Harding University
BNEW 3070.OL (3 hours) Gospel of John for Women
June 7-July 30, 2021

Instructor: Dr. Anessa Westbrook, Assistant Professor of Bible and Ministry
E-mail: adwestbrook@harding.edu (preferred method of contact)
Online office hours: Available via email (adwestbrook@harding.edu).

Course Summary

Communication

You may expect a response from me within 48 hours Monday through Friday. If you do not hear from me, please resend your message in case it did not arrive.

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.

University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. 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.

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.

Catalog Course Description and Rationale

The Gospel of John is an in-depth study with special attention given to the introduction, critical problems, and content of the book.

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. Students will be able to explain the content, meaning and symbolism of John. (SLO 1)
2. Students will be able to apply the principles found in John to their own context. (SLO 2)
3. Students will be able to appraise the purpose and thematic threads in John. (SLO 2)
4. Students will be able to apply John to a contemporary setting. (SLO 4)

Course Materials

1. The Gospel of John (ESV or NIV preferred).
2. <u>The Writings of John</u>, C. Marvin Pate (Zondervan, 2015) ISBN 13: 978-0310530671. This textbook is available through H.U. Direct Access. Your student account will automatically be charged unless you opt-out by Friday of the first week of class. If you desire a paper copy, you may use the information above to obtain it from another vendor, but then be sure to opt-out of H.U. Direct Access. Details are sent by the HU bookstore via email before class begins. Contact the bookstore with any questions.
3. All articles, videos, links, or other course materials posted in the learning modules.

This textbook has been selected for its readability and supplemental charts and information. 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.*

Grading and Assignment Details

Grading Information

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. *Because of this, any concerns about a grade must be presented to the instructor via email within seven (7) days of its posting.* After that, the grade will be considered "final." It is the student's responsibility to keep up with their grades. The instructor reserves the right to make changes in the type, nature, or point value of the assignments and/or assessments.

Assessment

This class will consist of the following assignments and assessments:
>   Class Discussion = 40%
>   Chapter Quizzes (6 total) = 10%
>   Exams (20% each) = 40%
>   Individual Project = 10%

Grading

Grades will be assigned by percentage:

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

NOTE: Final grades that are .50 and above will be rounded to the next highest grade if all assignments have been completed. (i.e. 89.50 will be considered an "A," 79.50 a "B," etc.)

NOTE: Late work will be docked 20%. No work will be accepted past the close of the class, Friday, July 30th at 11:59 pm CST.

Course Assignment Details

Weekly Forum 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. Each post must be thoughtful, clearly expressed, add to the discussion (not merely say "good job" or "I agree"), and follow the length requirements to receive full credit. There is a range given, and if you have good sentences, you may use the lower end. If your sentences are shorter, you will use the longer end of the range. If your sentences are shorter, you will use the longer end of the range. Modules 1-3 are due by the close of the midterm (Friday, July 2nd), Modules 4-6 are due by the close of the course (Friday, July 30th).

Discussion Questions (CLO 1): (20%, post due on Wednesdays/response on Fridays)
1) Comment on both discussion questions posted for each week. (Due Wednesdays)
2) Respond to at least one comment per thread (one thread per discussion question) posted by classmates or the instructor. Make sure that you have at least one response in two different discussion threads in addition to your answers to the discussion questions. (Due Fridays)
3) Each week you will need to have four posts in this section alone: answer both questions, and respond to one answer in each thread.
4) 3-5 sentences in length per post.

Note: Your grade comes in two parts. You receive half your grade when you answer the question and the other half when you respond to a classmate. This means that as I go through and grade the forums, you may see 50% in the grade book. A 50% can mean one of three things: I have not finished grading the forums, you have not posted twice, or you have posted twice and I have overlooked your post. In the event that you have posted twice and one week later you still have 50% in the forums, please send me a quick email to notify me that I have missed your post. However, I ask for your patience as you wait for your grade to be assigned.

Application Assignment (CLO 2): (10%, due on Wednesdays)
Respond to the application question. This question will be posted in the forum.
When you respond to the application and reflection assignments, please be sure to follow formal writing rules. Posts should be 5-7 sentences in length.

Reflection Assignment (CLO 3): (10%, due on Fridays)
The reflection assignment could be a question, interview, case study, or a report on an experiential learning experience. You can find the assignment in the forum and in the weekly unit overview. Formal writing rules apply for reflection assignments as well. Posts should be 5-7 sentences in length.

Exams (40% total) (CLO 1)– Due Friday, July 2nd and Friday, July 30th

Two exams will be given. Both are open book and consist of 50 questions. You will have one attempt and 90 minutes to take the exam. Exam 1 will cover the first three modules and is due Friday, July 2nd. Exam 2 will cover the last three modules and is due Friday, July 30th. Each exam is worth 20% of your final grade. To accommodate travel schedules, both exams will be open early until the due date. I will open up the final exam after the midterm has closed. No late final exams can be accepted due to the class closure date. I must adhere to university guidelines on grade submission.

Quizzes (10%) (CLO 1)

An open book quiz will be given each week. Each quiz will contain 10 questions. You will have three attempts, and one hour to complete each quiz. I will take the highest grade from each quiz. Each quiz will be unique, so I strongly recommend that you take each quiz three times so that

you have access to more of the study questions. Quizzes 1-3 are due by the close of the midterm (Friday, July 2nd), Quizzes 4-6 are due by the close of the course (Friday, July 30th). Because of the structure of the class, I expect that the quizzes will be taken by the week they are assigned. If you have special circumstances, please let me know in advance.

Individual Project (10%)—Due Friday, July 16th (CLO 4)

Each person will write a four-page, double-spaced paper relating one of the following themes in the gospel of John to a contemporary setting. One of the following must be selected:

- The church and its mission to the world (John 1 & 17)
- The church and its relationship to the world (John 15 & 17)
- Creating a personal faith (John 2 & 4)
- Interpersonal ministry (John 4 & 9)
- The reliability of the Gospels (John 8)
- Spiritual growth (John 9 & 15)
- Unity (John 17)
- Service (John 13)

The goal of this paper is to reflect upon potential issues, questions, and concerns that may surround each of these topics. Identify three issues, questions, or areas of concern surrounding your topic and address each one. Only biblical passages from the Gospel of John should be used in this paper. You may consult and cite outside articles, commentaries, and books on your topic to strengthen your reflections. I have uploaded a link on how to search for full-text articles through the Harding library system. This assignment will be weighted at 10% of the total grade. Late projects will be penalized five points per day.

Course Schedule and Due Dates

Module/Date	Regular Weekly Assignments	Special Assignments (in addition to regular posts)
1. June 7-11	Assigned Readings: D1, D2, A1, R1, Q1	
2. June 14-18	Assigned Readings: D3, D4, A2, R2, Q2	
3. June 21-25	Assigned Readings: D5, D6, A3, R3, Q3	
4. June 28-July 2	Assigned Readings: D7, D8, A4, R4, Q4	Midterm Exam Due Fri., July 3 @ 11:59 pm CST
5. July 5-9	Assigned Readings: D9, D10, A5, R5, Q5	
6. July 12-16	Project & Catch Up Week	Project Due Fri., July 17 @ 11:59 pm CST
7. July 19-23	Assigned Readings: D11, D12, A6, R6, Q6	
8. July 26-30	Finals Week	Final Exam Due Fri., July 31 @ 11:59 pm CST

Learning Outcomes

Module/Date	Students will…
1. June 7-11	1. Evaluate the three classifications of the Son of Man. (CLO 1) 2. Apply the act of cleansing the temple to a modern situation. (CLO 2) 3. Reflect on articles about the witness and voice of John. (CLO 3)
2. June 14-18	1. Compare the use of Nicodemus and the Samaritan woman and how Jesus used them and other images in his thematic threads. (CLO 3) 2. Identify the factors contributing to messianic expectations in John. (CLO 2) 3. Reflect on articles concerning the literary construction of John and how it affects its meaning. (CLO 1)
3. June 21-25	1. Describe modern day examples of the "three fathers" in John 8. (CLO 3) 2. Discuss questions someone coming to faith might have. (CLO 2) 3. Reflect on the articles which describe content and meaning behind John's literary choices. (CLO 1)
4. June 28-July 2	1. Reflect upon the message of John 12 relative to Jesus' triumphant entry. (CLO 1) 2. Identify the prayer promises in John and questions which may be asked about them by others. (CLO 2) 3. Use the articles to discuss the thematic threads in John. (CLO 3)
5. July 5-9	1. Differentiate between Christian and worldly views of tolerance. (CLO 2) 2. Apply the allegory of the vine and branches to the discussion of Christians doing good works. (CLO 2) 3. Explain Jesus' teaching about being "in the world but not of the world." (CLO 1) 4. Describe how John used minor characters. (CLO 1)
6. July 12-16	*Catch up Week*
7. July 19-23	1. Argue against the objections to the resurrection of Christ. (CLO 2) 2. Construct a possible solution to the literary problem of John 21. (CLO 3) 3. Identify the Old Testament foundations of John. (CLO 3) 4. Apply the significance of women witness to the resurrection to the situation of helping a female struggling with God's view of her. (CLO 2)
8. July 26-30	*Final Exam Week*

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 an average of about 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.

Netiquette

1. **Remember this is a classroom**. A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or

offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.

7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others' grammatical or spelling errors, unless doing so is part of your assignment.

8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and 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).

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 of online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

> Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)
1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to "F" or zero.
3. Lowering of the grade for the course, possibly to "F."
4. Immediate removal from the course with either a "W" or an "F" placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

Referencing Information

Turabian is the required writing format for online Bible classes. You can find information for using [Turabian](#) on their website.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas, or thoughts, it is someone else's and needs to be cited.

[The Harding University Writing Center](#) will help you review your plans for a paper, review a draft, revise a graded paper, or answer your questions about content, organization, style, tone, and documentation. To schedule an appointment with the Writing Center, go to their

Appointment Scheduler or you can ask questions via email at
HardingUniversityWritingCenter@gmail.com.

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.