



CENTER FOR  
**DISTANCE EDUCATION**  
IN BIBLE AND MINISTRY  
AT HARDING UNIVERSITY

**Harding University**  
**PHIL 3010 OL 1: Introduction to Philosophy (3 hrs)**  
**March 29 -May 7, 2021**

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**Office hours:** N/A

**Preferred method of contact:** Email

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## Course Summary

### Communication

My preferred method of communication is email via the course Canvas site. I will do my best to respond to emails within 24 hours. In addition, I will host Zoom office hours on Friday from 8:30 a.m. - 11:00 a.m. (CST). Should you need to meet during office hours, send me an email and I will reserve a time slot.

### Catalog

Philosophical problems, methods of approach, and modes of thought. A brief survey of representative philosophies

### Rationale

This course will introduce you to a range of philosophers, ideas, and methods for exploring key human questions: What can we know about God? How do we know *anything*? What does it mean to be a person, to have a mind and a will? What is right and good?

## Materials

Copan, Paul. *A Little Book for New Philosophers*. Downers Grove, Illinois: IVP Academic, 2016. ISBN: 9780830851478

Pojman, Louis P and Fieser, James. *Introduction to Philosophy: Classical and Contemporary Readings*. 4th ed. Oxford: Oxford University Press, 2007. ISBN: 9780195311617

Warburton, Nigel. *Philosophy: The Basics*. 5th ed. New York: Routledge, 2012. ISBN: 9780415693165

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

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

## Additional Readings and Materials

On Canvas, I have included a pdf document with links to some supplementary videos for those interested in further exploration of the topics and texts we are covering. These videos are meant to supplement your reading and study.

Additional reading assignments may be given throughout the course.

Students may purchase textbooks at the HU bookstore at the following link:

<http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus. Electronic books are permitted.

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](#).*

## Recommended

Baggini, Julian. *The Philosopher's Toolkit*. 2nd ed. Hoboken, New Jersey: Wiley-Blackwell, 2010. ISBN: 9781405190183

Bruce, Michael and Barbone, Steven. *Just the Arguments*. Hoboken, New Jersey: Wiley-Blackwell, 2011. ISBN: 9781444336382

On Canvas, I have included a pdf document with links to some supplementary videos for those interested in further exploration of the topics and texts we are covering. These videos are meant to supplement your reading and study.

## 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 ULO 4 Critical Thinking as a primary learning focal point which is assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

ULO 4: Students will gather and evaluate available information and make a reasoned argument based on that data. Credit Hours: 3

### 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)

By the end of this course, students will . . .

1. **Read and examine** a range of philosophers examining key philosophical questions (e.g., epistemology, philosophy of religion, philosophy of the mind, and ethics). (SLO 4)
2. **Identify** major positions on key philosophical questions. (SLO 4)
3. **Analyze** philosophical arguments using the tools of logic and argumentation. (SLO 5)
4. **Analyze and evaluate** the relevance of philosophical questions to their own personal life and the world around them. (SLO 6)
5. **Form and argue** their own tentative conclusions to key philosophical questions. (SLO 5 and 6)

## 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: Philosophy and Argumentation**—What they are and how to do them

*Unit Student Learning Connections:*

- Students will explain and use tools for logical argument.
- Students will evaluate the validity and soundness of arguments, and they will assess whether claims are grounded or ungrounded.
- Students will explain how to properly write a philosophy paper.
- Students will read major philosophers' arguments about the nature and value of philosophy.
- Students will explain what it means to do philosophy and to be a philosopher.
- Students will reflect on whether and how philosophy is for them.
- Students will apply philosophers' ideas of philosophy to their own ministry in the world around them.

**Week 2: Epistemology** —How do we know what we think we know?

*Unit Student Learning Connections:*

- Students will define and describe the basic philosophical positions on epistemology (theories of knowledge).
- Students will be able to critically discern the pros and cons of each basic position.
- Students will reflect on and test their own epistemological assumptions.
- Students will explore how epistemological questions apply to their ministry, the church, and the world around them.

**Week 3: Philosophy of Religion**—Engaging in God-Talk

*Unit Student Learning Connections:*

- Students will define and describe several traditional arguments for the existence of God.
- Students will define and describe several major approaches to the problem of evil.
- Students will define and describe the problems raised by the relationship between faith and reason.
- Students will be able to critically discern the pros and cons of each basic position.
- Students will articulate a robust, critical defense of faith in God that responds to the problems raised by philosophers.
- Students will explore how these problems apply to their ministry, the church, and the world around them.

Week 4: **Philosophies of Mind & Will**--Is my choice to act, and even my “self,” an illusion?

*Unit Student Learning Connections:*

- Students summarize the mind-body problem.
- Students define and explore the problems surrounding personal identity, survival of death, and free will.
- Students will discuss how these various problems relate to Christian theology of the soul, human will, and the resurrection.
- Students will critically discern and reflect on how these problems inform their own lives.
- Students will explore how these problems apply to their ministry, the church, and the world around them.

Week 5: **Moral Philosophy**—What does it mean to live the good life? What is moral obligation?

*Unit Student Learning Connections:*

- Students will summarize several major philosophical approaches to ethics, and offer basic critiques of each.
- Students will critically discern the relationship between ethical philosophies and Christian theological accounts of righteousness and sin.
- Students will reflect on the most fruitful way to integrate ethical philosophy into life.
- Students will explore how the philosophical problems surrounding ethics and morality apply to their ministry, the church, and the world around them.

Week 6: **Philosophy Paper**—What has been most fruitful, and how shall we pursue it further?

*Unit Student Learning Connections:*

- Students will evaluate, of all the philosophy read and discussed in this course, what has been most fruitful and valuable for their own life and ministry.
- Students will draft an essay that engages in-depth with a specific philosopher at a key point of disagreement, a key tension point, in this “most fruitful” area of philosophy.
- Students will read and critique each others’ drafts, seeking to deepen and enrich them.
- Students will do further independent reading (of other philosophical texts or recent writings in the public sphere) to explore how other thinkers address this issue.
- Students will revise and polish their essay into a clear, deep, and focused dialogue with this philosopher, clarifying the idea, detailing its implications, and pointing us forward.
- Students will pass an exam testing their knowledge of philosophical ideas, concepts, movements, and thinkers covered during this course.

# Grading Assignments & Details

## Grading Information

You will receive feedback during the duration of the course. Feedback will include written comments on your Reflection assignments; Application assignments and your philosophy essay. The intent of this feedback is to inform you of how well you met the expectations for these components.

## Assessment

- I. Discussion participation (2 per week) = 10%
- II. Reflection assignments (5) = 25%
- III. Application assignments (5) = 25%
- IV. Philosophy Essay = 25%
- V. Exam = 15%

## Grading

Grades will be assigned by percentage:

- 90+ A (Excellent = Superior, first rate, exceptional)
- 80+ B (Good = above average, strong)
- 70+ C (Average = common, ordinary, passable, fair)
- 60+ D (Poor = below average, very basic, weak)
- 59 & below F (Failure = inadequate, unsuccessful, impassable)

## Assignments and Grading

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

Each Monday at 11:00 AM CST, I will host a face-to-face online one-hour discussion (optional). This may serve as one of your two required **Discussion** responses each week; the other (or both, if you miss the face-to-face meeting) will be in writing a two-paragraph analysis and initial response to one of our readings (due by 11:59 PM CST Wednesdays). You will also write a short **Reflection** (due by 11:59 PM CST Thursdays), connecting the ideas we read to your personal life, and a short **Application** (due by 11:59 PM CST Fridays), connecting them to the church or world around you. The last week is devoted to researching, drafting, discussing, and revising a **Philosophy Essay**—your thorough response to one philosopher’s ideas—and to taking an online **final exam**.

## Course Assignment Details

### **I. DISCUSSION - 10% of final grade, due by 11:59 PM CST Wednesdays**

(CLO 1, 2, 3)

You are required to take part in two online discussions each week, due at 11:00 am CST each Wednesday.

OPTIONAL: One of these two may be fulfilled by participating in the face-to-face one-hour discussion hosted by Prof. Duke at 11:00 AM CST each Monday. Prof. Duke will email you a Zoom link five minutes before the discussion time begins.

Respond to at least two comments posted by classmates or the instructor.

#### **Instructions for written discussion posts:**

Write a two-paragraph analysis and response to ONE of the readings covered this week. If you skip the face-to-face, pick TWO and do one for each.

- *Heading*: name the philosopher and the essay title to which you are responding.
- *First paragraph*: analyze the philosopher's argument, with as much specific detail (including premises, logical moves, and conclusions) as brief space will allow. Note what kind of evidence the philosopher offers to back up the argument and to what extent counter-arguments are addressed. (See the Pojman and Fieser's appendix on Logic, Bruce and Barbone's approach in *Just the Arguments*, and the chart on parts of an argument in Turabian ch. 5 for guidance.)
- *Second paragraph*: write an initial response to the philosopher's argument and ideas. This may be fairly informal, even gut-level, but it should lead to a clarification of what you see as the underlying question or problem. Thus it should lay the groundwork for more systematic analysis in further discussion or writing assignments.

#### **Instructions for responses to others' posts:**

- In a single paragraph, address a salient detail in your classmate's post.
- Name and explain the detail: quote your classmate's original words, and paraphrase what you believe this means in your own words.
- Explain why you believe this detail is important.
- Respond by building on your classmate's thought: analyze the logic being used (see Pojman and Fieser's appendix on Logic), testing it for validity and soundness; challenge, or affirm and extend, the idea.
- If what *you* are saying is true, what difference does this make? Be sure to link the philosophical soundness or validity with some level of practical implications in our lives or the world.

Note: For online face-to-face discussion times, you will receive an A for making engaged contributions, a B for being present and listening, and a C for being present for significantly less than the whole discussion. If you have to leave the discussion early, you may opt to do the

second written post to receive full credit. For written posts, you will receive a grade for the overall depth, precision, and quality of your own post and responses: A = sharp and deep; B = accurate, but unoriginal; C = somewhat accurate, with some flaws in understanding; D = weak understanding.

## **II. REFLECTION ASSIGNMENT - 25% of final grade, due by 11:59 PM CST Thursdays (CLO 3, 4, 5)**

The reflection assignment is designed to help you create a bridge between the course content and your personal or spiritual life. Post your essay on the week's "Reflection" discussion thread, so that everyone will have a chance to read what others are saying. Please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the assignment and will have virtually no grammar mistakes.

## **III. APPLICATION ASSIGNMENT - 25% of final grade, due by 11:59 PM CST Fridays (CLO 3, 4, 5)**

The application assignment is designed to help you create a bridge between the readings and Christianity at large, the church, or the world around you. Post your essay on the week's "Application" discussion thread, so that everyone will have a chance to read what others are saying. (You may want to compose it and save it in a separate Word document, and then paste your text into the discussion thread.) Please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the assignment and will have virtually no grammar mistakes.

### **Instructions for Reflection and Application assignments:**

- Write with quality:
  - Aim for both depth and conciseness. This could be a math formula for quality in writing:  $\text{MAXIMUM SUBSTANCE} \times \text{MINIMUM SPACE} = \text{POWER}$
  - Draw clear connections between abstract ideas and specific, concrete examples or evidence--places where they touch the real world.
  - Be specific! Be precise!
- Required elements for either type of assignment:
  - Identify a philosopher's important **idea**, and give an overview of the philosopher's explanation.
  - Discuss what you see as the **consequences** of the philosopher's version of this idea.
  - Are you **challenging** the validity or soundness of the idea? Or are you **affirming** them?
  - Make your argument, either way.
  - Discuss the **consequences** of seeing the idea as *you* do.
  - Preliminary Bibliography for Further Reading: End with a brief note on where else / by whom this question is being discussed, and list four to six sources (in proper Chicago bibliography format) that one might turn to read more. NOTE: you need **ONLY FIND**, not read, these.

**IV. PHILOSOPHY ESSAY - 25% of final grade, due by May 6th at 11:59 pm CST**  
(CLO 2, 3, 4, 5)

Each student is required to write a reflective term paper. The paper should be 5 to 10 pages in length (excluding bibliography), double-spaced, Times New Roman 12 point font (or equivalent), with 1-inch margins. The paper must follow a consistent format. The paper should give sustained thought to creating a dialogue with one thinker, with three to five other voices in the background. Any source in our textbook counts, as do any other books or in-depth articles that you find on your own, or even an interview with a professional in a relevant field.

The essay should cover the following points (see P& F's appendix on "Writing a Philosophy Paper" for further guidance):

- Identify a point of disagreement with a specific philosopher's idea.
- Fully explain the philosopher's idea, as he or she sees it.
- Explore the consequences of holding this idea.
- Identify where you believe the muddiness lies.
- Using logical reasoning and whatever fresh evidence you can bring to the table, clarify the idea philosophically: increase its validity and soundness.
- Explore the consequences of holding your refined view of the idea.
- In your conclusion, identify one *further* question that is thus raised, which deserves further philosophical exploration.

Wherever appropriate, mention background voices whenever they have something relevant to say on each point. Use Chicago citation (similar to Turabian) and formatting to quote and cite your sources. See the website Purdue OWL: Chicago for guidelines and models. I can help coach you on this if needed. At the end of your paper, on a separate page, append your bibliography of sources cited.

**V. FINAL EXAM - 15% of final grade, due by May 7th**  
(CLO 1, 2, 3)

The final exam will ask objective questions over the material covered in the course. Everything on the exam will come from the readings. These questions are not designed to trip you up; rather, this exam is a straightforward assessment of your ability to read and process the material we have covered. You will find the exam under Quizzes. You will have 90 minutes to complete the assignment. You will only have one attempt to complete the exam; so be sure you are ready to begin before you open it.

Since you may take the exam at any time, late exams will not be accepted and will be counted as zeros. If you have an unusual circumstance that prevents you from taking the exam on time, please contact me. Forgetting to take the exam or losing track of time, however, does not qualify as exceptional circumstances.

## Weekly Schedule

The course will be taught in **six weeks**. We are following a **Monday-Friday** schedule; this allows you to rest, relate, and worship on the weekends. Due to our compressed format, we must assume the course will take 22.5 hours of work per week or 4.5 hours per day. You should assume that you will **spend 3 hours reading each day, and 1.5 hours writing**. Each week's work might break down as follows:

- Two Discussions (one-hour face-to-face--optional): total of 2.5 hrs / week
- Write a Reflection: 2.5 hrs/week
- Write an Application: 2.5 hrs/week
- Read: 15 hrs/week

NOTE: some weeks will have a slightly heavier or lighter reading.

Remember, the great value of this course is the opportunity to read many of the world's great philosophers for yourself. I trust we will have wonderful discussions, and that your writing about what you read will be a fruitful way to digest and build upon what you read, but these are just icing on the cake.

- ✓ **Monday:** Join the online face-to-face discussion at 11:00 AM CST, if possible.
- ✓ **Monday through Wednesday:** read the texts and begin formulating your thoughts and drafts for the week's written assignments.
- ✓ **By 11:59 PM CST on Wednesday,** post your discussion question answers.
- ✓ **By 11:59 PM CST on Thursday,** post your Reflection answer.
- ✓ **By 11:59 PM CST on Friday,** post your Application answer.
- ✓ Do not forget the final essay and exam, **due the last week.**

## Reading Schedule

"Time required" estimates, in parenthesis after each assignment, are based on an average reading speed working on complex material and account for the different number of words per page in each text. Note how long each assignment takes you during the first week, and you will be able to make a good estimate of how long each reading will take as we go. Italicized items are books of the Bible.

- **Week 1: Philosophy and Argumentation (~150 Pages Total)**
  - Turabian, on Argument - PDF on Canvas (1 hr)
  - Warburton, Intro (30 min)
  - Copan, all (4 hrs)
  - Pojman & Fieser, section I: ALL(3 hrs)
  - Pojman & Fieser, Appendix I: How to write a Philosophy Paper (30 min)
  - Pojman & Fieser, Appendix II: Logic (1.5 hrs)
  - Ecclesiastes (2 hrs)

- **Week 2: Epistemology (~90 Pages Total)**
  - Warburton, ch. 5 (1 hr)
  - Pojman & Fieser, section II, from subsection A (6.5 hrs):
    - Descartes
    - Locke
    - Hume
    - Kant
  - Pojman & Fieser, section II.B (3 hrs):
    - Rorty
    - Dennett
  - Gospel of John (3 hrs)
  
- **Week 3: Philosophy of Religion (~105 Pages Total)**
  - Warburton, ch. 1 (1.5 hrs)
  - Pojman & Fieser, section III: ALL essays except for Voltaire (10 hrs)
  - Gospel of Luke (3 hrs)
  
- **Week 4: Philosophies of Mind and Will (~100 Pages Total)**
  - Warburton, ch. 7 (1 hr)
  - Pojman & Fieser, section IV, from subsection A (5.5 hrs):
    - Shaffer
    - Both pieces by Churchland
    - Nagel
    - Chalmers
  - Pojman & Fieser, section IV, subsection C: ALL (1.5 hrs)
  - Pojman & Fieser, section V, from subsection A (1 hr):
    - d'Holbach
    - Taylor
  - Gospel of Matthew (3 hrs)
  
- **Week 5: Moral Philosophy (~110 Pages Total)**
  - Warburton, ch. 2 (1.5 hrs)
  - Pojman & Fieser, section V, from subsection A (2.5 hrs):
    - Stace
    - Hospers
    - Frankfurt
  - Pojman & Fieser, section V, from subsection B (4 hrs):
    - Aristotle
    - Epictetus
    - Strawson
    - Levin
    - Walker
  - Pojman & Fieser, section VI, from subsection A (3 hrs):
    - Benedict
    - Pojman

- Pojman & Fieser, section VI, subsection C (2.5 hrs)
- *1 Corinthians* (2 hrs)

**Week 6: Philosophy Essay & Final Exam**

- Review and select from what you’ve read; draft, peer critique, and revise your essay.
- Further independent research and reading (“background voices” for your essay).
- Study for exam.

**Due Dates**

Each activity or assignment is due by 11:59 PM CST on the listed date.

| <b>Weeks</b>           | <b>Facetime</b> | <b>DQs</b> | <b>Reflection</b> | <b>Application</b> | <b>Essay</b> | <b>Exam</b> |
|------------------------|-----------------|------------|-------------------|--------------------|--------------|-------------|
| 1. March 29 - April 2  | March 29        | March 31   | April 1           | April 2            |              |             |
| 2. April 5 - 9         | April 5         | April 7    | April 8           | April 9            |              |             |
| 3. April 12 - 16       | April 12        | April 14   | April 15          | April 16           |              |             |
| 4. April 19 - 23       | April 19        | April 21   | April 22          | April 23           |              |             |
| 5. April 26 - April 30 | April 26        | April 28   | April 29          | April 30           |              |             |
| 6. May 3 - 7           | May 3           |            |                   |                    | May 6        | May 7       |

**Time Management Expectations**

Read, read, read, think, and write. Because of the course’s six-week compressed format, we must plan for about 22.5 hours of work per week: this comes to 4.5 hours per day, with Saturdays and Sundays off. You can expect our readings to take about 2.5 hours per day, leaving an hour or two for exploring the ideas through discussion, mental processing, or writing.

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

- Textbook and online resource readings = 15 hours
- Discussion questions = 2.5 hours
- Application assignment = 2.5 hours
- Reflection assignment = 2.5 hours

*Generally speaking, late work will NOT be accepted. However, in extremely rare circumstances, late work will be penalized by 10% for every workday late.*

## 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 to join in the discussions.

*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. **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 other's grammatical or spelling errors, unless doing so is part of your assignment.
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect for each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

## 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 at

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.

### 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 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](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 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>.