



Harding University
BNEW 4052.OL (3 hrs)
New Testament Textual Studies 3:
The Life and Writings of Paul
Sept. 20 - Oct. 29, Fall 2021



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Virtual office hours: Matt Miller will periodically log onto the course from 8:00 am to 5:00 pm (CST). Students may invite him to "chat" in Canvas at any point they see that he is online.

Preferred method of contact: You may contact Matt Miller by email at mmiller1@harding.edu or by using the Canvas classroom.

Course Summary

Communication

Welcome to BNEW 4052, The Life and Writings of Paul. My name is Matt Miller, and I am looking forward to exploring the life and teachings of the Apostle Paul with you. Please read through this syllabus and begin orienting yourself with the online format. If you have any questions, please email me. Please note that our class will run from Mondays to Sundays for six weeks. Pay careful attention to the dates for each weekly activity and be sure to begin early on the long-term assignments that run throughout the course. Because the course is only 6 weeks long, it is easy to fall behind if work is not done consistently. I hope that you will not only learn a lot through this study but most importantly that you will be spiritually encouraged.

Materials

Pollard, Paul. *From Saul to Paul: His Story*. Harding University, 2000.

Sampley, J. Paul. *Walking Between the Times: Paul's Moral Reasoning*. Fortress Press, 1991.
ISBN: 0800624793

For the purpose of consistency in-class discussion and assignments, the NIV Text of the Bible is preferred, and the NIV Study Bible is recommended but not required.

Supplemental Readings: Some additional reading assignments may be given throughout the course. These will be included in the weekly module.

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.

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 or via phone at 501-279-5187.

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](#).

Catalog

This course coordinates with BNEW 2050 and BNEW 3050 to provide a concentrated study of New Testament texts. This course may be repeated for up to 6 hours of credit based on three distinctive studies in the New Testament. The focus of this course is on the life and writings of Paul.

Rationale

This course allows for an in-depth study of a specific book, or books, or genre within the New Testament. Through a coordinated effort, major books and portions of the New Testament will be available each semester for 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 ULO1 Biblical Knowledge and Application as its primary university-level learning outcome:

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

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 purpose of the course is to introduce the students to the life, ministry, and writings of the Apostle Paul. Historical and cultural backgrounds of Paul's life will be examined, major themes of his preaching will be explored, and the application of truth from his life and teaching will be made. By the end of the course students should be able to:

1. Demonstrate a general knowledge of the historical and cultural backgrounds of the life and ministry of Paul. **(COBAM/SLO 1)**
2. Demonstrate an understanding of the message Paul preached, the general content of his letters, and the chronology of his life and ministry. **(COBAM/SLO 1, 2)**
3. Evaluate the reasons for the great change in Paul's life and for his impact on the early church. **(COBAM/SLO 1)**
4. Apply principles learned from the life, ministry, and letters of Paul to the context of the student's own life, the church today, and current cultural issues. **(COBAM/SLO 2, 4, 6)**

(Each of the above objectives will be assessed through class discussions, assignments, and exams.)

Grading and Assignment Details

Grading

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

Assessment

Discussion questions = 15%

Application assignments = 10%

Reflection assignments = 10%

Quizzes = 10%

Exam 1 = 15%

Final Exam = 15%

Book Review= 10%

Journal = 15%

Assignments

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time! Each day an assignment is late results in a letter-grade deduction on the assignment.

Discussion questions: (CLO 1, 2) (15% of final grade) : (1) Comment on 2 discussion questions posted for each week by Wednesday. (2) Respond to at least two comments posted by classmates or the instructor by Thursday.

Application assignment: (CLO 2, 4) (10%): Respond to the application question (due on Fridays). This question will be posted in the weekly “Discussion Forum” topic list.

Reflection assignment: (CLO 4) (10%): Respond to the reflection question, due on Sunday of each week. You can find the assignment in the “Discussion Forum” topic list. This assignment will normally be posted on Fridays.

Exams (CLO 1, 2, 3):

- Quizzes (10%): Each week the students will be required to take a quiz that tests content acquisition from the weekly reading assignments. Students may take the quiz as many times as they like, and the highest grade will be recorded. However, the quiz may not be taken after Sunday, 11:59 pm CST
- Exam 1 (15%): Exam 1 will be due on Sunday of week 4. More instructions will be provided in week 4.
- Final Exam (15%): The final exam will be due on Sunday of week 6. More instructions will be provided at the end of week 5.

Special Projects

- Book Review (10%) **(CLO 2, 3)**: Students must choose one of the books from the following list to read and then compose a critical book review of the text. The review should be at least 2 pages long (double spaced, Times New Roman font, size 12) and include a brief summary of the content of the book and the student’s response to it. You can request the book you choose from your local library or buy it online, but you should start the process quickly so you have enough time to complete the assignment. The book review will be due on Sunday of Week 5.

Allen, Roland. *Missionary Methods: St. Paul’s or Ours?* Wm. B. Eerdmans: 1962.
ASIN: B00DT66EPW

Arnold, Clinton E. *Power and Magic: The Concept of Power in Ephesians*. Baker Books: 1997. ASIN: B01K16EUL2

Arnold, Clinton E. *Powers of Darkness: Principalities & Powers in Paul’s Letters*.
Intervarsity Press: 1992.

Banks, Robert J. *Paul’s Idea of Community: The Early House Churches in Their Cultural Setting* (Revised Edition). Hendrickson: 1994.

Malherbe, Abraham J. *Paul and the Thessalonians*. Fortress Press: 1987.
ISBN: 1610973550

Peterson, William J. *The Discipling of Timothy*. Victor Books: 1980.
ISBN: 088207217X

Witherington III, Ben. *The Paul Quest: The Renewed Search for the Jew of Tarsus*.
Intervarsity Press: 2001.

Wright, N.T. *What St. Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Eerdmans: 2014. Fortress Press: 2006 (Reprint Ed.)
ISBN: 978-0802871787.

- **Electronic Journal (15%) (CLO 2):** The weekly reading assignments include all 13 of Paul's New Testament letters. As students read through the letters, they will be required to keep an electronic journal of reflections upon the following four questions:

- What does this verse/passage teach me about the nature of God?
- What does this teach me about the nature of Jesus?
- What does this teach me about the nature of the church?
- What does this teach me about my identity as a Christian?

As truths concerning one of these four questions are encountered, the scripture reference should be noted and the truth stated in the student's own words. For full credit to be obtained, an average of two entries should be made for each chapter read. The journal should be kept in a text document (Microsoft Word is preferred. Any other type of document must be cleared with the instructor before the project is turned in.).

The journal must be turned in in three sections:

- Weeks one and two (Romans, Galatians, 1 & 2 Corinthians) on Sunday of week 2
- Weeks three and four (1 & 2 Thessalonians, Philippians, Ephesians, Colossians on Sunday of week 4
- Weeks five and six (1 & 2 Timothy, Titus, Philemon) on Sunday of week 6.

Course Outline

Week 1: Sources for a study of Paul's life and backgrounds of Tarsus
Week 2: Roman, Greek, and Jewish backgrounds of Paul
Week 3: Paul's conversion and interaction with Jesus
Week 4: Paul's place in society
Week 5: Paul's missionary journeys
Week 6: Paul's letters

Weekly Reading Schedule

Weekly module: The course will be taught in six weeks. Therefore, use the following weekly schedule: **Monday** begin to read the assignments and notes. By **Wednesday** answer the discussion questions and begin to discuss your answers. By **Thursday** comment on at least two

posts of your classmates. **Friday** post the application assignment. **Sunday** post the reflection assignment and be sure the quiz or any exams are completed.

Week 1: Pollard 1-20; Sampley 1-33; Romans and Galatians, and "Netiquette"

Week 2: Pollard 21-52; Sampley 37-49, 1 and 2 Corinthians

Week 3: Pollard 53-77; Sampley 50-62, 1 and 2 Thessalonians and Philippians

Week 4: Pollard 78-99; Sampley 63-76, Ephesians and Colossians

Week 5: Pollard 100-153; Sampley 77-100, 1 and 2 Timothy and Titus

Week 6: Pollard 154-174; Sampley 101-119, Philemon

Course Schedule and Due Dates

Week	Discussion Posts (Wednesdays)	Two Discussion Post Responses (Thursdays)	Application Assignments (Fridays)	Reflection Assignment and Journal Entries (Sundays)	Exams and Quizzes (Sundays)	Special Project
Sept. 20-26	Sept. 22	Sept. 23	Sept. 24	Sept. 26	Sept. 26 Quiz 1	
Sept. 27 - Oct. 3	Sept. 29	Sep. 30	Oct. 1	Oct. 3 First Journal Assignment Due	Oct. 3 Quiz 2	
Oct. 4-10	Oct. 6	Oct. 7	Oct. 8	Oct. 10	Oct. 10 Quiz 3	
Oct. 11-17	Oct.13	Oct. 14	Oct. 15	Oct. 17 Second Journal Assignment Due	Oct. 17 Exam 1	
Oct. 18-24	Oct. 20	Oct. 21	Oct. 22	Oct. 24	Oct 24 Quiz 4	Oct. 24 Book Review Due
Oct. 25-31	Oct. 27	Oct. 28	Oct. 29	Oct. 31 Third Journal Assignment Due	Oct. 31 Final Exam	

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 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 22-25 hours per week on this class for a total of 135 hours of work.

Class Participation

Each week the instructor will post discussion questions based upon the class readings and notes. 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 weeks will run from Monday to Sunday. 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. No postings for the week will be accepted after 11:59 pm (CST) on Sunday!

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

Netiquette

1. **Remember 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 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

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.

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

Policies, Procedures, & Support Services

Drop/Add Dates

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

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Learning Management System

This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Academic Integrity

A key component to online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course.

Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses in 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 the grade on the test or assignment, possibly to "F" or zero.
3. Lowering 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 about 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>.