



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

Harding University ☐

PHIL 251 OL 1: Introduction to Philosophy (3 hrs)

April 1-May 10, 2019

Instructor Information:

Name: Dr. Jon Singleton
Department: Department of English
Email: jsingleton@harding.edu
Phone: 518-424-0471 (cell)
Office: American Studies 307
Office hours: by appointment
Preferred method of contact: Email



What is this course about?

This course will introduce you to a range of philosophers and train you in their methods for exploring key human questions: What can we know about God? How do we know *anything*? What does it mean to be a person, to have a mind and a will? What is right and good?

What will I need to do and learn?

Read, read, read, think, and write. Because of the course's six-week compressed format, we must plan for about 22.5 hours of work per week: this comes to 4.5 hours per day, with Saturdays and Sundays off. You can expect our readings to take about 2.5 hours per day, leaving an hour or two for exploring the ideas (through discussion, mental processing, or writing).

Each Monday at noon, I will host a face-to-face online one-hour discussion (optional). This may serve as one of your two required **Discussion** responses each week; the other (or both, if you miss the face-to-face meeting) will be in writing a two-paragraph analysis and initial response to one of our readings (due at noon Wednesdays). You will also write a short **Reflection** (due noon Thursdays), connecting the ideas we read to your personal life, and a short **Application** (due noon Fridays), connecting them to the church or world around you. The last week is devoted to

researching, drafting, discussing, and revising a **Philosophy Essay**--your thorough response to one philosopher's ideas--and to taking an online **final exam**.

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. Click [here](#) to see the ULOs on Harding's Assessment webpage. This class focuses on ULO 4 Critical Thinking as a primary learning focal point which is assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

ULO 4: Students will gather and evaluate available information and make a reasoned argument based on that data.

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

Philosophical problems, methods of approach, and modes of thought. A brief survey of representative philosophies.

Credit Hours: 3

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)

By the end of this course, students will . . .

1. **Read and examine** a range of philosophers examining key philosophical questions (e.g., epistemology, philosophy of religion, philosophy of the mind, and ethics). (SLO 4)
2. **Identify** major positions on key philosophical questions. (SLO 4)
3. **Analyze** philosophical arguments using the tools of logic and argumentation. (SLO 5)
4. **Analyze and evaluate** the relevance of philosophical questions to their own personal life and the world around them. (SLO 6)
5. **Form and argue** their own tentative conclusions to key philosophical questions. (SLO 5 and 6)

Course Materials

1. Required Textbooks:

Copan. *A Little Book for New Philosophers*. IVP Academic, 2016. ISBN: 9780830851478

Pojman and Fieser. *Introduction to Philosophy: Classical and Contemporary Readings*. 4th ed. Oxford University Press, 2007. ISBN: 9780195311617

Warburton. *Philosophy: The Basics*. 5th ed. Routledge, 2012. ISBN: 9780415693165

2. Recommended Supplemental Textbooks:

Baggini. *The Philosopher's Toolkit*. 2nd ed. Wiley-Blackwell, 2010. ISBN: 9781405190183

Bruce & Barbone. *Just the Arguments*. Wiley-Blackwell, 2011. ISBN: 9781444336382

Additional reading assignments may be given throughout the course.

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.

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 participation (2 per week) = 10%

Reflection assignments (5) = 25%

Application assignments (5) = 25%

Philosophy Essay = 25%

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

Discussion (comprising 10% of your final grade, **due by noon Wednesdays**) (CLO 1, 2, 3)

- 1) You are required to take part in two online discussions each week, due at noon each Wednesday.
- 2) **OPTIONAL:** One of these two may be fulfilled by participating in the face-to-face one-hour discussion hosted by Dr. Singleton at noon each Monday. (Dr. Singleton will email you a Zoom link five minutes before the discussion time begins.)
- 3) Respond to at least two comments posted by classmates or the instructor.
- 4) Instructions for written discussion posts:
 - Write a two-paragraph analysis and response to ONE of the readings covered this week. (Thus, if you skip the face-to-face, pick TWO and do one for each.)
 - *Heading:* name the philosopher and the essay title to which you are responding.
 - *First paragraph:* analyze the philosopher's argument, with as much specific detail (including premises, logical moves, and conclusions) as brief space will allow. Note what kind of evidence the philosopher offers to back up the argument, and to what extent counter-arguments are addressed. (See the Pojman and Fieser's appendix on Logic, Bruce and Barbone's approach in *Just the Arguments*, and the chart on parts of an argument in Turabian ch. 5 for guidance.)
 - *Second paragraph:* write an initial response to the philosopher's argument and ideas. This may be fairly informal, even gut-level, but it should lead to a clarification of what you see as the underlying question or problem. Thus it should lay the groundwork for more systematic analysis in further discussion or writing assignments.
- 5) Instructions for responses to others' posts:
 - In a single paragraph, address a salient detail in your classmate's post.
 - Name and explain the detail: quote your classmate's original words, and paraphrase what you believe this means in your own words.
 - Explain why you believe this detail is important.
 - Respond by building on your classmate's thought: analyze the logic being used (see Pojman and Fieser's appendix on Logic), testing it for validity and soundness; challenge, or affirm and extend, the idea.
 - If what *you* are saying is true, what difference does this make? Be sure to link the philosophical soundness or validity with some level of practical implications in our lives or world.

Note: For online face-to-face discussion times, you will receive an A for making engaged contributions, a B for being present and listening, and a C for being present for significantly less than the whole discussion. (If you have to leave the discussion early, you may opt to do the second written post to receive full credit.) For written posts, you will receive a grade for the overall depth, precision, and quality of your own post and responses: A = sharp and deep; B = accurate, but unoriginal; C = somewhat accurate, with some flaws in understanding; D = weak understanding.

Reflection assignment (25%, due at noon on Thursdays) (CLO 3, 4, 5)

The reflection assignment is designed to help you create a bridge between the course content and your personal or spiritual life. Post your essay on the week's "Reflection" discussion thread, so that everyone will have a chance to read what others are saying. Please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the assignment and will have virtually no grammar mistakes.

Application assignment (25%, due at noon on Fridays) (CLO 3, 4, 5)

The application assignment is designed to help you create a bridge between the readings and Christianity at large, the church, or the world around you. Post your essay on the week's "Application" discussion thread, so that everyone will have a chance to read what others are saying. (You may want to compose it and save it in a separate Word document, and then paste your text into the discussion thread.) Please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the assignment and will have virtually no grammar mistakes.

Rules for Reflection and Application assignments:

- Write with quality:
 - Aim for both depth and conciseness. This could be a math formula for quality in writing: $\text{MAXIMUM SUBSTANCE} \times \text{MINIMUM SPACE} = \text{POWER}$
 - Draw clear connections between abstract ideas and specific, concrete examples or evidence--places where they touch the real world.
 - Be specific! Be precise!
- Required elements for either type of assignment:
 - Identify a philosopher's important **idea**, and give an overview of the philosopher's explanation.
 - Discuss what you see as the **consequences** of the philosopher's version of this idea.
 - Are you **challenging** the validity or soundness of the idea? Or are you **affirming** them?
 - Make your argument, either way.
 - Discuss the **consequences** of seeing the idea as *you* do.

- Preliminary Bibliography for Further Reading: End with a brief note on where else / by whom this question is being discussed, and list four to six sources (in proper Chicago bibliography format) that one might turn to read more. NOTE: you need ONLY FIND, not read, these.

Philosophy Essay (25%, due on May 9) (CLO 2, 3, 4, 5)

Each student is required to write a reflective term paper, due on May 8 at 11:59 PM (Searcy time). The paper may be 5 to 10 pages in length (excluding bibliography), double-spaced, Times New Roman 12 point font (or equivalent), with 1 inch margins. The paper must follow a consistent format. The paper should give sustained thought to creating a dialogue with one thinker, with three to five other voices in the background. (Yes, any source in our textbook counts, as do any other books or in-depth articles that you find on your own, or even an interview with a professional in a relevant field.)

The essay should cover the following points (See P& F's appendix on "Writing a Philosophy Paper" for further guidance):

- Identify a point of disagreement with a specific philosopher's idea.
- Fully explain the philosopher's idea, as he or she sees it.
- Explore the consequences of holding this idea.
- Identify where you believe the muddiness lies.
- Using logical reasoning and whatever fresh evidence you can bring to the table, clarify the idea philosophically: increase its validity and soundness.
- Explore the consequences of holding your refined view of the idea.
- In conclusion, identify one *further* question that is thus raised, which deserves further philosophical exploration.

Wherever appropriate, mention background voices wherever they have something relevant to say on each point. Use Chicago citation and formatting to quote and cite your sources. (See the website Purdue OWL: Chicago for guidelines and models. I can help coach you on this, if needed.) At the end of your paper, on a separate page, append your bibliography of sources cited.

Final Exam (15%, due by May 10) (CLO 1, 2, 3)

The final exam will ask objective questions over the material covered in the course. You will find the exam under Quizzes. You will have 90 minutes to complete the assignment. You will only have one attempt to complete the exam; so be sure you are ready to begin before you open it.

The exam is due by **May 10** at 11:59 PM (Searcy time). Since you may take the exam at any time, late exams will not be accepted and will be counted as zeros. (If you have an unusual circumstance that prevents you from taking the exam on time, please contact me. Forgetting to take the exam or losing track of time, however, is not unusual!)

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 to join in the discussions.

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 coming exams/quizzes and other activities that enhance learning. As an online student in a six-week class, you should expect to spend about 22.5 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 = 15 hours

Discussion questions = 2.5 hours

Application assignment = 2.5 hours

Reflection assignment = 2.5 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.

Grading

Grades will be assigned by percentage: □

90+	A (Excellent = Superior, first rate, exceptional)
80+	B (Good = above average, strong)
70+	C (Average = common, ordinary, passable, fair)
60+	D (Poor = below average, very basic, weak)
59 & below	F (Failure = inadequate, unsuccessful, impassable)

Generally speaking, late work will NOT be accepted. However, in extremely rare circumstances, late work will be penalized by 10% for every work day late.

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 learning@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, multicultural 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 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."

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.

Course Outline

Week 1: Philosophy and Argumentation—What they are and how to do them

Unit Student Learning Connections:

- Students will explain and use tools for logical argument.
- Students will evaluate the validity and soundness of arguments, and they will assess whether claims are grounded or ungrounded.
- Students will explain how to properly write a philosophy paper.
- Students will read major philosophers’ arguments about the nature and value of philosophy.
- Students will explain what it means to do philosophy and to be a philosopher.
- Students will reflect on whether and how philosophy is for them.
- Students will apply philosophers’ ideas of philosophy to their own ministry in the world around them.

Week 2: Epistemology and Doubt—*How* do we know what we think we know?

Unit Student Learning Connections: □

- Students will define and describe the basic philosophical positions on epistemology (theories of knowledge).
- Students will be able to critically discern the pros and cons of each basic position.
- Students will reflect on and test their own epistemological assumptions.
- Students will explore how epistemological questions apply to their ministry, the church, and the world around them.

Week 3: Philosophy of Religion—Engaging in God-Talk

Unit Student Learning Connections:

- Students will define and describe several traditional arguments for the existence of God.
- Students will define and describe several major approaches to the problem of evil.
- Students will define and describe the problems raised by the relationship between faith and reason.
- Students will be able to critically discern the pros and cons of each basic position.
- Students will articulate a robust, critical defense of faith in God that responds to the problems raised by philosophers.
- Students will explore how these problems apply to their ministry, the church, and the world around them.

Week 4: Philosophies of Mind & Will--Is my choice to act, and even my “self,” an illusion?

Unit Student Learning Connections: □

- Students summarize the mind-body problem.
- Students define and explore the problems surrounding personal identity, survival of death, and free will.
- Students will discuss how these various problems relate to Christian theology of the soul, human will, and the resurrection.
- Students will critically discern and reflect on how these problems inform their own lives.
- Students will explore how these problems apply to their ministry, the church, and the world around them.

Week 5: Moral Philosophy

Unit Student Learning Connections: □

- Students will summarize several major philosophical approaches to ethics, and offer basic critiques of each.
- Students will critically discern the relationship between ethical philosophies and Christian theological accounts of righteousness and sin.
- Students will reflect on the most fruitful way to integrate ethical philosophy into life.
- Students will explore how the philosophical problems surrounding ethics and morality apply to their ministry, the church, and the world around them.

Week 6: Philosophy Paper: What has been most fruitful, and how shall we pursue it further?

Unit Student Learning Connections: □

- Students will evaluate, of all the philosophy read and discussed in this course, what has been most fruitful and valuable for their own life and ministry.
- Students will draft an essay that engages in depth with a specific philosopher at a key point of disagreement, a key tension point, in this “most fruitful” area of philosophy.
- Students will read and critique each others’ drafts, seeking to deepen and enrich them.
- Students will do further independent reading (of other philosophical texts or recent writings in the public sphere) to explore how other thinkers address this issue.
- Students will revise and polish their essay into a clear, deep, and focused dialogue with this philosopher, clarifying the idea, detailing its implications, and pointing us forward.
- Students will pass an exam testing their knowledge of philosophical ideas, concepts, movements, and thinkers covered during this course.

Weekly Schedule □

The course will be taught in **six weeks**. We are following a **Monday-Friday** schedule; this allows you to rest, relate, and worship on the weekends. Due to our compressed format, we must assume the course will take 22.5 hours of work per week, or 4.5 hours per day. You should assume that you will **spend 3 hours doing reading each day, and 1.5 hours doing writing**. Each week’s work might break down as follows:

Two Discussions (one-hour face-to-face--optional): total of 2.5 hrs / week

Write a Reflection: 2.5 hrs / week

Write an Application: 2.5 hrs / week

Read: 15 hrs / week (NOTE: some weeks will have slightly heavier or lighter reading)

Remember, the great value of this course is the opportunity to read many of the world’s great philosophers for yourself. I trust we will have wonderful discussions, and that your writing about what you read will be a fruitful way to digest and build upon what you read, but these are just icing on the cake.

- ✓ Monday: Join the online face-to-face discussion at noon, if possible.
- ✓ Monday through Wednesday: read the philosophers and begin formulating your thoughts and drafts for the week’s written assignments.
- ✓ By noon on Wednesday, post your discussion question answers. □
- ✓ By noon on Thursday, post your Reflection answer.
- ✓ By noon on Friday, post your Application answer.
- ✓ Do not forget the final essay and exam, due the last week. □

Reading Schedule

“Time required” estimates, in parenthesis after each assignment, are based on an average reading speed working on complex material and account for the different number of words per page in

each text. Note how long each assignment takes you during the first week, and you will be able to make a good estimate of how long each reading will take as we go. Italicized items are books of the Bible.

Week 1: Philosophy and Argumentation

Turabian, on Argument - PDF on Canvas (1 hr)
Copan, all (4 hrs)
Pojman & Fieser, Appendix I: How to write a Philosophy Paper (30 min)
Pojman & Fieser, Appendix II: Logic (1.5 hrs)
Warburton, Intro (30 min)
Pojman & Fieser, section I, (3 hrs)
Pojman & Fieser, section III: Plato (1 hr)
Ecclesiastes (2 hrs)

Week 2: Epistemology and Doubt

Warburton, ch. 5 (1 hr)
Pojman & Fieser, section II, from subsection A:
 Descartes (3 hrs)
 Locke (1 hr)
 Hume (1.5 hrs)
 Kant (1 hr)
Pojman & Fieser, all of section II, subsection B (4 hrs)
Gospel of John (3 hrs)

Week 3: Philosophy of Religion

Warburton, ch. 1 (1.5 hrs)
Pojman & Fieser, section III (10 hrs)
Gospel of Luke (3 hrs)

Week 4: Philosophies of Mind and Will

Warburton, ch. 7 (1 hr)
Pojman & Fieser, section IV, from subsection A:
 Shaffer (1 hr)
 both by Churchland (2.5 hrs)
 Nagel (1 hr)
 Chalmers (1 hr)
Pojman & Fieser, section IV, subsection B (1.5 hrs)
Pojman & Fieser, section IV, subsection C (1.5 hrs)
Warburton, ch. 2 (1.5 hrs)
Pojman & Fieser, section V, from subsection A:
 d'Holbach (30 min)
 Taylor (30 min)
Gospel of Matthew (3 hrs)

Week 5: Moral Philosophy

Pojman & Fieser, section V, from subsection A:

Stace (30 min)

Hospers (1 hr)

Frankfurt (1 hr)

Pojman & Fieser, section V, from subsection B (4 hrs)

Pojman & Fieser, section VI, subsection A (3 hrs)

Pojman & Fieser, section VI, subsection C (2.5 hrs)

1 Corinthians (2 hrs)

Week 6: Philosophy Essay & Final Exam

Review and select from what you've read; draft, peer critique, revise your essay

Further independent research and reading ("background voices" for your essay)

Study for exam

Due Dates

Each activity or assignment is due at noon on the listed date.

Weeks	Face Time	DQs	Reflection	Application	Essay	Exam
1. April 1-5	April 1	April 3	April 4	April 5		
2. April 8-12	April 8	April 10	April 11	April 12		
3. April 15-19	April 15	April 17	April 18	April 19		
4. April 22-26	April 22	April 24	April 25	April 26		
5. April 29-May 3	April 29	May 1	May 2	May 3		
6. May 6-10	May 6				May 9	May 10

Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect. □
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of

text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message. □

3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others time by going off on irrelevant tangents. □
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on. □
5. **Post correctly.** Make sure your postings are located in the correct thread. □
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)
This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others grammatical or spelling errors, unless doing so is part of your assignment. □
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

* Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://online.uwc.edu/academics/how-online-education-works/online-etiquette>.

** Note: This syllabus follows an existing format created by Dr. Tim Westbrook. Much of the wording of this syllabus (concerning issues of a general nature, applying to most online courses) belongs to him. I am grateful for his model and permission to use.