Instructor Information:
Name: Zach Neal
Department: Center for Distance Education in Bible and Ministry
Email: zneal@harding.edu
Phone: 501-279-4332
Office hours: You may contact Zach Neal by phone (1-501-279-4332) or by email zneal@harding.edu. You may also message him through Canvas. The instructor will periodically log onto the course throughout the day. He is also available to meet in person by appointment.

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 and integrity.

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:
This course explores a New Testament book, topic or theme and is grounded in carefully chosen New Testament texts.

The course work coordinates with BNEW 315 and BNEW 415 to provide concentrated study of New Testament texts. This course can be repeated three times for up to 4 hours of credit based on four distinctive studies in the New Testament.

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):
1. Articulate the leadership style of Jesus.
2. Cite five major characteristics of godly leadership demonstrated in Peter, Barnabas, Paul, James, & John.
3. Produce a personal vision/mission for leadership.
4. Write a ministry plan.
5. Identify key gifts and passions in regard to leadership.

Course Materials
Textbook:

Lecture video: By Don McLaughlin. YouTube (Will be linked in the course).

Online Readings: The instructor reserves the right to post other online readings or links in the learning modules for the students to read.
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, and all required books are available in electronic format.

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.

Assessment
Discussion questions = 30%
Quiz = 20%
Personal Vision Statement = 10%
Ministry Plan = 20%
Final Exam = 20%

Assignments
Due to the nature of online learning, students are expected to replace classroom time with reading, viewing the video, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time!

Discussion questions: (30%) (CLOs 1, 2, 5, 6)

1) Comment on 1 discussion question posted for each learning module.
   Due by Thursday of each week.

2) Respond to postings by classmates or the instructor at least once for each module.
   Due by Sunday of each week.

Personal Mission/Vision Statement (Due April 27): (10%) (CLO 3)

The mission statement includes three primary elements:
   a. What are your highest values/beliefs about life
   (Finishes the statement: “I exist to…”)
   b. What are your talents, gifts, passions, and capabilities?
      (Demonstrates how you will use your gifts to do something with your life.)
   c. What outcome do you hope for?
      (States what you hope will happen because of your influence in the world.)

Late submissions will result in a 50% reduction in total points for assignment.

Ministry Plan (Due April 27): (20%) (CLO 4)
(3 total pages: the plan, feedback, first step)
“Experiential Activation”

1) Think of two possible ways you can use your talents and time to serve others.
2) Think of how you will affect others, either by serving them or by serving with them.
3) Make sure that your ministry plans fits on one page. Go over this plan with a mentor.
4) Choose your first step and do it.

Late submissions will result in a 50% reduction in total points for assignment.

Quiz: (20%) (CLOs 1, 2, 5, 6)

In each module the students will be required to take a quiz that measures content acquisition from the lectures and reading assignments. Students may take the quiz three times, and their highest grade will be recorded.

All quizzes must be completed by the end of the week they are assigned (Sunday by midnight).

Final Exam: (20%) (CLOs 1, 2, 5, 6)
(During week 4)

The final will be comprehensive, covering all lecture materials and readings.

Class Participation
In each learning module the instructor will post lecture notes and 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. Please read the online etiquette guidelines found in the first learning module. The weeks will run from Monday to Sunday. The course itself is only four 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. All late quizzes and discussions will result in a 50% reduction of total possible points.

Time Management Expectations (for face-to-face courses)
For every class hour, the typical student should expect to spend at least two clock 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 5 hours per course module.
Grievance procedures
If during the course a student feels that he or she is being treated unfairly, the student must first discuss this situation with the instructor. If this has been done and the student is not satisfied with the result, he or she may contact Tim Westbrook with the Center for Distance Education in Bible & Ministry (twestbrook@harding.edu; (501) 279-5290).

All grievances will be processed according to the procedure given in the Academic catalog.

Grading
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Required Technology
See Center for Distance Education in Bible & Ministry: Technical Requirements

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.

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.
Canvas privacy link: https://www.canvaslms.com/policies/privacy

Instructor  If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issue that significantly affects the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student  Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at 501.279.4938 or via email at elearning@harding.edu. If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, 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 working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

**Drop/Add Dates**
Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

**Student Support**
The academic support team is available to help students with a variety of services such as advising, study help, multi-cultural services, and career services. Click here for more information.

**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, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 of the Student Center, telephone, (501) 279-4019.

**Accessibility**
This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas ADA Compliance Information

**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 the Office of the Provost and notify the student. Each student has the right to appeal the report with the Provost’s Office, but I will not tolerate cheating or plagiarism at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

Do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

**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 the Higher Learning Commission. 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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

**What the instructor expects from himself**
1. To accomplish the stated objectives.
2. To maintain the necessary level of academic integrity for a one-credit-hour class.
3. To treat students with love and respect by showing concern for them, by being prompt and fair in grading, by being well-prepared for each unit, and by being willing to listen and learn from the students.
4. To be available as much as possible to respond to students about academic or personal matters.

**Weekly schedule**

Learning modules: It is very important that students complete the modules over the course of the week and not at the last minute.

**Week 1:**
- Session 1: Introduction to Leadership and Moral Authority
  - *Next Generation Leader* Intro & Chapters 1, 2
- Session 2: Relationship-Based Transformation
- Session 3: Movement is the Measurement of Leadership
  - *Next Generation Leader* Chapters 3, 4, 5

**Week 2:**
- Session 4: The Communication Sensation, Part 1
- Session 5: The Communication Sensation, Part 2
  - *Next Generation Leader* Chapters 6, 7, 8
- Session 6: The Communication Sensation, Part 3
- Session 7: Becoming a Discerning Leader
  - *Next Generation Leader* Chapters 9, 10, 11

**Week 3:**
- Session 8: Discover the MORE in You and Others
  - Session 9: The Ultimate Motivation
    - *Next Generation Leader* Chapters 12, 13
- Session 10: A Fire-Tested Leader
  - *Next Generation Leader* Chapters 14, 15, Epilogue
  - Personal Vision Statement / Ministry Plan

**Week 4:** Final Exam

**Course outline**

**Week 1:** Introduction & Module 1: The Moral Authority of Leadership
- Module 2: Relationship-Based Transformation
- Module 3: Ministry is Movement

**Week 2:** Module 4: The Communication Sensation Part 1
- Module 5: The Communication Sensation Part 2
- Module 6: The Communication Sensation Part 3
- Module 7: Harnessing Discernment

**Week 3:** Module 8: More
- Module 9: The Ultimate Motivation
- Module 10: A Fire Tested Leader
Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don’t waste others time by going off on irrelevant tangents.

4. **Read first, write later.** Don’t add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

5. **Post correctly.** Make sure your postings are located in the correct thread.

6. **DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)** This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.

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

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

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

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

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at

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