



**Harding University BNEW 4050.OL (3 hrs)**  
**NTTS Prison Epistles**  
**March 29 - May 7, Spring 2021**

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**Instructor:** Eddie Supratman

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**Office:** N/A

**Office hours:** N/A

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## **Course Summary**

### **Communication**

**Announcements:** Important announcements will be posted via Canvas Announcements

**Email:** Eddie Supratman will periodically log onto the course from 8:00 am to 10:00 pm (CST).

**Virtual Office Hours:** Please email the instructor to set up a virtual meeting via Zoom.

**Assignment Turnaround/Feedback:** Normally within 1-2 days for weekdays and 2-3 days for weekends.

### **Catalog**

Philippians, Ephesians, Colossians, and Philemon. Historical setting and introduction to each book with its individual features. Exposition of the text with application for the church today.

### **Rationale**

The purpose of this course is to provide students with a survey of Paul's prison epistles in such a way that the students will learn how to apply the content of the Bible to personal spiritual development as well as to real-life ethical problems.

### **Materials**

1. Bible. Any committee translation of the Bible may be used. Your instructor will be using primarily the New American Standard Bible.
2. Bell, Albert B., Jr, *Exploring the New Testament World: An Illustrated Guide to the World of Jesus and the First Christians*. Nashville, TN: Thomas Nelson, 1998. ISBN: 978-0785214243
3. Wright, Tom. *Paul for Everyone: The Prison Letters: Ephesians, Philippians, Colossians, and Philemon*. London: SPCK, 2004. ISBN: 9780664227883

Students may purchase textbooks at the [HU bookstore](#). 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.

### **Textbook Rationale**

The textbook has been selected to provide students with thorough introductory resources to the New Testament. The course notes provide additional insights and talking points. Feel free to use them in your teaching and preaching ministry. You are not free, however, to disseminate them publicly by uploading them to websites such as Course Hero. The Bible Project videos introduce books of the Bible and add a visual and auditory learning dimension for understanding the course content.

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.*

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

### **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. The students will be able to demonstrate a working knowledge of the basic facts, storyline, and historical background relevant to books of the New Testament (COBAM/SLO 1; ULO1).
2. The students will be able to evaluate the significance of the New Testament with regard to major theological themes woven throughout the text (COBAM/SLO 1; ULO1).
3. The students will reflect on how this storyline interfaces with one's own life narrative (COBAM/SLO 2; ULO1).
4. The students will have a plan to teach the New Testament in their own context (COBAM/SLO 3, 5; ULO1).

## 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.

## Upon completion of this module, you will be able to:

### Week 1 (March 29 - April 2): Introduction

Week 1 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- List and describe key points from the article "Three Things Gentile Christians May Never Understand" (CLO2/Quiz)
- List and describe key events happening in Acts 16; 18-19:41 (CLO2/Quiz)
- Discuss one main topic, idea, concept, or argument you learned from the introductory reading materials (CLO1 & CLO2/Discussion Questions)
- Relate the readings to the main lessons learned that has challenged students spiritually (CLO3/Short Reflective Essay)

### Week 2 (April 5 - 9) Ephesians

Week 2 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- Discuss one main topic, idea, concept, or argument you learned from Ephesians and reading materials (CLO1 & CLO2/Discussion Questions)
- Discuss and reflect on main theological points and important lessons learned from the reading materials and class discussion (CLO2/Exam)
- Relate the readings to the importance of Paul's usage of the word "spiritual" and the phrase "in Christ in Ephesians back then and now (CLO3/Short Reflective Essay)

### **Week 3 (April 12 - 16): Philippians**

Week 3 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- Discuss one main topic, idea, concept, or argument you learned from Philippians and reading materials (CLO1 & CLO2/Discussion Questions)
- Relate the readings to the meaning of Paul's encouragement of being joyful as Christians back then and now (CLO3/Short Reflective Essay)
- List and explain 3 of the main theses from the article "Who's Afraid of the Holy Spirit?" (CLO1 & CLO2/Quiz)

### **Week 4 (April 19- 23): Colossians**

Week 4 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- Outline the content of Colossians, CLO1
- Describe major theological themes of Colossians, CLO2
- Explain the historical backgrounds to the letter to the Colossians, CLO1
- Explain the importance of the Judaic background to the Colossian Christians, CLO1
- Explain the overview of Greco-Roman philosophy and the structures of Greco-Roman society, CLO1
- Describe the meaning of holiness, CLO2
- Discuss one main topic, idea, concept, or argument you learned from Colossians and reading materials (CLO1 & CLO2/Discussion Questions)
- Relate the readings to the theological themes in Colossians in connection to the notion of knowing Christ in the Christian walk (CLO3/Short Reflective Essay)
- List and analyze five main lessons learned from the materials covered from Philippians and Colossians as they relate to spiritual growth (CLO3/Exam)

### **Week 5 (April 26 – 30): Philemon**

Week 5 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- Discuss one main topic, idea, concept, or argument you learned from Philemon and reading materials (CLO1 & CLO2/Discussion Questions)
- Relate the readings to how Paul deals with the delicate issue of slavery in the letter to Philemon (CLO3/Short Reflective Essay)
- Explain the Greco-Roman concept of morality, adultery, sexuality, and Roman family (CLO1 & CLO2/Quiz)
- List and describe 2 main things points learned from the article "Human Reconciliation in the NT with Special Reference to Philemon, Colossians, and Ephesians" (CLO1 & CLO2/Quiz)

## **Week 6 (May 3 - 7): Final Remarks & Final Exam**

Week 6 will enable students to meet the following COBAM's University Learning Outcome and Student Learning Outcome: Biblical knowledge and application (Students will demonstrate an understanding of biblical content and interpretation and its application in the ethical decision), ULO1, SLO1 specifically for the following Course Level Student Learning Outcomes (CLOs):

- Examine and reflect on personal significant lessons learned from this semester (CLO1 & CLO2/Bonus Exam)
- Examine the meaning of being a Christian according to Paul as discussed in his prison letters (CLO1 & CLO 2/ Bonus Exam)
- Analyze and explain the content of Ephesians to someone who is not familiar with the letter (e.g. historical background, main themes, practical applications, etc.) (CLO1 & CLO3/Final Exam)
- Analyze and explain the content of Philippians to someone who is not familiar with the letter (e.g. historical background, main themes, practical applications, etc.) (CLO1 & CLO3/Final Exam)
- Analyze and explain the content of Colossians to someone who is not familiar with the letter (e.g. historical background, main themes, practical applications, etc.) (CLO1 & CLO3/Final Exam)
- Analyze and explain the content of Philemon to someone who is not familiar with the letter (e.g. historical background, main themes, practical applications, etc.) (CLO1 & CLO3/Final Exam)

## **Grading and Assignment Details**

### **Grading Information**

**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 1000 points (see below).

#### **Assignments & Assessments**

5 Weekly Discussions = 200 points

3 Quizzes = 100 points

2 exams = 300 points

5 Short Reflective Essays = 150 points

Final Exam 200 points

Prerogative = 50 points

**Total points = 1000 points**

Possible Bonus points = 40 points (Bonus Application Exam)

#### **Grade Schedule**

A 895 – 1000 Points

B 795 – 894 Points

C 695 – 794 Points

D 595 – 695 Points

F 0 – 594 Points

### **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 10% per day late.

### 5 Weekly Discussions (200 points)

- Online discussion and participation are integral parts of learning. All students are expected to participate in thoughtful discussion. Every student is expected to think and reflect critically on ways in which they can contribute to constructive class dynamics.
- The online discussion will be graded based on the knowledge gathered from the reading materials as well as their applications and reflections on their readings.
- **EVERY** week, students are required to submit TWO online postings:
  - **First Posting:** (20 points). After reading the chapter, discuss one main topic, idea, concept, or argument (i.e. intriguing topic, idea, concept, or argument). Students will submit a minimum of 250-word response. The response will both content knowledge and a supported opinion from the chapter reading
  - **SECOND posting:** (20 points). Respond to at least one of your classmates' postings or postings by your teacher. A minimum of 150-word response is required for this posting.
- Both postings have to be posted by **Friday midnight** the week the discussions are due. It is preferred that the first posting is submitted by **Wed/Thurs** to give everybody a chance to read the class discussions.
- There are a total of 5 Weekly discussions and each is worth a total of 40 points (consisting of 2 weekly responses)
- **No make-up policy**, extensions are given **only** for events beyond student control (illness, death in the family). Students should request from the instructor prior to the due date.
- One bonus discussion question will be offered toward the end of the semester.
- **Late submission will result in zero credit. NO make-up allowed.** Extensions are given **only** for events beyond student control. Students should request from the instructor **prior to** the due date.

### 3 Quizzes (100 points)

- Students will take a total of 3 quizzes throughout the semester. The quiz will normally consist of 5-10 questions. All quiz questions will come directly from ENT study questions at the end of each assigned chapter.
- Quizzes must be taken by Sunday midnight and will be made available on that Friday.
- No late submission will be allowed and will result in zero credit. An exception can be made at the instructor's discretion.
- **Quizzes are not open-book.**

### Exams (300 points)

- Students will take a total of 3 exams throughout the semester and are worth 100 points each.
- Exams will be made available from Friday to midnight Sunday. **ONLY** one attempt will be allowed in one sitting. All of the exams will be **OPEN book tests** and will have a maximum of two-hour limit for completion.
- Students must treat each essay question as a major essay with a carefully thought response. The minimum for each essay question is 300 words. Exam questions will focus on the theology and application of the assigned chapters.
- Students can earn extra credit points by taking the Bonus Life Application Exam (40 points). No late submission will be allowed and will result in zero credit. An exception can be made at the instructor's discretion.

### **Short Reflective Essays (150 points)**

- There are 5 total short essays and Peer Responses (30 points each) There are 5 total short essays and peer responses (30 points each) throughout the semester. Each essay should be between **700 to 900 words** in length. Before you turn in your work, please make sure to check for grammatical errors. **Respond to at least one of your classmates' reflective essays** (worth 10 points out of 30 points).
- The 5 essay questions:
  - **Essay #1:** In Ephesians, Paul frequently uses the word "spiritual" and the phrase "in Christ". From our discussion on Ephesians, what does Paul mean by being "spiritual"? In the first-century world, what did it look like for Christians to be "spiritual"? What does it mean to be "spiritual" as a Christian in our modern-day context?
  - **Essay #2:** In Philippians, Paul encourages Christians to rejoice and have a joyful heart as Christians. What does Paul mean by being a joyful Christian especially in the turmoil world of the first-century then and now? How can we be more joyful as Christians today?
  - **Essay #3:** One of the great theological themes in Colossians has to do with knowing Christ. What does it mean to know Christ and what does it look like in the lives of Christians daily?
  - **Essay #4:** Paul stresses the importance of living according to God's Holy Spirit as evidence of a new quality of life for Christians. Elaborate on the significance of the Holy Spirit as mentioned by Paul in his Prison's letters and it's applications for us today!
  - **Essay #5:** How does Paul deal with the delicate issue of slavery in the letter to Philemon? Some people, including Christians, have used the Bible to justify slavery. What do you think? If slavery was an evil practice in the first century, then why didn't Paul or other Apostles?
- No late submissions will be allowed and will result in zero credit. Exceptions can be made at the instructor's discretion.

### **Final Exam (200 points)**

- A 200-point final exam will be given during finals week.
- Final exam questions will focus more on the application aspects of our study of the New Testament. Further detailed questions will be provided prior to the final exam.
- This will be an open book exam.
- No late submission will be allowed and will result in zero credit. An exception can be made at the instructor's discretion.

### **Prerogative Points (50 points)**

The instructor will give prerogative points to students ranging from 0 to 50 points. Points will be given for participation, student attitude, and demonstration of progress throughout the course.

## **Course Schedule & Due Dates**

### **Weekly Reading Schedule Model**

The course will be taught in 6 weeks. We are following a Monday- Sunday schedule in order to allow you to optimize your weekends for studying if you need to. Therefore, use the following weekly

schedule:

**Assignment Due Dates:**

April 2: Weekly Discussion #1 & Short Reflective Essay #1 and Peer Response

April 4: Quiz #1

April 9: Weekly Discussion #2 & Short Reflective Essay #2 and Peer Response

April 11: Exam #1

April 16: Weekly Discussion #3 & Short Reflective Essay #3 and Peer Response

April 18: Quiz #2

April 23: Weekly Discussion #4 & Short Reflective Essay #4 and Peer Response

April 25: Exam #2

April 30: Weekly Discussion #5 & Short Reflective Essay #5 and Peer Response

May 2: Quiz #3

May 5: Bonus Exam

May 6: Final Exam

Below is the schedule of activities by weeks:

**✓ Week 1 (March 29 - April 2): Introduction**

1. Self-introduction
2. ENTW (Chp. 1 "Why This Book?")/CLO2; Read or listen to Acts 16, 18:18-19:41/CLO2
3. Watch Video Clip "Introduction: Why Study the New Testament?" (Lecture by Dale Martin)/CLO2
4. Read "Synopsis of Paul's Life and Teachings"/CLO1; D. J. Tidball, "Use and Abuse of the Bible in Pastoral Practice"/CLO2; Read "Three Things Gentile Xians May Never Understand"/CLO1
5. Watch Video Clip "William Craig: Is God a Delusion?"/CLO2
6. Short Reflective Essay #1 and Peer Response by Friday midnight/CLO1 and CLO3
7. Weekly Discussion #1 by Friday midnight/CLO1 and CLO3
8. Quiz #1 (Acts 16; 18-19:41 and "Three Things Gentile Xians ..." by Sunday midnight/CLO1 and CLO3

**✓ Week 2 (April 5 - 9) Ephesians**

1. Read or listen to Ephesians 1-6/CLO2
2. Read Paul Barnett, "Apostle"/CLO2; Women's Bible Commentary on Ephesians/CLO2, Reid, D. G., "Principalities and Powers"; "Christian Conversion" /CLO2
3. Read Wright (3-80)/CLO2
4. ENTW (Chp. 2 "The Judaic Background of the New Testament"/CLO2 & Chp. 3 "The Powers That Be") /CLO2
5. Weekly Discussion #2 by Friday midnight /CLO1 and CLO3
6. Short Reflective Essay #2 & Peer Response by Friday midnight/CLO1 & CLO3
7. Take Open Book Exam #1 (Introduction – Ephesians) by Sunday midnight/CLO1 and CLO3

**✓ Week 3 (April 12 - 16): Philippians**

1. Read or listen to Philippians/CLO2

2. Wright (83-137)/CLO2 & ENTW (Chp. 4 "Roman Law and the New Testament" & Chp. 5 "Greco-Roman Religion)/CLO2
  3. Read "What's the Big Deal ..."/CLO2; "Euodia and Syntyche"/CLO2; "Polycarp & the Philippians,"/CLO2 and "Polycarp to the Philippians"/CLO2; Women's Commentary on Philippians/CLO2; "The World of the New Testament"/CLO2; "Who's Afraid of the Holy Spirit?"/CLO2
4. Weekly Discussion #3 by Friday midnight /CLO1 and CLO3
5. Short Reflective Essay #3 & Peer Response by Friday midnight/CLO1 and CLO3
6. Quiz #2 ("Who's Afraid of the Holy Spirit?") by Sunday midnight/CLO1 and CLO3

#### ✓ Week 4 (April 19- 23): Colossians

1. Read or listen to Colossians/CLO2
2. Wright (141 – 193)/CLO2; ENTW (Chp. 6 "Greco-Roman Philosophy")/CLO2; ENTW (Chp. 7 "The Structures of Greco-Roman Society) /CLO2
3. Read "Theology of Ascension"/CLO2; "The Ascension of the Lord"/CLO2; Women's Commentary on Colossians/CLO2; D. J. Tidball, "Social Setting of Missions Churches."/CLO2; Beasley-Murray, G. R., "Dying and Rising with Christ" /CLO2
4. Watch Video Clip "The Meaning of Holiness" (Lecture by Dr. R.C. Sproul)/CLO2
5. Weekly Discussion #4 by Friday midnight/CLO1 and CLO3
6. Short Reflective Essay #4 & Peer Response by Friday midnight/CLO1 and CLO3
7. Take Open Book Exam #2 (Philippians - Colossians) by Sunday midnight/CLO1 and CLO3

#### ✓ Week 5 (April 26 – 30): Philemon

1. Read or listen to Philemon/CLO2
2. Read "Slavery: Then & Now"/CLO2; Women's Commentary on "Philemon"/CLO2; Max Turner, "Human Reconciliation in the New Testament with Special Reference to Philemon, Colossians, and Ephesians"/CLO2; P. H. Towner, "Households and Household Codes."/CLO2
3. ENTW (Chp. 8 "Greco-Roman Morality and Personal Relations"/CLO2& Chp. 9 "Time, Distance, and Travel in the Roman World"/CLO2 & Wright (197-209) /CLO2
4. Weekly Discussion #5 by Friday midnight/CLO1 and CLO3
5. Short Reflective Essay #5 & Peer Response by Friday midnight/CLO1 and CLO3
6. Quiz #3 (ENTW Chp. 8; "Human Reconciliation ...") by Sunday midnight/CLO1 and CLO3

#### ✓ Week 6 (May 3 - 7): Final Remarks & Final Exam

1. Bonus Exam Life Application by Wednesday, May 7th midnight/CLO1 and CLO3
2. **Final Exam by Thursday, May 8th midnight/CLO1 & CLO2 & CLO3**

#### 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 in a six-week class, you should expect to spend about 22-23 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 = 5 hours  
Discussion questions = 5 hours  
Application assignment = 1 hour  
Reflection assignment = 1 hour  
Exams = 5 hours  
Final Workshop = 5 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. 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.

## **Netiquette**

1. **Remember this is a classroom.** 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, 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.

## Submitting Assignments

Assignments will be submitted through Canvas. To find out how to submit an assignment, read the [submit an assignment guide](#).

### File Naming Conventions

For all assignments, files should be uploaded with this naming convention:  
LearnerName\_AssignmentName (ex. Smith\_DatabaseEvaluation).

## 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  
Phone: 501-279-5201

Email: [elearning@harding.edu](mailto: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](mailto:registrar@harding.edu)) for the drop/add refund schedule. The [policy regarding drop/add](#) remains the same, although the specific dates vary by semester.

### **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](mailto: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 distraction 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](mailto: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 specialties 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>.