Harding University
BOLD 3020.OL (3 hrs) Old Testament Story and Vision
March 29 - May 7, 2021

Instructor: Dr. Chris Buxton
Department: Center for Distance Education in Bible and Ministry
E-mail: Canvas email (*cbuxton@harding.edu* if Canvas is down)
Office: None
Phone: 870-761-7035

Course Summary

Communication
My preferred method of contact is Canvas email. You may expect a response from me within 48 hours on any workday. I also welcome calls or text messages if needed (cell phone listed). In-person visits are not normally possible since I do not maintain an office at Harding.

Catalog
Through the study of the words and worlds of the books of Genesis through Malachi, this course seeks to lead students to incorporate and practice within our current communities and throughout the world the desires God has expressed for his people.

Rationale
This course is restricted to transfer students who did not take BOLD 203/BOLD 207, and degree completion students.
The purpose of this course is to provide students with a survey of the Old Testament 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. Hill, Andrew E., and John H. Walton. *Survey of the Old Testament,* 3rd ed. Grand Rapids, MI: Zondervan, 2009. ISBN: 978-0-310-28095-8. (Required)
2. Any notes, links, or files given in the weekly modules (Required)
3. The Bible (any version is permitted, but ESV or NIV are recommended).

Students may purchase textbooks at the HU bookstore at the following link: http://hubookstore.harding.edu/SelectTermDept.aspx. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the

Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus.

Don't forget: *It is the student's responsibility to know, study, and be prepared to quiz and test over all books and online material.*

You may also purchase your textbook from Amazon.

Textbook Rationale
The textbooks have been selected to provide students with thorough introductory resources to the Old Testament. Each DVD video will introduce books of the Bible and add a visual and auditory learning dimension for understanding the course content. The authors of the textbook and the presenters in the videos are the same. We hope that students will enjoy getting to know the people behind the writings as they learn more about the Old Testament.

Recommended Materials
Hill, Andrew E., and John H. Walton. *Survey of the Old Testament Video Lectures*. Grand Rapids, MI: Zondervan, 2016. ISBN: 978-0-310-52537-0.

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. Click here to see the ULOs on Harding's Assessment webpage. This class focuses on ULO1 Biblical Knowledge and Application as its primary university level learning outcome:

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

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)
The student learning outcomes for the College of Bible and Ministry are as follows:
1. Students will demonstrate knowledge of the content and contexts of Scripture.

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

Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this class tie into the departmental SLOs, as indicated in parentheses:

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

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.

Week 1: Introduction and the Torah (Genesis-Deuteronomy)
Unit Student Learning Connections:
• Students will be able to analyze ancient Near Eastern motifs and worldview themes in view of how they apply to interpreting Genesis and the Torah (CLO 1).
• Students will be able to describe how God's concern for holiness and his compassion for his creation serve as timeless ethical guidelines for everyday problems (CLO 2, 4).
• Students will be able to evaluate how the relationship between God's faithfulness and human obedience to God's moral code affects individual decision making and social policies (CLO 2, 4).

Week 2: Deuteronomic History (Joshua-2 Kings)
Unit Student Learning Connections:
• Students will be able to remember the names of important leaders of Israel and their contributions to the historical development of the nation (CLO 1).
• Students will be able to analyze how God accomplishes his will in spite of human leadership (CLO 2).

- Students will be able to apply to their own contexts the retribution principle in terms of the relationship between God's faithfulness and human obedience to God's moral code (CLO 3).

Week 3: Restoration and Hope (1 Chronicles-Esther)
Unit Student Learning Connections:
- Students will be able to analyze how God's forgiveness is depicted in the Babylonian exile and post-exile literature (CLO 1, 2).
- Students will be able to apply the faithfulness of the Jews in exile as a paradigm for Christians who suffer (CLO 3).

Week 4: Wisdom and Poetry (Job-Song of Songs)
Unit Student Learning Connections:
- Students will be able to analyze theological principles expressed in creative literature (CLO 2).
- Students will be able to contemplate on the connections between divine revelation and human reflection (CLO 3).
- Students will explore the justice of God (theodicy) and the sovereignty of God as they pertain to human responses to suffering (CLO 2, 4).

Week 5: Major Prophets (Isaiah-Daniel)
Unit Student Learning Connections:
- Students will be able to describe God's sovereignty over all the nations (CLO 2).
- Students will be able to differentiate between times when justice implies judgment on the guilty and when justice implies freedom for the oppressed (CLO 3).
- Students will be able to apply to current circumstances God's commitment to his people and his protection for the remnant (CLO 4).

Week 6: Minor Prophets (Hosea-Malachi)
Unit Student Learning Connections:
- Students will be able to draw connections between religious principles and social action (CLO 3).
- Students will be able to apply the implications of the day of the Lord God to current political and socio-economic circumstances (CLO 2, 4).
- Students will be able to explore ways for God to use them as he brings hope, peace, and reconciliation to a broken world (CLO 3, 4).

Grading and Assignment Details

Assessment
This class will consist of the following assignments and assessments:
Class Discussion = 20%
Application= 10%
Reflection= 10%
Project= 20%

Exams (20% each) = 40%
The grade book will be kept online so that students may view their scores at any time on Canvas under the "Grades" tab on the left side. Grades will not be posted elsewhere.

Course Assignment Details
Discussion Assignments
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 forum assignments must be completed on time to avoid grade reductions. Unexcused late work will receive a 15-point deduction per day for three days, after which the assignment will receive a zero. Each post must be thoughtful, clearly expressed, and should add to the discussion (more than a merely "good job" or "I agree").

Discussion questions: (20%) (CLO 1, 2)
•   Comment on discussion questions posted for each week. (Due Wednesdays)
•   Read your classmates' responses. Respond to at least one comment posted by classmates or the instructor. Make sure that you have at least one response in addition to your answers to the discussion questions. (Due Wednesdays)
•   For each module you will need to have two posts per discussion question: 1) answer questions and 2) respond to at least one answer.
•   4-6 sentences in length per post. The sentence requirement should be seen as a target for the minimum amount of engagement. There is no maximum limit for your posts.

Note: Students' grades come in two parts. Half of the grade is assigned when the question is initially answered. The other half of the points are given when students respond to classmates. If students receive 50% for a discussion that can mean one of three things: The professor has not finished grading the forums, the students have not posted twice, or the students have posted twice and the instructor has overlooked their post. In the event that a student has posted twice and one week later still has 50% in the discussions, please send the professor an email to notify him or her that a post has been missed. Keep in mind that professors manually assign the discussion grades. We ask for patience as students wait for their grades to be assigned. There is not a rubric for discussion since the points are pass/fail.

Application questions: (10%) (CLO 3)
An application question will be posted in the discussions. Students are not required to comment on application posts, but comments are welcome. . Students are required to read posts by classmates. When students respond to the application and reflection assignments, please be sure to follow formal writing rules. A rubric has been provided in the assignment in the online course. Application questions are due Thursdays of each module. Late work will receive a 15-point deduction per day for three days, after which the assignment will receive a zero.

Reflection questions: (10%) (CLO 3)
A reflection question will be posted in the discussions. Students are not required to comment on reflection posts, but they are welcome to. Students are required to read posts by classmates. When students respond to the application and reflection assignments, please be sure to follow

formal writing rules. A rubric has been provided in the assignment in the online course. Reflection questions are due Fridays of each module. Late work will receive a 15-point deduction per day for three days, after which the assignment will receive a zero.

Project: (20%) (CLO 4)
Students will create a PowerPoint presentation in which they will focus on five different major themes in the Old Testament. Successful papers will describe clearly the five themes, explain where these themes appear in the Old Testament, apply these themes to ministry in their own contexts, and communicate professionally and at the collegiate level. A rubric will be included in the Canvas course and attached to the assignment.

Exams (20% each; 40% total) (CLO 1, 2)
Two exams will be given. Both are open-book. Exam 1 will cover all course materials in the first half of the course and is due at the end of Wednesday of Week 4 (You may take it early but a late Exam 1 will have a penalty of 10% per week-day late). Exam 2 will cover all course material since Exam 1. Due to university guidelines on grade submission, no final exams (Exam 2) will be accepted late.

Assignment Due Dates *(all assignments, exams, and project are due by midnight)*

Date	Details	Due by
Wednesday March 31, 2021	Discussion #1: The place of the Torah in Scripture	11:59 pm
	Discussion #2: "Ten-der" Commandments	11:59 pm
Thursday April 1, 2021	Application #1: Depending on God	11:59 pm
Friday April 2, 2021	Reflection #1: The Holiness of God	11:59 pm
Wednesday April 7, 2021	Discussion #3: Lessons from Joshua	11:59 pm
	Discussion #4: Judges vs. Ruth	11:59 pm
Thursday April 8, 2021	Application #2: Godly Leadership	11:59 pm
Friday April 9, 2021	Reflection #2: The Role of the Prophet	11:59 pm
Wednesday April 14, 2021	Discussion #5: Life Setting of the Chronicler	11:59 pm
	Discussion #6: Forgiveness and Hope	11:59 pm

Thursday April 15, 2021	Application #3: Blended Families	11:59 pm
Friday April 16, 2021	Reflection #3: A Time Such as This	11:59 pm
Sunday April 18, 2021	**Exam 1**: Genesis Through Esther	11:59 pm
Wednesday April 21, 2021	Discussion #7: The Thesis of Job	11:59 pm
	Discussion #8: Your Favorite Psalm	11:59 pm
Thursday April 22, 2021	Application #4: Lady Wisdom v. Dame Folly	11:59 pm
Friday April 23, 2021	Reflection #4: Meaning in Life	11:59 pm
Wednesday April 28, 2021	Discussion #9: Suffering Servant	11:59 pm
	Discussion #10: Prophet to the Nations	11:59 pm
Thursday April 29, 2021	Application #5: Prophecy, Oppression, and Hope	11:59 pm
Wednesday May 5, 2021	Discussion #11: Peace in Brokenness	11:59 pm
	Discussion #12: The Sound of Justice	11:59 pm
Thursday May 6, 2021	Application #6: The Day of the Lord	11:59 pm
	Reflection #5: Art and Theological Reflection	11:59 pm
Friday May 7, 2021	**Final Exam**	11:59 pm
	Five Themes Project	11:59 pm

Weekly Reading Schedule
The course will be taught in **six weeks**. Therefore, use the following weekly schedule:
- On Monday/Tuesday, read the assignments and notes and begin to answer the discussion questions.
- On Wednesday, post your discussions.
- On Thursday, post the application assignment.
- On Friday, post the reflection assignment.
- Do not forget the exams and the project!

- You may post any of these assignments early if you like so long as you stay within the current week.

Below is the reading schedule for the course: *(Please note the OT readings have been abridged to reduce the reading requirements, but you may be responsible for biblical content in assignments that are not part of the required reading.)*

- **Week 1:** Watch videos (#1-9). Read: **Gen** 1-3; 6-9; 11-12; 15-22; 27-28; 32; 37; 45; **Exo** 1-3; 7; 14; 19-20; 32;40; **Lev** 16; 19; **Num** 13-14; **Deut** 2-4; 6; 10-13. **SOT**: pp. 53-149, pp. 163-176, p. 181, and pp. 257-269 (SOT=*Survey of the Old Testament).*

- **Week 2:** Watch videos (#10-15). Read: **Josh** 1; 6; 10; 23-24; **Judg** 2; 4; **Ruth** 1-4; **1 Sam** 1; 4-6; 8; **2 Sam** 5-7; 11-12; **1 Kings** 2-3; 11; 18; **2 Kings** 6-7; 10; 17; 25. **SOT:** 205-274.

- **Week 3:** Watch videos (#16-18). Read: **1 Chron** 28; **2 Chron** 6-7; 26; 29-30; 32-35; **Ezra** 6; **Neh** 6; 8-9; **Esther**. **SOT:** 279-354.

- **Week 4**: Watch videos (#20-25). Read: **Job** 1-2; 27-28; 42; **Psa** 1-2; 7; 8; 22; 23; 29; 51; 77; 89-90; 103; 106; 145; **Prov** 1; 3; 8; 15; 31; **Eccles** 1-3; 12; **Song of Songs. SOT:** 400-477.

- **Week 5:** Watch videos (#27-32). Read: **Isa** 1; 6-7; 9; 11; 40; 42; 53; 55; 58; 61; 65; **Jer** 1; 7; 23; 31; **Lamentations**; **Eze** 1; 8; 18; 36; **Dan** 2-3; 6. **SOT:** 503-577.

- **Week 6:** Watch videos (#33-44). Read: **Hos** 1-3; 10; **Joel** 2; **Amos** 1-5; **Obadiah**; **Jonah**; **Micah** 4-6; **Nahum**, **Hab** 1-3; **Zeph** 3; **Hag** 1; **Zech** 8; 14; **Mal**

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 of 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 23 hours per week on this class

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 your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. **Never criticize or comment on others' grammatical or spelling errors, unless doing so is part of your assignment.**
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read

your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.

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

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at https://kb.wisc.edu/ei/resources/page.php?id=50548

Submitting Assignments

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

Grading

Grades will be assigned by percentage:

90+	A	60+	D
80+	B	59 & below	F
70+	C		

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

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 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.

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.