Harding University
BFAM-3080-OL (2 hrs)
Christian Families
May 10-June 18, 2021

Instructor Information:

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Course Summary

Catalog Course Description and Rationale

Explores biblical texts relevant to families. Studies principles in scripture for building successful marriages and resolving relationship problems. Examines singleness, divorce, roles, communication, conflict resolution, and parenting methods.

The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. The Biblical principles bearing upon intra-family relationships. The family as an instrument of service in Jesus' name.

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.

Course Materials

Gospels of the New Testament and Proverbs: You are able to use in this class any committee translation of Scripture. The professor will mostly use the *English Standard Version.*

Crouch, Amy & Andy. *My Tech-Wise Life*. Grand Rapids: Baker Books, 2020. **ISBN: 978-1-4934-2683-6** (Later referred to as TW)

Felber, Terry. *The Legend of the Monk and the Merchant*. Nashville, TN: Word, 2004. **ISBN: 0 529-12080-1** (Later referred to as LM)

Goff, Bob. *Everybody Always*. Nashville, TN: Thomas Nelson, 2018. **ISBN: 9780718078133** (Later referred to as EA)

Thompson, Marjorie. Family the Forming Center. Nashville, TN: Upper Room, 1996. **ISBN: 0-8358-0798-3**

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.

Textbook Rationale

Each of the textbooks connects to the four pillars related to the course. Spiritual Family, Love, Money, and Technology. The majority of conversations and discussions in class will be driven from the readings. Each of the books is a key part of the class and provides readable, relevant, and instructive understanding. Students will be quizzed over the readings.

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.

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 and ULO3 the ability to analyze and evaluate, as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

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

ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

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 book of Proverbs (COBAM/SLO 1; ULO1).
2. The student will reflect on how this storyline interfaces with one's own life narrative (COBAM/SLO 2; ULO1).
3. Students will analyze major challenges facing diverse families and communities from a Christian perspective. (COBAM/SLO 4; ULO1/ULO3).

Grading and Assignment Details

Grading

Grades will be assigned by percentage based on 750 total points:

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

Assessment

Due to the nature of online learning, the students are expected to replace classroom time with reading, viewing videos, writing, and frequent class participation online.

Course Requirements

1. Read the textbook assignments as indicated on the Class Schedule.
2. Be prepared, attentive, and participative during our time together online.

3. The Mid-term exam will be given according to the Class Schedule.
4. A Final exam will be given as designated on the Class Schedule.
5. Complete all assignments and others that may be added during the course.

Please look at each requirement carefully. All classroom assignments must be completed on time! Once a section is closed, it will not be reopened.

HINT: If you do not like to read, this online course is probably not the right class format for you.

All writing assignments should be double spaced, in 12 point Times New Roman font, and must be saved as a (pdf) and uploaded to the Canvas course.

Discussion questions = 200
Reflection assignments = 300
Quizzes = 100
Essays = 50
Exam 1 = 100
Exam 2 = 100

Discussion questions: (200 points)
(1) There will be four discussion questions for each session. You must personally respond to at least 2 of the 4 discussion questions posted for each session within the three-day window.

Many students wonder how long your answer should be, it is best to remember the **3 X 4 rule**: 3 paragraphs with 4 sentences usually makes for a solid answer. Remember that you are graded on your answers. So do not be short, but also you will be graded down if your answers are extremely long.

(2) You also must respond to **at least two comments** posted by classmates or the instructor each three-day session. Remember when responding to other comments to always try to answer the why question: why was the answer good, or why was it not a solid answer. Your comments must show thought, not just response.

Saying "I like that idea" doesn't answer the why? Explain why you like the idea or why you disagree.

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 a classmate. 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.

Reflection assignment: (300 points)
Respond to the reflection questions. These questions will be posted in the discussion tool. When you respond to questions, please be sure to follow formal writing rules. Your response should be at least 300 words, no more than 600 words.

Textbook Readings: (100 points)
You are expected to read the textbooks according to the class schedule. Questions in each section will mainly come from the assigned readings and finish the posted reading quizzes. Quizzes on Canvas will be open-book, but you will have a limited time to finish (meaning you will want to be sure to have read in advance). **Gospels and Proverb Reading:** You are expected to read the Gospels of Matthew and Mark in the New Testament and the book of Proverbs according to the class schedule and finish the posted reading quizzes.

Think Essay: (50 points)
Students will be required to write short essays about certain issues related to Christian Families. If the assignment is not an essay but for something like a budget, then the student should take whatever space needed to finish the assignment.

Mid-Term: (100 points)
The exam is due at the end of week 3 (Sunday). A two-part essay response that should be at least 3 pages long.

> Part 1-- Discuss a recent Hollywood movie and what the movie would have been like had they followed the God model from Ingram's book and not the Hollywood model.

> Part 2--Students should discuss what they learned in the class and how these teachings have affected them. Formal writing rules apply in this assessment.

> The paper must be 3 pages, double spaced, 12 point Times New Roman font. You will submit it to Canvas by 11:59 p.m. (CDT) on Sunday, June 7, 2021.

Final Exam:(100 points)

The final exam will be due by 11:59 p.m. (CDT) on Friday, June 19, 2021. More instructions will be provided in week 5.

Course Schedule and Due Dates (subject to change with notice)

Session	Date	Grade	Assignments
#1	May 10-12		- Class begins online. Introduce yourself to the class in canvas and define what you believe Christian Families means and the role vulnerability plays. **GO AHEAD AND START READING (Lots to read!)**
#2	May 13-16		- Think Essay "To know me you would have to know…" Submit on Canvas by 11:59 p.m. 5/16/21 - Read: EA Chapters Forward-6 - Read: LM Chapters 1-3
#3	May 17-19		- Read: Matthew 1-14 - Read: EA Chapters 7-12 - Read: LM Chapters 4-5
#4	May 20-23		- Read: Matthew 15-28 - Read: EA Chapters 13-18 - Raad: LM Chapters 6-7 - Reading Quiz #1 on Canvas
#5	May 24-26		- Read: EA Chapters 19-24 - Read: LM Chapters 8-9 - Reflection for EA due by 11:59 p.m. on 5/26/21 - Read: Mark 1-16 - Think Budget due by 11:59 p.m. on 5/26/21
Mid-Term	May 27-30		- Mid-term Due by 11:59 p.m. on 5/30/21 - Gospel Reflection is due with the Mid-Term.
#6	May 31-June 2		- Read: FC Chapters 1-3 - Read: TW Chapters 1-2 - Read: Proverbs 1-10
#7	June 3-6		- Read: Proverbs 11-20 - Read: FC Chapters 4-5 - Read: TW Chapters 3-4 - Reading Quiz #2 on Canvas
#8	June 7-9		- Read: FC Chapters 6-7 - Read: TW Chapters 5-6 - Read: Proverbs 21-25

#9	June 10-13		- Read: FC Chapters 8-9 - Read: TW Chapters 7-8 - Read: Proverbs 26-31 - FC or TW reflection due by 11:59 p.m. on 6/16/21 - Reading Quiz #3 on canvas
	June 16		Last day to post online for discussions and assignments.
#10	June 18		Final Exam and Personal Interviews due by 11:59 p.m. on June 18, 2021

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 15 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.

This class is divided into 10 sessions over 6 weeks. You are responsible for keeping up with the class at all times. The course itself is only six weeks long, which means that a semester's worth of material will be covered in a shorter amount of time. It is very important that the students follow the schedule below. Regular postings will prevent one from falling behind and losing points on his or her grade. If you are planning a trip during this course and you know you will not have internet access for more than 3 days you should seriously consider dropping the course. If for some reason you are unable to get online (i.e. internet service at your house goes out) it is your responsibility to communicate with me in some way and let me know what is going on. I will work with you to the very best of my ability.

Just know that procrastination and laziness are no excuse for work not being done.

You will need to discipline and pace yourself for success in this class. While the questions for each session will NOT be put up in advance, you are welcome to read ahead. However, once a session is closed there will not be a way for you to earn those points.

Each session I will post questions from the readings and class conversation as well as ask questions from them. The students are expected to respond to the questions in a way that reflects their readings, life experiences, and comments of their classmates.

The instructor will evaluate the students' ability to demonstrate knowledge of the reading material and notes as well as their ability to evaluate their readings.

The course itself is only six weeks long, **which means that a semester's worth of material will be covered in a shorter amount of time.** It is very important that the students follow the schedule below. Regular postings will prevent one from falling behind and losing points on his or her grade.

Once a session is closed there will not be a way for you to earn those points.

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 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://online.uwc.edu/academics/how-online-education-works/online-etiquette.

Submitting Assignments

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

When sending emails or posting on the discussion board please remember the following:

1) *Use a subject line that describes the content (consider this format) Course Name / Assignment / Topic. For example, if you have a question about Paper 1, use a subject line of "Name of Course / Paper 1 / Description of Problem."*
2) *Add URGENT to the subject line, only when necessary.*
3) *Remember while writing in an email is not being graded, it should be professional and courteous.*
4) *Response to communication will come within 24hrs.*

File Naming Conventions
For all assignments, files should be uploaded with this naming convention:
LearnerName_AssignmentName (ex. Smith_DatabaseEvaluation).

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, and 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.

SPECIAL NOTES

1. This class hopefully will raise questions, please ask me (publicly or privately) and I will be happy to offer assistance. I believe that students are known as much by their questions as they are by their answers.
2. Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed. Such respect does not require agreement with or acceptance of divergent viewpoints.
3. While I will be more than happy to communicate with you on facebook, twitter or email, all official communication for class should come through the *Canvas platform.*