



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

Harding University
BIB 4020 OL1 BIBLICAL THEOLOGY
Syllabus Spring Semester

Instructor Information

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HU Mission Statement

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals: generally, the integration of faith, learning, and living; specifically, the development of Christian scholarship, the promotion of Christian ethics, the development of lasting relationships, the promotion of wellness, and the promotion of citizenship within a global perspective.

University Student Learning Outcomes (ULO's)

Of the eight ULO's, the following are the focus of BIB 4020.

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

ULO 2: Students will demonstrate effective written and non-written communication skills.

COBAM 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 vocations.

COBAM College Student Learning Outcomes (COBAM/SLOs)

The COBAM/SLOs most emphasized in this course are in bold type. The other COBAM/SLOs are backgrounded but discussed when relevant to the course content.

- 1. Students will demonstrate skills in sharing God's Word.**
- 2. Students will demonstrate knowledge of the content and contexts of Scripture.**
3. Students will adopt the values of Jesus as reflected in Christian Scripture.
- 4. Students will analyze major challenges facing a diverse world from a Christian perspective.**
5. Students will acquire skills for holistic ministry which contribute to the mission of God in the world.

6. Students will document a record of service that reflects Christian values and acquire skills for competent church ministry and/or for graduate study in related fields.

Catalogue Description

Focuses on the nature of God, Christ, and the Holy Spirit, the problem of sin, the nature of salvation, and God's ultimate plan for his people and creation.

Instructors' Expanded Description

The course combines the disciplines of Biblical Theology and Systematic Theology to prepare students to reflect on, deepen, contextualize and share their Christian faith in a variety of contemporary cultural settings. Emphasis falls on a theological reading of the Christian Scriptures that respects both its unity and its diversity. Students are then encouraged to organize their beliefs arising from serious theological engagement with Scripture into a coherent worldview conversant and consistent with the historical development of Christian doctrine and conducive to instruction and evangelism in the student's chosen ministerial context.

Mode of Delivery

This is an online course that will employ modules on Canvas that the student must complete in order. Each module may consist of the following: video recordings of the instructor introducing the module, posted reading assignments, assigned readings from required textbooks followed by posted discussions of those readings or online reading quizzes, narrated PowerPoint presentations, and links to relevant YouTube videos, blogs, or audio recordings that cover course content, and module examinations.

Course Objectives – Student Learning Outcomes at Learning Level (CLOs)

1. Students will learn how to trace the diachronic development of theological ideas throughout the biblical canon. (COBAM/SLO 2)
2. Students will learn how to identify and express the distinctive theological message of each biblical book and/or each discreet part of the Christian canon. (COBAM/SLO 1 & 2)
3. Students will be able to discern and articulate the overarching theological unity of the Christian canon while respecting and preserving the diversity of perspectives represented by the Bible's discreet units. (COBAM/SLO 1 & 2)
4. Students will develop skills in the proper use of Scripture in theological reflection, formulation, and evaluation. (COBAM/SLO 1 & 2)
5. Students will learn how to enter into dialogue with diverse theological traditions across cultural, historical and denominational lines for the sake of presenting a unified Christian witness to the world. (COBAM/SLO 4)
6. Students will grow in their appreciation of and commitment to the Restoration Movement's distinctive theological emphases while also being tempered and instructed by critical scholarship, cultural changes in our world, and alternative theological perspectives. (COBAM/SLO 4)
7. Students will grow in their sensitivity for the need to contextualize Christian doctrine without compromising Christian doctrine. (COBAM/SLO 1 & 4)

TEXTBOOKS

- Alister E. McGrath, *Theology: The Basics*, 3rd Edition. Malden, MA: Wiley-Blackwell, 2012. (Hereafter TB) ISBN- 9781119158080

This text will serve to integrate the concerns of systematic theology with those of biblical theology in a way that helps students see the relationship and interaction of the two disciplines. Lectures about various portions of the biblical canon will be interspersed with discussions of how to move from a theological reading of the text to a systematic presentation of the doctrines taught by the text in conversation with the witness of creation (natural theology), the witness of the church (the creeds), and the concerns of contemporary cultures (philosophy, art, and current events).

- Alister E. McGrath, *Theology: The Basic Readings*, 2nd Edition. Malden, MA: Wiley-Blackwell, 2012. (Hereafter TBR) ISBN- 9781119158158

This text is an anthology of readings referenced in “Theology: The Basics” that expose students to some of the most important sources and examples of systematic theology throughout church history.

- T. Desmond Alexander, *From Eden to the New Jerusalem: Exploring God’s Plan for the Earth*. Nottingham, England: IVP, 2008. ISBN- 0825420156

Alexander models an academically rigorous, theologically rich, and spiritually nourishing method of Biblical Theology in this text. The path that he charts through the biblical text with serve as a constant reference point for our own discussions of how to read Scripture theologically and how to employ Scripture responsibly in the formulation of Christian systematic theology.

Additional, supplemental readings may be posted on Canvas and made available for download.

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.*

ASSESSMENTS

<i>Assignment</i>	<i>Percentage of Course Grade</i>
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Reading Quizzes	15%
Statement of Faith	
Paper	40%
Prospectus	5%
Outline	5%
Rough Draft	10%
Final Draft	20%
Discussions	15%
Module Exams	30%

A	90- 100
B	80 - 89
C	70 - 79
D	60 - 69

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 to avoid grade reductions of up to one letter grade per day late.

Online Discussions (CLOs 3, 4, 5)

- A prompt question designed to provoke class discussion will be posted on Canvas at 10:00 am on the following Thursdays: 1/16; 1/23; 1/30; 2/6; 2/20; 2/27.
- Comment on the discussion question posted for each these weeks with a response that ranges from 1200-1500 words.
- Respond to at least two comments posted by classmates with between 200-400 words AND be sure to respond to any comments left by the instructor related to your response to the discussion question. These discussions take the place of face to face classroom interaction which is a crucial part of the learning experience. Therefore, be sure to participate regularly and to give thought-out, well-written responses since we each bring an important and unique perspective to the subject matter and thus we all contribute to each other's education.
- Comments are due the Friday after the prompt questions are posted by 11:59pm and responses to student and instructor comments are due the following Saturday after the prompt questions are posted by 11:59 pm.

Note: Your grade comes in two parts. You receive half your grade for answering the question and the other half for responding to a classmate. This means that as I go through and grade the discussions, you may see 50% in the grade book. A 50% can mean one of three things: I have not finished grading the discussions, you posted your own response to the discussion question but have not responded to classmates and instructor, or that the total grade for your efforts that particular week added up to 50%.

Comments & responses will be graded according to the following rubric.

CRITERION	CRITERION DESCRIPTION	POINT VALUE
Relevance	The student's comments and responses to other students' and the instructor's comments are	

	consistently on point, rarely straying from the proposed topic, and avoiding tangents, hobby-horses, and axe-grinding. Familiarity with assigned readings and other course content is readily apparent via judicious sprinkling of references throughout comments and responses.	___/25
Clarity	The student expresses herself/himself clearly, using appropriate syntax, grammar, and punctuation. There is a traceable progression of thought leading to a salient point accessible to all participants in the course. A clear position emerges that invites agreement, disagreement, qualification, or extension.	___/25
Insightfulness	The comments and responses make genuine contributions that advance the dialogue and further discussion for everyone's benefit. Students avoid stating the obvious or merely restating what they've read or heard and actually formulate their own new ideas based on their exposure to and interaction with course content.	___/25
Respect/Helpfulness	Comments and responses reflect appropriate regard for one's fellow students and instructor. Both vapid agreement and gratuitous contradiction are avoided as are ad hominem arguments and offensive language or inappropriate humor. It is clear that all communication is offered in love and intended to stimulate sharper thinking, clearer articulation, and tighter argumentation.	___/25

Reading Exams (CLOs 1, 2, 5)

- Students will be held accountable for assigned readings by means of reading quizzes which will be posted on Canvas. Reading Exams will open every Tuesday at 8:00 am and will close every Wednesday at 11:59 pm, except for the last week of class.
- Students are permitted to consult textbooks or notes made while reading textbooks while taking Canvas quizzes. Note, however, that a strict 25-minute time limit will be imposed by Canvas. It is imperative, therefore that the texts be read prior to taking the quizzes.
- Students may also take any Canvas quiz a second time in an attempt to improve their grade provided it is done within the allotted time frame during which the quiz is open. In such cases Canvas will average the two and replace the initial grade with the new average of the two attempts.

A Statement of Faith (SOF) (CLOs 3, 4, 5, 6, 7)

- Students must compose a statement of faith that outlines and synthesizes their theological convictions in a coherent manner conducive to sharing these convictions with others in a clear, confident, humble, and respectful manner. The statement should reflect heuristic and contextual concerns leading toward effective communication of one's faith in both a church and evangelistic setting.
- SOF's should include each of the following theological topics: existence and nature of God (theology proper), nature and purpose of creation with special emphasis on humanity (cosmology & anthropology), origin and nature of evil (hamartology), nature and work of Jesus Christ

(Christology), nature and work of the Holy Spirit (Pneumatology), source, means, and goal(s) of salvation (soteriology), nature and work of the church (ecclesiology), the nature and scope of Christian hope (eschatology). These topics may be arranged and subordinated in anyway students think best for effective communication with their audience in their chosen cultural context. Each of these, however, should receive some attention within the framework of the SOF. Students may also feel free to include other topics they deem relevant but not at the expense of the ones listed here nor at the expense of the appointed page limit.

- SOF's should support assertions of faith with careful, thoughtful, and defensible theological interpretations of specific, relevant biblical texts such as provided in course readings. The students' ability to responsibly and thoughtfully support their faith with a methodical, theological reading of Scripture is a major component and learning outcome of this assignment and should occupy at least a good 35% of the time, research, and content of the final draft of the paper. This means that a significant amount of the bibliography should be devoted to resources that aid exegesis and theological interpretation of all relevant texts in the paper (approximately 10 resources consisting of a mix of Bible commentaries, Biblical Theological works, journal articles, essays and monographs. N. B. The emphasis on proper theological use of Scripture DOES NOT MEAN that this is primarily an exegetical paper. IT IS NOT! Rather, this is a theological paper well-supported by thoughtful, theological exegesis. This means that any exegetical issues that the student deems important to the theological point being made should be relegated to footnotes with the body of the paper reserved for the discussion of Christian doctrine and how best to transmit Christian doctrine to the student's chose target audience.
- Assertions in SOF's should also be supported by consultation with at least 12 additional sources. One fourth of these should be references to historical Christian creeds, one fourth of these should be references to the works of seminal theologians throughout church history up to and including the 21st century and should represent various confessional, ethnic, and gender points of view (e.g. Irenaeus, Clement, Athanasius, Augustine, Aquinas, Karl Barth, Paul Tillich, Hans Urs von Balthasar, Hans Küng, Jürgen Moltmann, Stanley Hauerwas, N. T. Wright, James Cone, Amos Yong, Justo González, Fleming Rutledge, Sarah Coakley, Ellen Charry, N. T. Wright), one fourth of these should be foundational philosophical works that have shaped the particular student's target cultural context and have profoundly impacted theological discourse, and one fourth should be works specific to the student's own faith tradition [e.g. American Restoration Movement (Disciples of Christ, Independent Christian Church, Churches of Christ), Catholicism, Reformed, Pentecostal, etc.].
- SOF's should be between seventeen (17) and twenty (20) pages, double spaced in 12 point font in one of the following font styles: Times, Times New Roman, Courier, Courier New, Arial, or Cambria. Papers should also conform to the latest edition of the SBL Manual of Style.
- SOF's will be submitted in stages to ensure that students are on track with the assignment at every critical juncture of the process. The schedule below indicates the checkpoints when students are required to submit their work up to that point.
 - Prospectus stage – students must submit an SOF proposal. The proposal should be persuasive, and begin by identifying an important theological heresy that is widely held in the modern world. The proposal should provide evidence of the ubiquity of the heresy and explicate why and how it distorts a central theological teaching. In locating this heresy in our modern context, the proposal should consider how the heresy is expressed in the worldview assumptions of a particular population or demographic. Required with the proposal is a preliminary annotated bibliography of works that the student anticipates will be helpful and a short statement of why the student thinks the selected resources will be helpful. 1.5 – 2 pages in length, due 1/24 at 11:59 pm on Canvas.
 - Detailed outline stage – students must submit a detailed outline reflecting the format, order, and approach deemed most appropriate for sharing the Christian faith with the student's

chosen context. All outline main points should consist of complete sentences. Subpoints, while not required to be complete sentences (though they certainly may be) must be coherent and clearly related to the main point they are supporting. For proper outline procedure and syntax consult the following web address : <https://owl.english.purdue.edu/owl/resource/544/01/> or <https://writingcenter.fas.harvard.edu/pages/outlining>. N. B. Outlines should NEVER have solitary subpoints. There must always be at least two. Otherwise the content should be included in the main point or omitted altogether. The detailed outline should be accompanied by an annotated bibliography indicating students’ progress in working through their selected resources. The annotated bibliography differs from the preceding in that it will reflect a refined bibliography lacking those resources that the student eliminated as not as helpful as initially anticipated and the annotations will reflect actual, detailed knowledge of the content as opposed to anticipated usefulness. 5 – 6 pages in length, due 2/14 at 11:59 pm on Canvas.

■ Best draft stage – students must submit an initial draft for feedback from the instructor. By this point the research should be done and refinement of writing in progress. The instructor will alert the student to any glaring omissions or problems for correction before final draft. 17 – 20 pages, due 2/26 at 11:59 pm on Canvas.

■ Final draft stage – The final draft should be basically error free in terms of syntax, logic, style and format. It should reflect changes prompted by feedback from the instructor and will be graded based on the rubric outlined below. 17-20 pages, due 3/6 11:59 pm Canvas.

<i>Criteria</i>	<i>Point Value</i>
1. Paper reflects <i>insightful</i> interaction with the assigned readings, the student’s selected bibliography, and the biblical text. By “insightful interaction” I mean: <ul style="list-style-type: none"> ○ penetrating analysis that leads to a refinement of one’s theological ideas ○ interaction with primary and secondary sources as well as specific biblical texts that allows theology to influence one’s reading of the text as indicated by examples of how one’s interpretation has changed, been challenged, or been refined by reading the biblical text in dialogue with various Christian theological traditions. 	35
2. Paper indicates a deep understanding of the assigned readings, and student’s bibliography indicated by the ability to state the ideas of the readings in one’s own words and the ability to apply the principles learned from the readings in the cultural and theological interpretation of biblical texts.	25
3. Paper is relevant to pressing issues of faith in contemporary cultures and is conversant with cultural manifestations of challenges to biblical faith. Paper is also fair in its representation of competing ideas/opinions.	20
4. Paper is very well written i.e. well organized, logically argued, and carefully worded with almost no grammatical and stylistic errors. Clear evidence of proof-reading and revising is evident in the smooth transitions between sentences and paragraphs. The paper as a whole has a clear sense of progression proceeding either from a thesis to the bases that support it or from a systematic organization of observations leading to a sound conclusion.	20

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.

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours of problem solving, reading, reviewing, organizing notes, preparing for upcoming exams/quizzes and other activities that enhance learning. As an online student in an eight-week class, you should expect to spend about 17-20 hours per week on this class.

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

Textbook and online resource readings/videos = 6 hours
Online Discussions = 4 hours
Reading Exams = 4 hours
Statement of Faith = 5 hours

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.

Academic Integrity

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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Assessment

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. 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.**

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 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 Office *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** in the **Student Center**, telephone, (501) 279-4019.

Course Calendar

Below is a suggested schedule for successful completion of the course at a sustainable and relatively relaxed pace. Of course, the great advantage of distance learning via online courses is the flexibility they offer, and distance students are free to organize and schedule their course work in the way that best suits their busy lives **SO LONG AS THEY ABIDE BY THE DEADLINES INDICATED IN THE ABOVE SYLLABUS AND THE SCHEDULE BELOW.**

Legend:

E to NJ = Eden to the New Jerusalem

TB = Theology the Basics

TBR = Theology the Basic Reading

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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<p>1/13 Watch video intro to course Read Introduction to E to NJ (pp. 9 - 42) & Introduction to TB (pp. xiii - xli)</p>	<p>1/14 RE 1 opens at 8:00 am (E to NJ pp. 9-42 & TB pp. xiii - xli) Read E to NJ Ch. 2 pp. 43 - 73</p>	<p>1/15 RE 1 closes at 11:59 pm Read TB Ch. 1 (pp. 1-18) & TBR Ch. 1 (pp. 1-26)</p>	<p>1/16 Discussion Question 1 opens at 10:00 am; Read E to NJ Ch. 3 (pp. 74 - 89); TB Ch. 3 (pp. 39 - 60)</p>	<p>1/17 Discussion Comments due by 11:59 pm; Read E to NJ Ch. 3 (pp. 89 - 97); TBR Ch. 3 (pp. 47 - 69)</p>	<p>1/18 Discussion Responses to Student & Instructor Comments due by 11:59 pm;</p>
<p>1/20 Watch video 2 Read E to NJ Ch. 4 (pp. 98-111); “Vandalism of Shalom” (posted on Canvas) & Read TB Ch. 2 (pp. 19-38)</p>	<p>1/21 RE 2 opens at 8:00 am (E to NJ Chapters 2 & 3; TB Chapter 3 & TBR Chapter 3) Read TBR Ch. 2 (pp. 27-46)</p>	<p>1/22 RE 2 closes at 11:59pm Read E to NJ Ch. 4 (pp. 111-120) “Biblical Theology of Satan” (posted on Canvas)</p>	<p>1/23 Discussion Question 2 opens at 10:00 am; Read TB Ch. 7 (pp. 127-149)</p>	<p>1/24 DUE at 11:59pm - Prospectus for SOF; Discussion Question 2 comments due at 11:59pm; Read TBR Ch. 7 (pp. 140-161)</p>	<p>1/25 Discussion responses to student and instructor comments due by 11:59 pm</p>
<p>1/27 Watch video 3 Read E to NJ Ch. 5 (pp. 121-137)</p>	<p>1/28 RE 3 opens at 8:00 am (E to NJ Chapters 4-5; “Vandalism of Shalom” & TB & TBR Chapter 7); Read TB Ch. 4 (pp. 61-81)</p>	<p>1/29 RE 3 closes at 11:59pm; Read TBR Ch. 4 (pp. 70-93)</p>	<p>1/30 Discussion Question 3 opens at 10:00 am Read E to NJ Ch. 6 (pp. 138-151)</p>	<p>1/31 Discussion comments due by 11:59pm Read E to NJ Ch. 6 (pp. 151-170)</p>	<p>2/1 Discussion responses to student and instructor comments due by 11:59 pm</p>

<p>2/3 Watch video 4 Read TB Ch. 5 (pp. 82-104)</p>	<p>2/4 RE 4 opens at 8:00 am (E to NJ Ch. 6; TB & TBR Chapter 4) Read TBR Ch. 5 (pp. 94-117)</p>	<p>2/5 RE 4 closes at 11:59pm Read E to NJ Ch. 7 (pp. 171- 187) & “The Relationship of the Old and New Testaments” (Posted on Canvas)</p>	<p>2/6 Discussion Question 4 opens at 10:00 am</p>	<p>2/7 Discussion comments due by 11:59pm</p>	<p>2/8 Discussion responses to student and instructor comments due by 11:59 pm</p>
<p>2/10 Watch video 5 Read E to NJ Ch. 8 (pp. 188- 192)</p>	<p>2/11 RE 5 opens at 8:00 am (E to NJ chapters 7 & 8; TB & TBR chapters 5) Read TB Ch. 6 (pp. 105-126)</p>	<p>2/12 RE 5 closes at 11:59pm Read TBR Ch. 6 (pp. 118-139)</p>	<p>2/13 In lieu of discussion question, work on SOF detailed outline</p>	<p>2/14 DUE at 11:59pm – Detailed outline for SOF</p>	<p>2/15 BREATHER</p>
<p>2/17 Watch video 6 Read “The Themes Developed through Biblical Theology” pp. 169-193 (posted on Canvas)</p>	<p>2/18 RE 6 opens at 8:00 am (TB & TBR chapter 6 & “The Themes Developed through Biblical Theology”)</p>	<p>2/19 RE 6 closes at 11:59pm Read TB Ch. 8 (pp. 150-169)</p>	<p>2/20 Discussion Question 5 opens at 10:00 am Read TBR Ch. 8 (pp. 162-181)</p>	<p>2/21 Discussion comments due by 11:59pm</p>	<p>2/22 Discussion responses to student and instructor comments due by 11:59 pm</p>

2/24 WORK ON SOF BEST DRAFT	2/25 IN LIEU OF RE, WORK ON SOF BEST DRAFT	2/26 DUE at 11:59pm – best draft of SOF	2/27 Discussion Question 6 opens at 10:00 am Read TB Ch. 9 (pp. 170-190)	2/28 Discussion comments due by 11:59pm	2/29 Discussion responses to student and instructor comments due by 11:59 pm
3/2 Watch video 7 Read TB Ch. 10 (pp. 191-212) & TBR Ch. 10 (pp. 202-224)	3/3 RE 7 opens at 8:00 am (TB & TBR chapter 10)	3/4 RE 7 closes at 11:59pm Work on SOF final draft	3/5 Work on SOF final draft	3/6 DUE at 11:59pm – final draft of SOF	

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. [1] [SEP]
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. [1] [SEP]
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. [1] [SEP]
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. [1] [SEP]
5. **Post correctly.** Make sure your postings are located in the correct thread. [1] [SEP]
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. ^[L]_[SEP]
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.

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>.