historical Christian creeds, one-fourth of these should be references to the works of seminal theologians throughout church history up to and including the 21st century and should represent various confessional, ethnic, and gender points of view (e.g. Irenaeus, Clement, Athanasius, Augustine, Aquinas, Karl Barth, Paul Tillich, Hans Urs von Balthasar, Hans Küng, Jürgen Moltmann, Stanley Hauerwas, N. T. Wright, James Cone, Amos Yong, Justo González, Fleming Routledge, Sarah Coakley, Ellen Charry, N. T. Wright), one-fourth of these should be foundational philosophical works that have shaped the particular student's target cultural context and have profoundly impacted theological discourse, and one-fourth should be works specific to the student's own faith tradition [e.g. American Restoration Movement (Disciples of Christ, Independent Christian Church, Churches of Christ), Catholicism, Reformed, Pentecostal, etc.].

- SOF's should be between seventeen (17) and twenty (20) pages, double spaced in 12 point font in one of the following font styles: Times, Times New Roman, Courier, Courier New, Arial, or Cambria. Papers should also conform to the latest edition of the SBL Manual of Style. The SBL Manual of Style applies the Turabian (aka the Chicago Manual) model specifically to biblical studies and therefore will provide guidance in areas that remain ambiguous in the most recent edition of Turabian (e.g. how to properly cite modern biblical commentaries, Dead Sea Scrolls, apostolic fathers, and other ancient sources).
- SOF's will be submitted in stages to ensure that students are on track with the assignment at every critical juncture of the process. The schedule below indicates the checkpoints when students are required to submit their work up to that point.
    - Prospectus stage – students must submit a SOF proposal. The proposal should be persuasive and begin by identifying an important theological heresy that is widely held in the modern world. The proposal should provide evidence of the ubiquity of the heresy and explicate why and how it distorts central theological teaching. In locating this heresy in our modern context, the proposal should consider how the heresy is expressed in the worldview assumptions of a particular population or demographic. Required with the proposal is a preliminary annotated bibliography of works that the student anticipates will be helpful and a short statement of why the student thinks the selected resources will be helpful. 1.5 – 2 pages in length, due 1/24 at 11:59 pm on Canvas.
    - Detailed outline stage – students must submit a detailed outline reflecting the format, order, and approach deemed most appropriate for sharing the Christian faith with the student's chosen context. All outline main points should consist of complete sentences. Subpoints, while not required to be complete sentences (though they certainly may be) must be coherent and clearly related to the main point they are supporting. For proper outline procedure and syntax consult the following web address: https://owl.english.purdue.edu/owl/resource/544/01/ or https://writingcenter.fas.harvard.edu/pages/outlining. N. B. Outlines should NEVER have solitary subpoints. There must always be at least two. Otherwise, the content should be included in the main point or omitted altogether. The detailed outline should be accompanied by an annotated bibliography indicating students' progress in working through their selected resources. The annotated bibliography differs from the preceding in that it will reflect a refined bibliography lacking those resources that the student eliminated as not as helpful as initially anticipated and the annotations will reflect actual, detailed knowledge of the content as opposed to anticipated usefulness. 5 – 6 pages in length, due 2/14 at 11:59 pm on Canvas.
    - Best draft stage – students must submit an initial draft for feedback from the instructor. By this point, the research should be done and refinement of writing in progress. The instructor will alert the student to any glaring omissions or problems for correction before the final draft. 17 – 20 pages, due 2/26 at 11:59 pm on Canvas.
    - Final draft stage – The final draft should be basically error-free in terms of syntax, logic, style, and format. It should reflect changes prompted by feedback from the instructor and will be graded based on the rubric outlined below. 17-20 pages, due 3/6 11:59 pm Canvas.

Criteria	Point Value
1. Paper reflects ***insightful*** interaction with the assigned readings, the student's selected bibliography, and the biblical text. By "insightful interaction" I mean: ○ penetrating analysis that leads to a refinement of one's theological ideas ○ interaction with primary and secondary sources as well as specific biblical texts that allows theology to influence one's reading of the text as indicated by examples of how one's interpretation has changed, been challenged, or been refined by reading the biblical text in dialogue with various Christian theological traditions.	35
2. Paper indicates a deep understanding of the assigned readings, and student's bibliography indicated by the ability to state the ideas of the readings in one's own words and the ability to apply the principles learned from the readings in the cultural and theological interpretation of biblical texts.	25
3. Paper is relevant to pressing issues of faith in contemporary cultures and is conversant with cultural manifestations of challenges to biblical faith. Paper is also fair in its representation of competing ideas/opinions.	20
4. Paper is very well written i.e. well organized, logically argued, and carefully worded with almost no grammatical and stylistic errors. Clear evidence of proof-reading and revising is evident in the smooth transitions between sentences and paragraphs. The paper as a whole has a clear sense of progression proceeding either from a thesis to the bases that support it or from a systematic organization of observations leading to a sound conclusion.	20

Course Calendar

Below is a suggested schedule for the successful completion of the course at a sustainable and relatively relaxed pace. Of course, the great advantage of distance learning via online courses is the flexibility they offer, and distance students are free to organize and schedule their course work in the way that best suits their busy lives SO LONG AS THEY ABIDE BY THE DEADLINES INDICATED IN THE ABOVE SYLLABUS AND THE SCHEDULE BELOW.

Legend:
    E to NJ = Eden to the New Jerusalem
    TB = Theology the Basics
    TBR = Theology the Basic Reading

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1/11 Watch video intro to course Read Introduction to E to NJ (pp. 9 -42) & Introduction to TB (pp. xiii – xli)	1/12 RE 1 opens at 8:00 am (E to NJ pp. 9-42 & TB pp. xiii – xli) Read E to NJ Ch. 2 pp. 43 – 73	1/13 RE 1 closes at 11:59 pm Read TB Ch. 1 (pp. 1-18) & TBR Ch. 1 (pp. 1-26)	1/14 Discussion Question 1 opens at 10:00 am; Read E to NJ Ch. 3 (pp. 74 – 89); TB Ch. 3 (pp. 39 – 60)	1/15 Discussion Comments due by 11:59 pm; Read E to NJ Ch. 3 (pp. 89 – 97); TBR Ch. 3 (pp. 47 – 69)	1/16 Discussion Responses to Student & Instructor Comments due by 11:59 pm);

1/18 Watch video 2 Read E to NJ Ch. 4 (pp. 98-111); "Vandalism of Shalom" (posted on Canvas) & Read TB Ch. 2 (pp. 19-38)	1/19 RE 2 opens at 8:00 am (E to NJ Chapters 2 & 3; TB Chapter 3 & TBR Chapter 3) Read TBR Ch. 2 (pp. 27-46)	1/20 RE 2 closes at 11:59 pm Read E to NJ Ch. 4 (pp. 111-120) "Biblical Theology of Satan" (posted on Canvas)	1/21 Discussion Question 2 opens at 10:00 am; Read TB Ch. 7 (pp. 127-149)	1/22 DUE at 11:59pm - Prospectus for SOF; Discussion Question 2 comments due at 11:59 pm; Read TBR Ch. 7 (pp. 140-161)	1/23 Discussion responses to student and instructor comments due by 11:59 pm
1/25 Watch video 3 Read E to NJ Ch. 5 (pp. 121-137)	1/26 RE 3 opens at 8:00 am (E to NJ Chapters 4-5; "Vandalism of Shalom" & TB & TBR Chapter 7); Read TB Ch. 4 (pp. 61-81)	1/27 RE 3 closes at 11:59 pm; Read TBR Ch. 4 (pp. 70-93)	1/28 Discussion Question 3 opens at 10:00 am Read E to NJ Ch. 6 (pp. 138-151)	1/29 Discussion comments due by 11:59 pm Read E to NJ Ch. 6 (pp. 151-170)	1/30 Discussion responses to student and instructor comments due by 11:59 pm
2/1 Watch video 4 Read TB Ch. 5 (pp. 82-104)	2/2 RE 4 opens at 8:00 am (E to NJ Ch. 6; TB & TBR Chapter 4) Read TBR Ch. 5 (pp. 94-117)	2/3 RE 4 closes at 11:59 pm Read E to NJ Ch. 7 (pp. 171-187) & "The Relationship of the Old and New Testaments" (Posted on Canvas)	2/4 Discussion Question 4 opens at 10:00 am	2/5 Discussion comments due by 11:59 pm	2/6 Discussion responses to student and instructor comments due by 11:59 pm
2/8 Watch video 5 Read E to NJ Ch. 8 (pp. 188-192)	2/9 RE 5 opens at 8:00 am (E to NJ chapters 7 & 8; TB & TBR chapters 5) Read TB Ch. 6 (pp. 105-126)	2/10 RE 5 closes at 11:59 pm Read TBR Ch. 6 (pp. 118-139)	2/11 In lieu of discussion question, work on SOF detailed outline	2/12 DUE at 11:59 pm – Detailed outline for SOF	2/13 BREATHER

2/15	2/16	2/17	2/18	2/19	2/20
Watch video 6 Read "The Themes Developed through Biblical Theology" pp. 169-193 (posted on Canvas)	RE 6 opens at 8:00 am (TB & TBR chapter 6 & "The Themes Developed through Biblical Theology")	RE 6 closes at 11:59 pm Read TB Ch. 8 (pp. 150-169)	Discussion Question 5 opens at 10:00 am Read TBR Ch. 8 (pp. 162-181)	Discussion comments due by 11:59 pm	Discussion responses to student and instructor comments due by 11:59 pm
2/22	2/23	2/24	2/25	2/26	2/27
WORK ON SOF BEST DRAFT	IN LIEU OF RE, WORK ON SOF BEST DRAFT	DUE at 11:59 pm – best draft of SOF	Discussion Question 6 opens at 10:00 am Read TB Ch. 9 (pp. 170-190)	Discussion comments due by 11:59 pm	Discussion responses to student and instructor comments due by 11:59 pm
3/1	3/2	3/3	3/4	3/5	
Watch video 7 Read TB Ch. 10 (pp. 191-212) & TBR Ch. 10 (pp. 202-224)	RE 7 opens at 8:00 am (TB & TBR chapter 10)	RE 7 closes at 11:59 pm Work on SOF final draft	Work on SOF final draft	DUE at 11:59 pm – final draft of SOF	

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 upcoming exams/quizzes, and other activities that enhance learning. As an online student in an eight-week class, you should expect to spend about 17-20 hours per week on this class.

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

Textbook and online resource readings/videos = 6 hours
Online Discussions = 4 hours
Reading Exams = 4 hours
Statement of Faith = 5 hours

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.

Academic Integrity
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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

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 the Higher Learning. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

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 Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in **Room 205** in the **Student Center**, telephone, (501) 279-4019.

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 other's 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 other's 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 for each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.

10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

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

Submitting Assignments

Assignments will be submitted through Canvas. To find out how to submit an assignment, read the submit an assignment guide.

Rubric (Evaluation Criteria)

In Canvas, rubrics are located in two places: 1) Discussions – from the discussion forum, select the gear wheel in the top right, select "Show Rubric" from the drop-down menu. 2) Assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Technology Details

Required Technology

For a list of Canvas supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1.　　Microsoft Office 365

2.　　Adobe Acrobat

3.　　Microphone and headset

4.　　Camera (if needed for proctoring of high stakes tests)

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.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: [E-Learning Web Address](#)
For Canvas assistance, search [Canvas Guides](#).

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.

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.

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.

Policies, Procedures, & Support Services

Drop/Add Dates

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

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Library
- Testing
- Tutoring
- Writing Center

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Advising
- Registration
- Financial Aid
- Student Life
- Counseling
- Career Services

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 Office of Disability Services and Educational Access *as soon as possible* in order to get 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, telephone, (501) 279-4019.

Since some students in online courses 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 the Student Life Disabilities Services Website. 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.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Learning Management System

This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center.

Click here for Instructure Canvas Accessibility and Privacy Policies.

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."

Referencing Information

Turabian is the required writing format for online Bible classes. You can find information for using Turabian on their website.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas, or thoughts, it is someone else's and needs to be cited.

The Harding University Writing Center will help you review your plans for a paper, review a draft, revise a graded paper, or answer your questions about content, organization, style, tone, and documentation. To schedule an appointment with the Writing Center, go to their Appointment Scheduler or you can ask questions via email at HardingUniversityWritingCenter@gmail.com.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a Student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

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.

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.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References:

Turabian: A Manual For Writers website. (2020). Retrieved
from https://www.chicagomanualofstyle.org/turabian/citation-guide.html

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