BMIS 3000-Online, World Christian (3 hours)
Tim Westbrook, Ph.D.
January 11 - May 7
Spring 2021

Instructor Information

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Office hours:

Monday:	11:00-12:00; 1:00-4:00
Wednesday:	11:00-12:00; 1:00-4:00
Friday:	11:00-12:00; 1:00-2:00

Course Summary

Welcome to BMIS 3000 World Christian. My name is Tim Westbrook, and I am looking forward to our course. Please read through this syllabus and begin orienting yourself with the online format.

Take a look at the schedule below. The modules are designed to help spread out the course material over the whole semester. Pay careful attention to the schedule below and the programmed schedule online. If there is a discrepancy between the two, go with the syllabus and let me know about the problem.

There seems to be no two online programs alike. If you have had an online class somewhere else or with me, you might notice that this course is slightly different than your previous experiences. We often have students taking this class from literally around the world.

Monday is the beginning of the week, and **Friday** is the end. When an assignment is due at the end of a module, it is due on Friday at midnight. Late assignments will receive a grade reduction of 10% for each workday late.

If you have any questions, please email me or call. My contact information is above. Now on to the formalities….

Communication
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 24 hours on any workday.

Catalog
This course seeks to lead students to become World Christians by focusing on the theological, cultural, and contextual aspects of what God is doing in this world and by discovering how to participate strategically with God in his work. The course tackles tough questions about God and the lost. It also surveys a history of missionary heroes to discover personalities who exemplified missiological principles. This course meets 3 hours of the Liberal Arts global perspectives requirement.

Rationale
This course, in effect, introduces our entire mission's curriculum. Students who have already taken other missions courses will encounter some material in this subject matter that is repetitive.

Course Materials
Winter, Ralph D., and Steven C. Hawthorne, eds., *Perspectives on the World Christian Movement*, 4th ed. Pasadena, CA: William Carey Library, 2009; ISBN-13: 978-0878083909

(This book is also available as an ebook through HU Direct Access. I have a key to the assigned readings and the chapters on the homepage of the course.)

Additional Reading and Software
Online Readings. The instructor reserves the right to direct students to additional readings either on weblinks or items included in this course.

Textbook Rationale
I have been using *Perspectives* for years because it is a fantastic collection of readings from both scholars and practitioners regarding the history of missions, theology of missions, and strategy for missions. I am not necessarily promoting everything you will read in this book, but I do believe that generally speaking this collection of essays is one of the best resources available for students preparing for intercultural ministries.

Recommended Materials

All the materials shared in the course are there for students to use as resources for their own studies and planning in missions. Not all are required to read, but I recommend they become familiar with everything in each learning module.

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.

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 Level Student Learning Outcomes (ULOs)

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):

1. **Biblical knowledge and application:** Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making (ULO1).
2. **Global citizenship:** Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own (ULO4).

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this course tie into the College and University SLOs, as indicated in parentheses:

1. Form a scriptural foundation for understanding the mission of God. (ULO1; COBAM/SLO 1)
2. Appreciate the way Scripture informs and shapes the Christian worldview. (ULO1; COBAM/SLO 2)
3. Develop solutions for sharing the message of Christ domestically, interculturally, and internationally. (ULO4; COBAM/SLO 3)
4. Evaluate the place of intercultural studies, mission's strategies, world religious dialog, and the history of missions in world-wide evangelism. (ULO4; COBAM/SLO 4)
5. Develop a compassionate, Christological response to individuals or groups who do not know Christ. (ULO1; COBAM/SLO 5)
6. Create appropriate evangelistic strategies for realistic missiological situations. (ULO1; COBAM/SLO 6)

My personal dream is that this course will contribute to your ongoing spiritual, social, and academic development. Some outcomes of this course cannot be known at this time, but here's my attempt at shooting for the moon. Please let me know when you...

● See the relevancy of intercultural studies in your career.
● Integrate international thinking in parenting.
● Inform your missions committee as a World Christian.
● Become a missionary.
● Account for intercultural learning as a teacher.
● Achieve your Ph.D. or doctorate.
● Win a Nobel Prize.

Unit Student Learning Connections (SLCs)

Unit Student Learning Connections are specific and describe observable student mastery of knowledge, skills, and attitudes. They must align with the Program Learning Outcomes and Course Learning Objectives, either implicitly or explicitly. They provide tangible checkpoints as students progress through the course. **Show alignment to Course Learning Objectives**.

Grading and Assignment Details

Grading Information

Your grades are weighted according to the percentage breakdown below. More descriptions of each assignment are detailed in the following sections.

BREAKDOWN OF GRADING

Discussions – 35%
Group-problem discussions – 10%
World Christian Conversations- 5%
Group-problem presentation – 20%
Quizzes – 10%
2 Exams – 20% (10% each)

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

Assessments

Quizzes (10%) (CLOs 1; 4)
Quizzes will be given that test the students' understanding of the *Perspectives* reading assignments.

You are to take the quizzes online. See the table below to see what the quizzes test. Each quiz may be taken up to three times. Only the highest score will be recorded. You must complete the quizzes at the end of each module **(see the schedule below)**. No quizzes will be accepted after the due dates.

The purpose of the quizzes is to help you process and learn what you are reading. Be more concerned about acing this material rather than acing the quiz!

Exams (20%) (CLOs 1; 4)
Two exams will be given. Exam 1 will test your understanding of all course content during the first 7 modules. You must take Exam 1 by the time you complete Module 7. Check the schedule below for the due date.

Exam 2 (this is not considered a final) must be taken by the end of the semester. Check the schedule below for the due date. Exam 2 will test primarily the second half of the semester's material; however, it will be synthetic in nature, drawing from the entire semester.

Both exams are available in the online course. They are both 50 question, multiple-choice exams. You have 90 minutes to take each test, and the test is open-book. However, you only have one attempt at the exam, and you may not work together as a group to complete it. Both exams are individual assessments. You may study together, but you may not take the test together.

No late exams will be given. Do not miss the exam due dates.

Assignments

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, projects, and frequent class participation online. Please look at each requirement below carefully. All due dates are strictly enforced. As a general policy, **I give no credit for assignments turned in after the due dates listed below.** The only exception to this rule will be for students traveling in the International Program (IP). IP students must contact me if there is a travel conflict with the course due dates to arrange for an alternative deadline.

Discussions (35%) (CLOs 1; 2; 4; 5)
The discussions are designed to facilitate learning through personal reflections and group discussions. To earn full credit on the discussions, you must complete the following:
1.   Comment on one discussion question posted for each module.
2.   Respond to at least one comment posted by classmates or the instructor. You should have
3.   a minimum of 2 postings a module.
4.   Write your submissions professionally and thoughtfully. (I reserve the right not to give credit for posts that are filled with writing errors, do not reflect the goals of the course, or are too short to contribute toward the group learning process.)

Group Problem (30%) (CLOs 3; 6)
Each of you will participate in a group activity that will span the entire semester. I will place you in each of your groups of five to seven people; and as a group, you will work together to solve a mission's situation. The "problem" or "situation" is posted online. You are to read over the problem and discover ways to resolve the problem using materials posted in this course as well as materials that are not provided in the online course resources. This problem is authentic-fiction, which means you are to treat it as a real problem even though you know that you are just engaging in a course exercise. By working on this problem as a team, you will help each other learn more about missions, develop creative ways to collaborate as a team, and experience realistic concerns that missionaries and mission teams face.

Successful teams will take full advantage of the team discussions that are designed to facilitate thoughtful discussion about the team project. Successful teams will know how to contact each member outside of class. Successful teams will also ask me questions about the project either in the discussions or by email.

Unsuccessful teams will wait till the last minute to begin, will ignore the team discussions, and will be surprised when they cannot find each other when they need to.

Please keep these comparisons in mind and strive to be a successful team. A rubric for the team project is provided in the course.

Special note to the IP students: You comprise your own groups according to your campus. For example, HUG students will be in one group and HUF students in another. In the event that there are 10 or more students in World Christian on your campus, you will divide into groups of 5-7 students. In the event that only one student may be at an international campus, that student will have the choice of doing the project alone or joining one of the non-IP teams. Even if you meet face-to-face at an international campus, you must participate in the team forums online in order to earn points for those discussions.

Your group problem is divided into two major sections: discussions and presentations.

1. Group-problem discussions (10%). You must participate in your group discussions that will guide your team through the challenges and learning process of trying to solve your team's situation. Each person is responsible for participating to earn individual points for this portion of the grade. To earn the points, you simply need to participate in the conversation, beginning with addressing the question posted.

I will also be participating in the discussions to help coach you through your thoughts. Consider me as a resource for your team as you begin to answer the discussion questions and work out solutions to your problems. Your group conversations are not limited to the discussions, but this is where I will chart your progress and guide your group. I would like to encourage you to meet live face-to-face or online in addition to your team forum posts in order to collaborate on this project. Exchanging contact information is a great way to get started.

2. Group-problem Presentations (20%). At the end of the course, your team will submit your solution to the problem. There are no requirements on how the presentation must be given, except that I must be able to access it. I would like to encourage you to explore creative ways to give your presentation, using multimedia as necessary. Although I and perhaps your classmates will view the presentation, consider your audience to be church supporters who are looking to your team to help resolve their dilemma.

Because the presentation serves as your final assessment (as in your final exam) of how much you have learned this semester, you are to integrate appropriately what you have learned into your problem-solution. Each person on the team must participate and demonstrate in the presentation what he or she contributed to the entire process and final product, which will comprise the individual grades for this portion of the assignment. *Group grades will not be given, only individual ones.* So do your best on your section! For the sake of your team, do your best in collaborating. I pray that by the end of this semester, your team will be concerned about the quality of your product more than your individual grades.

Because I do not want to restrict your creativity and learning by giving more guidelines, I will leave the details up to you of how you would like your presentation to appear and be formatted. If you have questions about the presentation as you advance through the course, you may ask me in email, discussions, or phone.

World Christian Conversations (5%): (CLO 5)

Each student will be required to post five times to the World Christian Conversation assignment. Talking with family, friends, and strangers about your faith can be an intimidating thing to do. Yet, you are surrounded by people each day that God puts into your life. To help launch you outside your comfort zone, I am assigning you 5 conversations that I want you to have with other people.

See the assignment in Canvas for further instructions. This assignment is pass/fail. If you have the conversation and report it to class, you get the points. If you fail to have the conversation and report it to class, you get a zero for that conversation.

Course schedule

Module 1 **January 11-15**	● Introduction ● What is a world Christian? ● How can we develop a world vision? (Building blocks)	**Readings 1** *Perspectives* pages 718-39.		**Discussions** Welcome to Class. **Jan 13** Meaning of World Christian. **Jan 15**
Module 2 **January 18-22**	● Why are people so different? ● What's going on in North America? ● What's going on in Asia?	**Readings 2** *Perspectives* pages 397-422; 750-51; 559-64.	**Quiz 1. Jan 22** Over readings 1-2	**Discussions** Secularization. **Jan 22** Team Forum 1. **Jan 22**
Module 3 **January 25 - 29**	● What's going on in sub-Saharan Africa? ● What's going on in Latin America?	**Readings 3** *Perspectives* pages 583-91; 601-22.	**Quiz 2. Jan 29** Over readings 3	**Discussions** Great Cities Missions. **Jan 29** WCC 1. **Jan 29**
Module 4 **February 1-5**	● What's going on in the Muslim world? ● What's going on in Europe?	**Readings 4** *Perspectives* pages 663-76; 706-7; 361-68.	**Quiz 3. Feb 5** Over readings 4	**Discussions** Islamic and European Worlds. **Feb 5** Team Forum 2. **Feb 5**
Module 5 **February 8-12**	● What is a worldview? ● What is the Christian worldview? ● Is there a God? How do we know?	**Readings 5** *Perspectives* pages 3-16; 27-33; 64-69; 425-36.	**Quiz 4. Feb 12** Over readings 5	**Discussions** Worldview DQ. **Feb 12** Team Forum 2. **Feb 12**
Module 6 **February 15-19**	● What do we know about the character of God? ● Why does God require worship?	**Readings 6** *Perspectives* pages 70-99; 159-62.	**Quiz 5. Feb 19** Over readings 6	**Discussions** Calvinism v. Arminianism. **Feb 19** WCC 2. **Feb 19**

	• What gives God the right to tell me how to live? • Why does God require prayer?			
Module 7 **February 22-26**	• Why does God allow suffering?	**Readings 7** *Perspectives* pages 195-203.	**Quiz 6. Feb 26** Over readings 7 **Exam 1. Feb 26**	**Discussions** God and Disasters. **Feb 26**
Module 8 **March 1-5**	• How much is a person/soul worth?	**Reading 8** *Perspectives* pages 170-75.		**Discussions** Worth of a Soul Discussion. **March 5**
Module 9 **March 15-19**	• Who are the lost? • Why are they lost? • Who was George Mueller? • Does God have a plan to save the world?	**Readings 9** *Perspectives* pages 112-17; 122-25; 531-46; 244-53.	**Quiz 7. March 19** Over readings 8-9	**Discussions** Salvation v. Condemnation. **March 19** WCC 3. **March 19**
Module 10 **March 22-26**	• Can the world be won for Christ in this generation? • Are "all nations" our task? • How did the first-century church reach the world?	**Readings 10** *Perspectives* pages 209-27.	**Quiz 8. March 26** Over readings 10	**Discussions** Something New. **March 26**
Module 11 **March 29-April 2**	• What has God been doing for the past 2000 years?	**Readings 11** Perspectives pages 228-38; 279-85; 176-82.	**Quiz 9. April 2** Over readings 11	**Discussions** Missions History. **April 2** WCC 4. **April 2**
Module 12 **April 5-9**	• What about Jesus' exclusive claim to be the only way? • What is the gospel according to Augustine? • What is the gospel according to Zwingli?	**Readings 12** Perspectives pages 183-92.		**Discussions** Issues of Salvation. **April 9** Team Forum 4. **April 9**
Module 13 **April 12-16**	• What about the other world religions? • Who is a Christian? • What is a missionary?	**Readings 13** Perspectives pages 465-81; 677-89.		**Discussions** Who Is a Christian. **April 16** WCC 5. **April 16**

	● What does a missionary sacrifice? ● What does a missionary receive?			
Module 14 **April 19-23**	● What do missionaries do? ● How should they prepare to be missionaries? ● How can I know what God wants me to do with my life?	**Readings 14** Perspectives pages 377-96; 451-59; 742-45.	**Quiz 10. April 23** Over readings 12-14	**Discussions** Missionary Cycle. **April 23**
Module 15 **April 26 - 30**	● How can one church fit all cultures? ● How can we move from "us and them" to us?	**Readings 15** Perspectives pages 137-48; 752-63.	**Exam 2.** **April 30**	
Finals week **May 3-7**				All presentations must be posted by **May 5** by midnight. No late projects will be accepted.

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two 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 hours per week on this class for a total of 135 hours.

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. 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.

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

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.

Submitting Assignments
All assignments shall be submitted in Canvas.

Rubric (Evaluation Criteria)
The rubric for the group project may be found on the modules page as well as in the Group Project Assignment. Other assignments do not have rubrics, but instructions for the discussions, team forums, and World Christian Conversations are shared in those sections.

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

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 to 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.

Future Statements Based on Future Federal Regulations or Unforeseen Violations or Liabilities to the University

If you have any suggestions for this space, you may have a career in higher education, as a lawyer, or the US government. However, no extra credit will be given in this class for complicating my job.

Prayer

Each student is encouraged to pray throughout the semester. A prayer request discussion will allow a place for students and the instructor to post specific requests for each person to pray about individually. Being a prayerful Christian is an integral part of being a World Christian.

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.