# Instructors: please, modify at least all items in red. Delete unnecessary items.

# Concordia University – St. Paul

# College of Humanities and Social Sciences

The mission of Concordia University, a university of The Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel.

The Department of Theology and Ministry unfolds the Christian message from the perspective of Lutheran theology and prepares students for professional and lay Word and Service leadership in the Church.

# Part 1: Course Prospectus

## Course Information

### Registration

* **Course Title:** Biblical Christianity for Thoughtful People
* **Course Number:** RLG415
* **Section:** X\_\_
* **CRN:** enter number
* **Credit Hours:** 4
* **Delivery: Online**
* **Dates of Course:**
* **Collaborate session day and time:**
* **Prerequisites and/or Co-requisites:** none

### Professor

* **Name:** your name
* **Email:** username@csp.edu
* **Telephone**: your phone
* **Office Hours**: when you are regularly available

## Course Content

### Course Description

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated throughout different eras of history. Students learn how Christianity has shaped elements of management, how Biblical principles can shape individuals for strong leadership, and how better to understand Christians in the workplace within a Judeo-Christian culture.

### General Education Curriculum

Concordia University’s General Education curriculum is designed to engage students in the foundational areas of knowledge in higher education – the “liberal arts.” These areas of knowledge are reflected in the subject matter areas required. General education courses also develop and cultivate the skills and values reflective of Concordia’s mission and purpose, which are outlined in the University Outcomes. The University Outcomes are embedded in courses throughout the curriculum and are skills and values required in any intellectual or professional endeavor. Please, view the entire list of University Outcomes [here](http://info.csp.edu/globalassets/academic-resources/assessment/university-outcomes-general-education/list-university-outcomes-2015.pdf).

This course satisfies a general education requirement for online students in the Theologyarea and develops and assesses the following two University Outcomes:

* *Category 1 Academic Writing*
* *Category 2 Critical Thinking*

### Student Learning Outcomes

By the end of this course, students should be able to:

1. Understand basic Bible study methods and apply these methods to objective research in the Bible;
2. Learn to use the Bible more knowledgably and comfortably;
3. Comprehend a basic timeline of events in both the Old and New Testament chronologies;
4. Learn about the life of Christ as the core of the Gospel;
5. Recognize how and why the Christian Church grew;
6. Deepen their understanding of the concepts of sin and grace; law and gospel, forgiveness, justice and mercy; order, authority, and structure; worship; and a Christian lifestyle;
7. Compare and contrast grace with other views of religion and spirituality;
8. Practice critical thinking skills as part of a university liberal arts tradition; and
9. Relate Biblical Christianity to personal and professional life as leaders and managers.

### Syllabus Changes

This syllabus is intended to give the student guidance in what may be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement and make changes as the course needs arise.

## Course Requirements

### Required Course Materials

An academic Study Bible:

International Bible Society (2011). *NIV Study Bible*. Grand Rapids, MI: Zondervan. [ISBN: 978-0310437338]

Additional Text:

Yancey, P. (1997). *What’s so amazing about grace?* Grand Rapids, MI: Zondervan. [ISBN 0-310-24565-6.]

Movies list (Rent or borrow, Church or CSP library, Netflix, Amazon.prime, etc.)

JesusFilm (1979). *Jesus.* Colorado Springs, CO: Campus Crusade for Christ. <http://www.jesusfilm.org/>

Adamson, A. (2005). *Chronicles of Narnia: The lion, the witch, and the wardrobe.* Los Angeles, CA: Walt Disney Pictures.

*For your reference in this course***:**

American Psychological Association (2009). *Publication manual of the American Psychological Association.*  (6th ed.). Washington, D.C.: American Psychological Association. ISBN 978-1-4338-0562-2

### Course Assessments

#### Assessment 1 – Collaborate sessions

You are expected to be present an involved in each of the seven Collaborate sessions in the course [CSLO 6 & 9]. You receive full credit if you are present and show involvement (10 points). If you are absent or have technical difficulties, contact me about making up the session for partial credit (7-10 points). It is your responsibility to have an adequate computer and adequate bandwidth to participate fully. Participation in the Collaborate sessions is worth 10% of the course grade.

#### Assessment 2 – Discussion Threads

Discussion thread activities are a core element of the learning experience [all CSLOs]. Each student should make a first response to each weekly instructor activity by the first post deadline on 6 pm of the third day after the Collaborate session. The professor will post a summative “class notes” to the first round of posts by 6:00pm on the fourth day after the previous Collaborate session. Each student should then read through all the other classmates’ responses and reply to at least two of them – and to the Professor’s “class notes” before 3 p.m. on the sixth day after the previous Collaborate session. Good learning takes place on the Discussion Boards when each student is respectful and offers insightful responses, support, and challenges to individuals along with differing opinions, by the deadline. Documentation is important, as are good writing skills. A rubric in Blackboard is used to score each week’s discussions. The discussions determine 60 % of the course grade.

#### Assessment 3 – Weekly Journal

Your journal is a space to reflect on what you learned and communicate privately with me [CSLO 6, 8, 9]. No one else will see your journal postings. In your weekly journal you should write at least one paragraph about how your online experience is going so far. Is there anything I can do to help you? Do you have questions about the online environment or the week’s activities? The journal is due by 3:00pm on the day of the summative Collaborate session for the week. Each weekly journal is worth 10 points. The journals constitute 5% of the course grade.

#### Assessment 4 – Worship Service Paper

Attend a worship service at a **Christian** church of your choice [CSLO 5, 6, 7; UO 2]. Report and reflect on your experience; it should be helpful to refer to the bulletin or worship folder used. This analytical paper should be 5-7 pages in length. Use proper APA formatting; include a title page, reference page; write in third person. A fuller description of the assignment is provided in Blackboard.

***The paper is due on (put due date here) .***

The paper is scored using a rubric that you may view in Blackboard. The Worship Service Paper is provides 10% of the course grade.

#### Assessment 5 – Biblical Christianity Summary Paper

The Biblical Christianity Summary Paper is to be approximately 5-7 pages long [CSLO 1, 6, 9; U0 1]. This paper will require some reflection on the things learned in class, beginning with the basic themes of Biblical Christianity, stemming from your reading in the Bible.

The paper should reflect what historic Biblical Christianity believes and teaches (your personal convictions are not necessarily part of this paper). Major components of the paper include the Character of God; the role of the Bible in shaping Christianity; the character, condition, and need of humanity; the person of Jesus Christ and His work for humanity; the nature of Christian faith as it touches knowledge, emotion, and lifestyle, and the role of the Church in society and Christianity in culture. An outline for the paper is provided in Blackboard.

The paper should use college-level academic writing, in the third person where possible. Formatting follows APA style including a title page and a page of references.

***The paper is due on (put the due date here).***

The paper is scored using a rubric that you may view in Blackboard. The Biblical Christianity Summary Paper is the basis for 15% of the course grade.

## Course Grading

### Grading Scale

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Letter | Percentage | | A | 93-100 | | A- | 90-92 | | B+ | 87-89 | | B | 83-86 | | B- | 80-82 | | C+ | 77-79 | | |  |  | | --- | --- | | Letter | Percentage | | C | 73-76 | | C- | 70-72 | | D+ | 67-69 | | D | 63-66 | | D- | 60-62 | | F | Below 60 | |

### Grade Computation

|  |  |  |
| --- | --- | --- |
| Assessment | Due Date | Weight/Percentage |
| Collaborate participation | Weekly | 10% |
| Discussion threads | Weekly | 60% |
| Journals | Weekly | 5% |
| Worship service paper | Date due | 10% |
| Biblical Christianity Paper | Date due | 15% |

# Part 2: Practices and Policies (“How this course works…”)

## About the Course

### Instructor’s Course Description

*A brief summary of the course from the instructor’s perspective; perhaps more specific and “personalized” than the university catalog course description which typically is brief.*

### Instructor’s Educational Philosophy

Let your students know how you go about teaching.

### Teaching Procedures

An initial Collaborate session starts the activities of the class. Each subsequent week ends with a Collaborate session.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| Reading and work on initial posts can begin. | Reading and work on initial posts continues. | Complete thorough initial first posts to each of the three threads by **6 pm.** | Instructor posts “class notes” by 6 pm.  Read and respond to two classmates and instructor notes on each thread. | Continue work on responses. | Complete all responses by **3 pm.**  Begin work on weekly journal.  Major papers are due at 11:59pm in weeks four and six. | Submit weekly journal by **3 pm.**  **Prepare for and participate in weekly Collaborate session at assigned time.** |

### Engaged Hours

Concordia University uses the Carnegie Credit that equates roughly 35 time-on-task learning contact hours for every credit. This is a four-credit course (140 learning hours in total), spread over seven weeks, which is designed to take, on average, 20 hours of total investment each week.

|  |  |  |
| --- | --- | --- |
| Activity | Description | Estimated time investment |
| Discussion Board | Background reading,  writing first post, discussion/feedback. | 5 hours each thread x 18 threads= 90 hours |
| Chat and preparation | Full reading/preparation  and participation. | 1 hour for the first chat; 2 hours for each additional session x 6 chats = 13 hours |
| Worship Service Reflection Paper | Background reading, visit to church, organizing thoughts, writing, and editing a paper. | 10 hours |
| Journal Reflections | Weekly journal on course engagement | 1 hour each x 6 weeks = 6 hours |
| Basic Biblical Christianity Paper | Background work, organizing thoughts, writing, and editing the paper. | 16 hours |

### Supplemental Resources

## Expectations and Policies

### Respectfulness

*What are your expectations for students and perhaps what are the consequences for poor behavior, etc. (review university student policies)*

*“This course may be touching on sensitive topics… topics may be uncomfortable”….*

*“Respectful of everyone’s opinion….”*

### Attendance and Participation

Each student is expected to participate fully, including meeting deadlines and being timely on all discussion threads, class or chat sessions, and the written assignments. Through this combination of interactions, students learn from each other’s experiences. Reading and other homework should be done before each class session to maximize the learning opportunity within the course.

Missed Class Policy: All class components expect full participation. If a student misses a portion of class (Discussion Boards, chat session, a paper, a reflection), he or she is expected to initiate a conversation with the instructor about a making up the materials. **Missing all components for more than two weeks means that the course must be retaken.**

Instructors often communicate to students via email. Concordia University establishes an email account for each student which administrators and instructors use as the default email address for each student. Failure to check your Concordia email (or have it forwarded) places you in jeopardy of missing important communication that may even impact your grade.

For technical matters with Blackboard, password help, connectivity issues, or related concerns, contact the IT Helpdesk at helpdesk@csp.edu or 651-641-8866. For more info, see http://info.csp.edu/Administrative-Resources/Help-Desk/

### Academic Integrity

Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. Academic integrity gives your diploma value.

#### Definitions

Violations of academic integrity include “cheating” and “plagiarism.”

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I further distinguish between “minor acts of plagiarism” (missing a citation, failure to use quotation marks properly) and “major acts of plagiarism” (submitting the work of someone else, buying a paper from a service, or repeated failure to cite and quote properly).

#### Sanctions

For “minor acts of plagiarism,” I will require you to correct the error(s) and your score on the assignment will be reduced by 10%.

For “cheating,” you will receive a zero on the activity and the behavior is reportable.

For a “major act of plagiarism,” you will receive a zero on the activity and the behavior is reportable.

If there is a second instance involving “cheating” or “major act of plagiarism,” you will fail the class and the behavior is reportable.

In all cases, I will discuss the behavior with you before I implement a sanction.

#### Reportable behaviors

The process of reporting a violation of academic integrity will follow the stated policies and practice of Concordia University. That process includes an opportunity for you to appeal my action, if you so choose. As part of the reporting process, you will be informed how to file an appeal.

### Late Submissions

*Explain how you handle late assignments. Be explicit about penalties, if any.*

### Class Cancellation Contingency

If the university cancels sessions for classes, or if for some unexpected reason I cannot attend a class, I or my designee will send you an email message about two hours before the session detailing how we will proceed.

### Extra Credit

There is no extra credit in this class.

## About the Instructor

### Personal Information

*Enable your students to get to know you as a person.*

### Instructor Availability

*Include a statement about typical response time to emails, turn around time or papers, etc.*

# Course Schedule Fall 2018

## Seven-Week Online Course (with Synchronous Session)

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Cycle | Class Theme,  Topics and/or Activities | Assignments Due |
|  | Prior | Review “Do this first” folder |  |
| Day and date | Intro | Synchronous 01 using Collaborate |  |
| Day and date | Week1, Day 1 | **Read:**  Genesis 1-3 Creation  Genesis 4-9, 11 Primeval Period  Genesis 12-23 Abraham  Genesis 37, 39-45, 49-50 Joseph  Exodus 1:1-6:13, 7, 11-14, 16  Exodus 19-20, 20:22-23:33, 32, 35:1-29 Sinai Covenant  1 Samuel 8-10, 15-16 Saul  2 Samuel 7, 11-12 David  1 Kings 1:28-52, 3:16-28, 6:1-13, 7:51-8:66, 11-12 Solomon  Yancey, Chapters 1-5 |  |
| Day and date | Week 1, Day 2 |  |
| Day and date | Week 1, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 1, Day 4 |  |  |
| Day and date | Week 1, Day 5 |  |  |
| Day and date | Week 1, Day 6 |  | Follow-up posts by 3:00pm |
| Day and date | Week 1, Day 7 | Synchronous 02 using Collaborate | Weekly journal by 3:00pm |
| Day and date | Week 2, Day 1 | **Read:** Job 1-7, 38-42;  Isaiah 1-11, 40-41, 52:13-53:13  Hosea 1, 3, 11-14; Daniel 1-6  Yancey, Chapters 6-10 |  |
| Day and date | Week 2, Day 2 |  |
| Day and date | Week 2, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 2, Day 4 |  |  |
| Day and date | Week 2, Day 5 |  |  |
| Day and date | Week 2, Day 6 |  | Follow-up posts by 3:00pm |
| Day and date | Week 2, Day 7 | Synchronous 03 using Collaborate | Weekly journal by 3:00pm |
| Day and date | Week 3, Day 1 | **Read:**  Matthew (or Mark or Luke) and John  Yancey, Chapters 11-15  **Watch:**  *Jesus* or alternate film.  **Attend:** a Christian Worship Service |  |
| Day and date | Week 3, Day 2 |  |
| Day and date | Week 3, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 3, Day 4 |  |  |
| Day and date | Week 3, Day 5 |  |  |
| Day and date | Week 3, Day 6 |  | Follow-up posts by 3:00pm |
| Day and date | Week 3, Day 7 | Synchronous 04 using Collaborate | Weekly journal by 3:00pm |
| Day and date | Week 4, Day 1 | **Watch:**  *The Lion, the Witch, and the Wardrobe* **Read:**  Select texts from the discussion thread on Worship in the Bible |  |
| Day and date | Week 4, Day 2 |  |
| Day and date | Week 4, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 4, Day 4 |  |  |
| Day and date | Week 4, Day 5 |  |  |
| Day and date | Week 4, Day 6 |  | Follow-up posts by 3:00pm  Worship Service Paper is due by 11:59pm |
| Day and date | Week 4, Day 7 | Synchronous 05 using Collaborate | Weekly journal by 3:00pm |
| Day and date | Week 5, Day 1 | **Read:** Acts 1-15:35 (scan the rest of the book as you have time)  Romans,  1 Corinthians,  2 Corinthians  Ephesians  Colossians  1 Thessalonians 1 John  **Optional Reading:**  Yancey, Chapters 16-20 |  |
| Day and date | Week 5, Day 2 |  |
| Day and date | Week 5, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 5, Day 4 |  |  |
| Day and date | Week 5, Day 5 |  |  |
| Day and date | Week 5, Day 6 |  | Follow-up posts by 3:00pm |
| Day and date | Week 5, Day 7 | Synchronous 06 using Collaborate | Weekly journal by 3:00pm |
| Day and date | Week 6, Day 1 | **Read:** Romans 13:1-7; Matthew 22:15-21 Acts 5:29; 1 Timothy 2:1-4 |  |
| Day and date | Week 6, Day 2 |  |
| Day and date | Week 6, Day 3 | Initial posts by 6:00pm |
| Day and date | Week 6, Day 4 |  |  |
| Day and date | Week 6, Day 5 |  |  |
| Day and date | Week 6, Day 6 |  | Follow-up posts by 3:00pm  Biblical Christianity paper due by 11:59pm |
| Day and date | Week 6, Day 7 | Synchronous 07 using Collaborate | Weekly journal by 3:00pm |
|  |  |  |  |
| Day and date | Course closes |  |  |

# Addenda

The complete contract for this course consists of the following documents:

* Course syllabus
  + Part 1: Course Prospectus
  + Part 2: Practices and Policies (“How this course works…”)
  + Part 3: Course Schedule

In addition, you may find the following links helpful in understanding how Concordia University works

* The [Academic Resources](https://www.csp.edu/academic-programs/resources/) page provides helpful course-related information
  + Student Handbooks – Along with other key university policies, the handbooks detail policies that relate to:
    - Academic integrity
    - [Class attendance](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=6)
    - [If you are called to military service](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=13)
    - [Official communication by email](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=18)
    - [University closings](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=20)
    - [Student accessibility](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=21)
    - [Network usage](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=64)
    - [Sexual Misconduct (Title IX)](http://www.csp.edu/wp-content/uploads/2015-2016_Student_Policy_Handbook-2016-02update.pdf#page=76)
  + Academic Catalog - course descriptions, academic programs, and more
* Concordia also provides a range of [Student Support Services](https://www.csp.edu/student-life/student-services/) to help you be successful.
* Sometimes things don’t go well in a class.
  + If circumstances beyond your control make it difficult for you to complete your course work, [click here to request an in-progress grade](http://registrar.csp.edu/in-progress-grade-request/).
  + If serious problems arise that you cannot work out after meeting with your professor, or if you wish to appeal a course grade, [click here for the Student Grievance Form](https://publicdocs.maxient.com/reportingform.php?ConcordiaUnivStPaul&layout_id=4).
* Links to Academic Resources and Student Support Services links are also available through navigation tabs within this course’s Blackboard site.

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