**ERSKINE ONLINE**

**8-Module Course Design**

**FOR FACULTY AND OTHER COURSE DESIGNERS**



*You have been asked to develop or convert one of Erskine Theological Seminary’s online courses into an asynchronous format. Please look over the Erskine Theological Seminary Flex Module to familiarize yourself with its layout and component parts. You will find that you are asked to identify 8 Units of study within the particular course. Throughout this template you will see headings followed by italics. The italics wording serves as instruction to you and should be deleted once you have completed the module. Often examples are provided to let you know what a section might look like. (These are suggestions only and should be deleted once you have created your own.)*

COURSE DESCRIPTION

**Course Description:** This course provides instruction in the Shepherding Ministry of ordained clergy. The course draws from Biblical worldview and models, as well as classical and contemporary examples, to lead to critical thinking about the role relationship of the Good Shepherd, Jesus Christ, to His servant, the pastor, and the focus of the shepherding ministry: the Church..

**Scope:** This course covers the broader Biblical identity, work, and roles of a general Protestant shepherding ministry. Students will make distinctive applications to their own tradition (i.e., denomination) within Christianity. The Course will cover material from the Ancient Near East in the Old Testament, through the early Greco-Roman world, the pre and post Reformation periods, and the modern Church era.

### ACKNOWLEDGEMENT

This course was developed by the faculty of Erskine Theological Seminary.

TOPICS

* Topic 1—(Biblical Worldview) Biblical Foundations of the Shepherding Ministry
* Topic 2—(Biblical Worldview) The Shepherd’s Vision for Life and Ministry
* Topic 3—Shepherding Under the Shepherd
* Topic 4—Postmodernism and the Pastoral Ministry
* Topic 5— Shepherding for the Sake of the Sheep: The Pastoral Ministry exists for the Building up of the Church
* Topic 6—Shepherding Under the Shepherd: The Pastoral Ministry is Mandated by God
* Topic 7—Shepherding for the Sake of the Sheep: The Pastoral Ministry exists for the Building up of the Church
* Topic 8—Shepherding the Vocation: The Pastoral Ministry Exists for the Building-up of the Church
* Topic 9— The Shepherd's Staff: The Pastoral Ministry meets the divine mission through divine means: Word, Sacrament, and Prayer

# WORLDVIEW GOAL(s) FOR THIS COURSE

This course will ground students in a Biblical worldview of context of shepherding from mere anecdotal discussion of skills to articulating Biblical foundations for the shepherding ministry.

1. Biblical foundations for MIN610 include these readings SHEPHERD (רעה, r'h; ποιμήν, poimēn) from the Old and New Testaments:
	1. Old Testament:
		1. Numbers 27:16-17; Psalm 23:1-4; Isaiah 40:11
	2. New Testament:
		1. In the Gospels, Jesus is portrayed as the “good shepherd”:
			1. (Matt 9:6; Mark 6:34)
			2. (Matt 18:12–14; Luke 15:3–7)
			3. (Matt 10:6; 15:24)
			4. John 10 exhibits extensive use of shepherd imagery. Jesus’ shepherding activity in John 10:11–18 exhibits the following characteristics:
				1. As the good shepherd, He will sacrifice His own life for the sake of the flock (John 10:11, 15, 17, 18)
				2. He knows His sheep (John 10:14–15, 27)
				3. His sheep know Him and follow Him (John 10:4–5, 15, 27)
				4. Jesus utilizes shepherd imagery to illustrate (eternal fire [Matt 25:41]).
				5. Jesus is referred to as a shepherd outside of the Gospels:
			5. (Heb 13:20)—“The great shepherd of the sheep”
			6. (1 Pet 2:25)—“The shepherd and guardian of your souls”
			(1 Pet 5:4)—“The chief shepherd”
			7. “In Acts, Paul warns the Ephesian same Greek word (ποιμήν, poimēn) that is usually translated as “shepherd.” In 1 Corinthians 9:7–12, Paul defends his apostolic right to be paid for preaching the Gospel of Christ by asking a series of rhetorical questions, one of which states: “Or who shepherds a flock without using some of the milk from the flock?” (1 Cor 9:7 NAB). In Revelation, Jesus’ roles as shepherd and lamb are closely connected due to His leadership of the flock and His death and resurrection (Rev 7:17; see Isa 49:10).”[1]

			[1] Montonini, M. (2012, 2013, 2014). Shepherd. In J. D. Barry, L. Wentz, D. Mangum, C. Sinclair-Wolcott, R. Klippenstein, D. Bomar, … D. R. Brown (Eds.), The Lexham Bible Dictionary. Bellingham, WA: Lexham Press.

STUDENT COMPETENCIES

* The student completing MIN610 will be competent in the foundational worldview knowledge and cTurabiancity to defend the Biblical basis for the pastoral ministry of shepherding.
* The student completing MIN610 will be competent in classical and contemporary worldview expressions of pastoral ministry and the implication for such service in the Church and World.
* The student completing MIN610 will be competent to discuss and argue for the roles and relationships of the Pastoral Ministry to the Church
* The student completing MIN610 will possess competency in an introductory bibliography for the ministry of shepherding in the pastoral ministry.

EVALUATION CRITERIA

*In this section, provide specific evaluation criteria. Below is a suggested grading scale using points (the points are easier for a student to understand without needing to calculate percentage weights for assignment categories). Determine the appropriate points and the appropriate total of points for the course, and then provide the number of points necessary for each letter grade (the DEPARTMENT OF ONLINE LEARNING can assist with this if necessary). Make sure that assignments use Turnitin whenever possible. Exams are not to be used as evaluation But rather student assessment should rely upon student generated assignments that require students to process information and present original work. Courses with Worldview Discovery or general education assessments should include information relevant to those assessments here (ask the DEPARTMENT OF ONLINE LEARNING if you have questions about the relevance of this sentence to your course. For substantive assignments provide a rubric for assessment and make available in Appendix A (examples of already developed rubrics are available from the DEPARTMENT OF ONLINE LEARNING . Below is an example of what the evaluation might look like. This is not a prescriptive model But merely an example. You will link participation to either lecture viewing (all online courses) or engagement in class (all on-ground courses), this is reflected in the Participation/Lecture Viewing item below. The Discussion Responses section will incorporate online discussion, for online courses. You will want to return to this section after completing the rest of the module to make appropriate adjustments.* *Finally provide the grading scale that these points will equate to so that students understand the expectations. No single assignment should be worth more than 100 points and when there are multiple assignments, please make points evenly divisible by whole numbers. The chart below is an example of how to display the evaluation criteria and to show how it would be used for online as well as on ground courses.*

 In terms of the outcomes and evaluation procedures, a pre-test will be given within the first two weeks of class to assess where you are as a student. The pre-test will include an evaluation of your understanding of the course subject matter and a Christian Worldview as prescribed by Erskine Theological Seminary. During the course, your learning will be assessed through discussion questions, participation, Lecture viewing, written assignments, exercises, scenarios, and/or abstracts/critiques applicable to textbook subject matter and Christian Worldview applications. A final assessment will be assessed through End of Semester Portfolio as outlined on the syllabi that incorporates the Christian Worldview and course subject matter. A post-test will be given during the last week of class to assess the knowledge gained from the course subject matter and the Christian Worldview curriculum.

|  |  |  |
| --- | --- | --- |
|  | *Online* | *On Ground* |
| *Writing Assignments* | *200 pts* | *200 pts* |
| *Participation* |  | *160 pts* |
| *Unit Quizzes* | *160 pts* | *160 pts* |
| *Discussion* | *160 pts* |  |
| *Lecture Viewing* | *80 pts* | *80 pts* |
| *Portfolio Paper* | *200 pts* | *200 pts* |
|  |  |  |
| *Total* | *800 pts* | *800 pts* |

*Grades will be posted no later than Friday following the end of the course week.*

*Grading:*

|  |  |
| --- | --- |
| *Points* | *Grade* |
| *744+* | *A* |
| *720-743* | *A-* |
| *696-719* | *B+* |
| *664-695* | *B* |
| *640-663* | *B-* |
| *616-639* | *C+* |
| *584-615* | *C* |
| *560-583* | *C-* |
| *536-559* | *D+* |
| *504-535* | *D* |
| *480-503* | *D-* |
| *0-479* | *F* |

RESOURCE INVENTORY

*(Make sure that the resource inventory properly identifies all texts to be used in the course and any additional material that students should have available.)*

**Textbooks:**

***Required Reading***

*The Holy Bible* (English Standard Version)

Heschel, Abraham Joshua. "Introduction by Susannah Heschel; Chapter One: A Palace in Time." In *The Sabbath: Its Meaning for Modern Man*. 2005. <https://books.google.com/books?id=Sb8CvRg8w2MC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>.
The Introduction and most of chapter one are accessible on Google Books.

Johnson, John. "Seeking Pastoral Identity." *The Spurgeon Fellowship Journal*, Fall 2007, 1-12. Accessed January 4, 2015. <http://www.thespurgeonfellowship.org/journal/feature_f07.pdf>.

Jue, Jeffrey. "Postmodernity, The Emergent Church, and the Reformation." Reformation21. March 2012. Accessed January 22, 2015. <http://reformation21.org/articles/postmodernity-the-emergent-church-and-the-reformation.php>.

Milton, Michael A. "A Brief Guide for Writing Theological Reflection Papers." August 13, 2014. Accessed January 23, 2015. <http://michaelmilton.org/2014/08/13/a-brief-guide-for-writing-theological-reflection-papers/>.

\_\_\_\_\_. (2015). *Pastoral Theology*. Fearn, Ross-shire, Scotland: Christian Focus Publications. (Christian Focus is preparing the book for publication in summer 2015; PDF copies will be provided for students during spring 2015 term)

Peterson, E. H. (1992). *Five smooth stones for pastoral work*. Grand Rapids, MI: W.B. Eerdmans.

***Further Readings for Deeper Learning (not required)***

Adams, J. E. (1986). *Shepherding God's flock: A handbook on pastoral ministry, counseling, and leadership*. Grand Rapids, MI: Ministry Resources Library.

Barnes, M. C. (2009). *The pastor as minor poet: Texts and subtexts in the ministerial life*. Grand Rapids, MI: William B. Eerdmans Pub.

Clowney, E. P. (1964). *Called to the ministry*. PhillipsEOrg, NJ: Presbyterian and Reformed Pub.

Purves, A. (2001). *Pastoral theology in the classical tradition*. Louisville, KY: Westminster John Knox Press.

*The Secret Life of the Pastor: Letters to Students on Shepherding the Flock of God*. (2015). Fearn, Ross-shire, Scotland: Christian Focus Publications.

Stott, J. R. (1961). *The preacher's portrait*. Michigan: Eerdmans.

***Virtual Library Resources:***

**Research Articles**: Locate articles by accessing the EBSCOhost link and following to Academic Search Premiere.

<http://bcblazenet.belhaven.edu/Blazenet/Library/Library.aspx>

 <http://search.ebscohost.com>

Belhaven’s TURABIAN Quick Guide:

[http://bcblazenet.belhaven.edu/Blazenet/StudentModules/Downloadable%20Documents/TURABIAN%20Quick%20Guide.pdf](http://bcblazenet.belhaven.edu/Blazenet/StudentModules/Downloadable%20Documents/APA%20Quick%20Guide.pdf)

n scroll down until you see the Writing Resources section and then click on **TURABIAN Style Resources**.

The two most common problems in TURABIAN guidelines are improper citations of quotes and improper formatting of resources. So note these two proper examples:

1. Proper citation in body of paper (note that period goes **AFTER** citation):

correct example: “ … Ethics is … concerned primarily with the imperative and with the philosophical premises upon which imperatives are based” (Sproul, 1986, p. 9).

1. Proper listing of resource in *Reference* section at end of paper (note **INDENTATION** … this is called a *hanging indent*):

correct example: Chappell, T. (1999). Managing Upside Down. New York, New York: William Morrow and Company, Inc.

STUDENTS’ NOTES

*(In this section place any information that will be applicable to any student taking this course. You will want to return to the summary of assignments section after completing the rest of the module to make appropriate adjustments.)*

**Attendance**

Attendance will be recorded each week for the preceding week.  Students are to be marked as present if they interact with the course through submitting a paper or posting to the discussion forum.  If the student performs either of these elements then they are marked present for that week.  If not, they are marked absent.  Lecture viewing or taking a quiz does not constitute attendance for a student.

**Late Assignment Policy**

Good time management is essential to career and academic success. Assignments should be submitted by their due date. Late assignments are subject to a 30% reduction for each day late. After two days late, the assignment will not be accepted.

**Academic Honor Code**

Erskine Theological Seminary subscribes to a third party plagiarism detection service. Any assignment the instructor chooses to have checked for plagiarism will automatically be submitted to Turnitin once you have completed it.

**Communication**

Communicate questions directly to the professor, except in cases where you need to contact technical support. Your Erskine Theological Seminary email address will be utilized for the class, so be sure to check it frequently.

**Originality**

Weekly writing and portfolio papers will be evaluated for originality using Turnitin. Erskine Theological Seminary encourages a high degree of originality in graduate writing. Quoted material should seldom be used and must be limited to phrases that cannot be paraphrased or summarized without losing their effectiveness. Students are required to cite and reference all sources of information and images using TURABIAN style. Non originality exceeding 20% on papers will be subject to discount at the professor’s discretion and students may be referred to a writing lab for assistance with originality.

**Standards on Plagiarism**

**Introduction**

In a day in which moral relativism has become epidemic, it seems necessary to address the issue of plagiarism. Plagiarism is a practice that has become increasingly easy due to modern technology. Plagiarism is not only widespread on college campuses But has also been engaged in by leading historians. Erskine Theological Seminary, with its emphasis on applying a biblical worldview to all of life and biblical ethics in the marketplace, must raise a high standard of honesty and responsibility with regard to research and writing.

The Bible teaches that God honors honesty and fair dealing. God will bless the person who “walks blamelessly and does what is right and speaks truth” from the heart (English Standard Version, Ps. 15:2; see also Prov. 20:7). Only responsible, honest research fulfills this high ethical standard.

**Responsible Research**

Responsible research is a critical component of a liberal arts education. Students must learn how to investigate, read, understand, sys­tematize, interpret, and finally explain complex ideas and issues in writing. There is no shortcut to good research and writing. Students gain immensely from personal experience with the research process, the broader and deeper knowledge of areas of academic study, and the discipline of summarizing their findings in a clear and orderly form.

Responsible research includes giving credit to all materials on which students rely in the research process. Students must realize that they are not experts; they rely on experts and must therefore fully credit these expert sources. Students must acknowledge all sources of ideas, words, phrases, or sentences included in the research paper.

One of the best ways to avoid plagiarism is to read thoroughly to gain an understanding of source materials, and then, without looking at the source, give one’s own summary or evaluation.

Good research and writing is hard work. The Bible teaches that God blesses diligent, righteous labor (Proverbs 12:24, 27).The Bible stresses that work should be performed in such a manner as will please God who always sees not only what pleases people when they are watching (Colossians.3:22-24).

**Plagiarism Defined**

Plagiarism involves the presentation of some other person’s work or idea as if it were the work of the presenter. It is a violation of the Belhaven Honor Code and is clearly unacceptable.

Plagiarism includes submitting a paper written by someone other than the student. (Such plagiarism would also include parts of the paper written by someone other than the student.)

Plagiarism includes quoting from source materials without using quotation marks or block indentations to show that the material was quoted as required in acceptable documentation.

Plagiarism includes failing to give proper credit (i.e., a reference citation or other notation) in a paper for all ideas, phrases, quotes, or concepts used in the paper. Typically, references must be made for all sources within each paragraph. Style forms may vary in the refer­ence content. Students should consult an English handbook for more detail on plagiarism.

**Consequences of Plagiarism**

Disciplinary proceedings may be initiated against students accused of scholastic dishonesty. A student who is found guilty of plagiarism may receive a “0” on the paper, and penalties that are more serious may be imposed, including no credit for the course and dismissal from the University.

The Bible teaches that God knows and will judge unrighteous acts, even if they are not discovered by others (see I Timothy 5:24): “Do not be deceived; God is not mocked, for whatever one sows, that he will also reap” (Galatians 6:7).

**Plagiarism is Wrong**

The Ten Commandments declare ethical standards that are universally true. They apply to all people at all times. The Second Table of the Ten Commandments declares standards of human behavior that are essential to a good society. The commandments include the following standards:

“You shall not steal” (Exodus 20:15).

“You shall not bear false witness against your neighbor” (Exodus 20:16).

“You shall not steal, nor deal falsely, nor lie to one another, But you shall love your neighbor as yourself” (Leviticus 19:11,18).

Each of these provisions applies to the issue of plagiarism. Plagiarism, among other things, is theft. When students present another person’s work as their own, they have stolen the proper credit from the other person. They have also stolen the time of the professor, who must read a document which purports to be what it is not.

Plagiarism involves lying. Students who engage in plagiarism lie to their professor, as well as to other classmates.

Plagiarism, even if not discovered, cheats the student out of the benefit of the proper learning experience. The student who commits plagiarism will always bear the sense of guilt of gaining something by deceit. The grade is a lie; the diploma is a lie; there is a “reward” for work not done!

**Specific Practices to Avoid**

1. Do not attempt to get a research paper off the Internet (or anywhere else) and submit this for your paper. This is dishonest and unethical.
2. Do not merely copy from any book, article, or encyclopedia and submit this for your paper. This is not acceptable research.
3. Do not fail to include references (including source and page numbers) which document every source upon which you have in any way relied for each paragraph of your paper. If sources are not properly referenced, the student has cheated the sources out of deserved credit and cheated readers out of valuable information.
4. Do not use material from any other student’s paper or work unless you give that student full credit in reference notes.

*Note: The above list is not meant to be inclusive of all plagiaristic practices. Students should consult an English handbook for more details on plagiarism. Remember: If in doubt, ask your instructor.*

**Summary of Assignments**

*(This section provides a summary of all assignments in the course and instructions for their completion. For detailed assignments, provide instructions in Appendix A But reference it here as well. Provide any rubrics in Appendix A as well. The portfolio paper information below is an example of what a particular assignment might read like. We will provide you with an additional supplement containing specific instructions on how these are to be written if the course you are developing will need to meet additional criteria.*

**Lecture Viewing**

Students will receive credit for viewing lectures (videos) in Cybergate. PowerPoints are provided (in the same section of Cybergate) that are used in lectures.

**Unit Quizzes**

Students will complete weekly quizzes on reading and lectures. Quizzes are found in *Assignments* in Cybergate and should be completed by Saturday at 11:55 p.m.

**Writing Assignments**

Papers will be evaluated using the Unit Assignments and Portfolio Paper rubric (Appendix A). Be attentive to TURABIAN style, grammar and punctuation, adherence to minimum word requirement, integration of required components, and critical thinking. Papers should contain a title page, appropriate citations, and references. The TURABIAN *Publication Manual* is provided as your reference for style; it is also available through the Belhaven Virtual Library. The professor will post Unit Assignments on the first day of each week (Sunday). Assignments are due no later than 11:55 p.m. (CT) on Saturday (Day 7). Earlier submissions are accepted.

**Discussion Questions (Provide explanation to students regarding points given for discussion*)***

Your professor will have posted questions for each week of the course.. You should respond to the initial discussion questions no later than 11:55 p.m. central time each Wednesday.  Responses to classmate’s Discussion Questions are due no later than Saturday at 11:55 p.m. each week.

*The Discussion Rubric will be used to evaluate your Discussion Question responses. An initial response and a reply to a classmate's response are required to each question. An initial discussion question response is considered to be a 250-300-word answer to each discussion question and at least 100 words to a classmate’s reply.*

You must mention the person’s name whose comment you are responding to and quote what aspect of their post you are speaking to. Without a name and what exactly you are responding to, it is not possible to see the direction of your comments and the comments will not receive any points.

***The Portfolio Paper***

*The portfolio paper covers the array of topics discussed and presented in the course, and is due Saturday of Week 8. The paper will be evaluated using the Unit Assignments and Portfolio Paper rubric (Appendix A).*

*Prepare the portfolio paper using the following guidelines:*

* + *A minimum of 10 pages not to exceed 15, typed, double-spaced, Times New Roman font, using TURABIAN standard*
	+ *Title page, including title of paper, your name, course name and course number, date of submission (Page 1)*
	+ *A minimum of 8 pages including a summary of your understanding of the biblical implications for the topic. (Pages 2-13)*
	+ *A reference page (Pages 14-15)*
	+ *A minimum of 10 references are required, including the text, The Holy Bible (New Living Translation), books and articles from academic sources (Net Library), and other periodicals.*

*For each Unit as it is developed or converted, provide 5 discussion questions (make sure that the questions are substantive enough to promote extended discussion and are not stifled by the first answer, think along the lines of a case study or scenario instead of a definition). An example of a bad question would be: Please discuss the reading assignment and how it relates to this course. A good question would read Select a component of the reading for today (list the topics/components discussed for students to choose) and provide a reflection on how this component might be utilized within a day at work or in a personal experience you may find yourself in. After posting your initial response respond to another students posting critiquing their response and providing constructive criticism. For each unit also provide 10 quiz questions to be placed in Appendix B. Take into account all of the Units (and suEOnits/topics) that comprise the course and identify the best means for these Units to be broken up in the 8 week (module) formatin Appendix C. Also provide the proposed independent study assignments in Appendix D for future use in case the course is offered as an independent study. This can be additional reading assignments (make sure that the reading will be available to all students) or it could be additional essays or projects as suitable to the course. Include in Appendix E any mandated assessments from the department chair such as pre posttests or may be general education assessments that are EOilt into the course.*

# UNIT ONE ASSIGNMENTS

*The following assignments are to be completed during Unit one. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments:*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
* *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
* *Writing assignment 2:*
* *Post your introduction to the discussion forum.*
* Discussion Questions: Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT TWO ASSIGNMENTS

*The following assignments are to be completed during unit two. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT THREE ASSIGNMENTS

*The following assignments are to be completed during unit three. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
	+ Discussion Question 1
	+ Discussion Question 2

# UNIT FOUR ASSIGNMENTS

*The following assignments are to be completed during unit four. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL (****CASE STUDY SHOULD BE ADDED IN UNIT FOUR)***

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT FIVE ASSIGNMENTS

*The following assignments are to be completed during unit five. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT SIX ASSIGNMENTS

*The following assignments are to be completed during unit six. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT SEVEN ASSIGNMENTS

*The following assignments are to be completed during unit seven. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing assignments: (Due Saturday)*
	+ *What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
	+ *Writing assignment 2:*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* Discussion Question 1
* Discussion Question 2

# UNIT EIGHT ASSIGNMENTS

*The following assignments are to be completed during unit Eight. Please include any quizzes, exams, reading assignments, homework, or any additional assignment that a student should complete, include a note indicating those assignments that should be turned in and which will occur during class.*

*INDIVIDUAL*

* View lecture: Job Analysis, Evaluation and Structure
* Complete Quiz
* *Reading assignments:*
	+ *Read Textbook assignments*
	+ *Read Scripture assignments*
* *Writing Assignment - What is your vision and mission for long term success and what will you do over the next eight weeks to achieve your vision and mission, integrating your understanding from the lecture and your reading from The Longview and the Gospel of John?*
* Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m.
* *Complete the post-test. (if applicable)*
* Discussion Question 1
* Discussion Question 2

**APPENDIX A**

*(The rubric below can be modified and points adjusted as appropriate to the grading scheme within the course you are developing.)*

|  |  |
| --- | --- |
| **Total Points** | **Discussion Rubric** |
| **10** | **Excellent –** a contribution that demonstrated sound critical thinking skills in analyzing, evaluating, and or applying substance of the weekly content and was submitted on time |
| **8** | **Very Good** – a contribution that fell slightly short of the excellent guidelines and may have either been submitted late or left a few points unaddressed from the discussion criteria |
| **6** | **Good** – a contribution that needed additional development in using sound critical thinking skills in analyzing, evaluating, and or applying substance of the weekly content.  |
| **4** | **Needing Improvement** – a contribution that needed additional development in using sound critical thinking skills in analyzing, evaluating, and or applying substance of the weekly content.  |
| **2** | **Unsatisfactory** – a contribution that did not reflect the use of sound critical thinking skills in analyzing, evaluating, and or applying substance of the weekly content. |
| **0** | **Did not submit posts by close of the weekly forum** |
|  | Note to studentPlease use this rubric to support your response and follow-up replies in the discussion forums. It is necessary to also understand the substance of the discussion question and your responses should reflect applying the learning content up to and including the week of the discussion forum. Personal experience, workplace examples, and scriptural support are always encouraged to support your response. However, it is important to avoid any proprietary information from the workplace. If you score is lower than expected, use the rubric as a guide to evaluate your responses for improvement efforts. If unsure as to what steps to take try:1. Reading the discussion question thoroughly and repeatedly before replying
2. Including additional depth in your responses
3. Tightening your focus; be more concise
4. Working on application of content to your workplace or area of ministry

 Making sure your response is compatible with a sound Christian Worldview |

**Student Guidelines for Online Discussion Questions**

**Discussion** **Questions**

Your professor will have posted questions for each week of the course.. Post your initial responses to the discussion forum by Wednesday 11:55 p.m. and respond to the discussion of others by Saturday 11:55 p.m. Earlier postings are encouraged. An initial discussion question response is considered to be a 250-300-word answer to each discussion question and at least 100 words to a classmate’s reply by Saturday 11:55 pm. Less than this will automatically result in a significant reduction in one’s grade. One initial response and one response to a classmate’s posting are required for each question.

**Example of initial posting**

Technology can mean many different things. It can mean the implements used to make a job easier or it can mean new ideas that appear to disrupt the way we operate on a daily basis. No matter how technology is defined, it is a word that elicits a reaction in the person that hears it: fear and trepidation or excitement and curiosity. Those in whom fear is the reaction feel threatened by the influx of new technologies. They feel that they cannot keep pace with the changes that occur and that they will be replaced by machines that work faster and more efficiently. Those in whom excitement is the reaction see technology as a tool to make them more efficient and they become curious about the impact of the new technology. This excitement often creates a desire to learn how to use and implement the new technology. There are also social issues related to technology. Issues such as threat to personal privacy (spyware), fears of overuse of technology (health issues), fears of misuse (sexting), social networking (takes too much time in people’s lives), as well as others that are named.

These scenarios are true in the field of education as well. Technology can influence education for good, But has potential to be negative as well. It is important to think through not only what we are saying But the means by which we are doing so because the means by which we communicate often carry overtones that were not intended to be included in the message that is sent.

**Example of Response posting**

I find it interesting that you focus on the definition of the term as well as the individual’s response. Words often carry weight beyond what we initially intend. I know from my experience there are words that I have different feelings about than others. I also tend to be more open to adopting technology than others. It is important for us to examine not just the message but the way it is being perceived in order to be effective communicators. I was reading in the newspaper this morning about the importance of communication and how people tend to perceive based on their past experience (you can find this article at www.example.com).

In addition to required discussion question responses, you **c**ould post “substantive comments” and respond in a thoughtful and constructive way to class members’. Substantive comments should add to the class discussion in a way that enhances knowledge. Responses such as, “I agree,” are not considered to be substantive.

**An example of a “substantive comment” from Teresa is:**

Professor wrote: Theory Y forms the basis of an interesting core of research literature about Type A individuals, support or refute findings about Theory Y or Type a Individuals as related to this week’s reading.

Teresa: I was just reading an article in the Journal of Organizational Behavior about that topic. According to the authors, there is a new line of thought that further explains McGregor’s theory and supports a more comprehensive approach to understanding the contribution that Type A individuals make in team dynamics. The authors conducted primary research using a group of Erskine Theological Seminary graduate online students. Here’s the link to the article: <http://www.JOB/march-aprilarticle>.

**Finding appropriate digital resources, such as links, and bringing topics to class discussion is encouraged.**

**Due Dates**

The week is considered to be Sunday (Day 1) – Saturday (Day 7). However, you are encouraged to “Observe the Sabbath day and keep it holy.” Early submissions of assignments and discussion responses are encouraged. Assignments submitted late will be subject to a 30% reduction for each day they are late up to two days and will not be accepted late after two days. For online courses, due dates are posted to the assignment. Face to face courses will receive their due dates from the instructor on the first night of class.

**Rubric for** **Evaluation of Weekly Written Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Below Average****4 or <** | **Average****5-8** | **Above Average****9-10** |
| *Communication**(10 points)* |  |  |  |
| *Originality**(10 points)* |  |  |  |
| *Critical Thinking**(10 points)* |  |  |  |
| *Integration**(10 points)* |  |  |  |
| *Research and Independent Study**(10 points)* |  |  |  |

*Communication* evaluates the proper attention to format, grammar, punctuation, adherence to page and/or word count minimum requirements, and the student’s ability to develop thought in an organized structure that exhibits graduate level work.

*Originality* evaluates the attention to proper citing and referencing of source materials and the student’s ability to summarize, paraphrase, and effectively quote the work of others, while developing original ideas and thoughts from researched material.

*Critical thinking* evaluates the exhibited understanding of the process for reasoning and the elements of thought as illustrated in the student’s written work.

*Integration* evaluates the appropriate inclusion of thoughts, ideas, and information from assigned reading in context with the topic, question, or task.

*Research and Independent Study* evaluates the student’s self-initiative in “following the footnote trail.” At least two peer-reviewed journal articles are to be cited in the weekly research papers. At least three should be cited for any final examination. [Note: no scholarly citations are expected for book reviews. When in doubt, check with your professor.]

**APPENDIX B - Unit Quiz Questions (for formative assessment)**

*Please provide at least 10 quiz questions per Unit that students can use to gauge their learning or for instructors to use to gauge student participation in reading assignments. When thinking about these questions, think along the lines of pertinent information for each Unit that is key for students to understand.*

*\*\* Please follow this template* ***EXACTLY*** *for quizzes. List and bold the answer to each question.*

**Unit 1**

1. Consideration

A. is one of 4 elements necessary for a valid contract

B. may be a promise to do something

C. may be a promise to refrain from doing something

**D. all the above**

Answer: D

2. (Question)

A. (Answer choice)

B. (Answer choice)

C. (Answer choice)

D. (Answer choice)

Answer: (Letter answer)

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 2**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 3**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 4**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 5**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 6**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 7**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**Unit 8**

1. (List Question)

A.

B.

C.

D.

Answer:

2.

A.

B.

C.

D.

Answer:

3.

A.

B.

C.

D.

Answer:

4.

A.

B.

C.

D.

Answer:

5.

A.

B.

C.

D.

Answer:

6.

A.

B.

C.

D.

Answer:

7.

A.

B.

C.

D.

Answer:

8.

A.

B.

C.

D.

Answer:

9.

A.

B.

C.

D.

Answer:

10.

A.

B.

C.

D.

Answer:

**APPENDIX C – Suggested Division of Work**

Instructors and Course Designers (DEPARTMENT OF ONLINE LEARNING) may use this worksheet to develop an overview of the eight-module course.

|  |  |  |
| --- | --- | --- |
|  | **Unit and Topics** | **Assignments** |
| Week One |  |  |
| Week Two |  |  |
| Week Three |  |  |
| Week Four |  |  |
| Week Five |  |  |
| Week Six |  |  |
| Week Seven |  |  |
| Week Eight |  |  |

**APPENDIX D –ASSESSMENT COMPONENTS**

*(Please provide any additional assessment instructions or assessment instruments not included elsewhere within this module)*

**Characteristics of Effective Case Teaching**

*C. Roland Christensen Center for Teaching and Learning, Harvard Business School*

**Outcomes**

1. In-class learning substantially exceeds pre-class learning and further stimulates learning

after class.

1. Learning extends beyond the individual class, yielding deeper insights through linkages

across classes, modules, and courses.

1. Students are engaged in, energized by, and challenged by class discussions.
2. Students discover, articulate and develop most critical insights, with the instructor

leading the process.

**Preconditions**

1. There is mutual respect between instructor and students, and among the students.
2. Instructor and students come to class well-prepared.
3. Instructor and students apply rigorous standards and are willing to take risks and consider

different points of view.

1. The case, supporting materials, assignment questions, and teaching plan are well-designed

and are part of an effective module and course structure.

**Behaviors**

1. Class starts and ends on time (when synchronous learning is used).
2. The instructor:
3. prepares both content and process, including a clear set of teaching/learning

objectives, a call list, a board plan, an opening question, discussion probes,

transitions, follow-up questions, and closing comments.

1. listens thoughtfully throughout the class discussion.
2. actively manages class flow and structure, while responding flexibly to student

comments.

1. poses challenging questions, and follow-ups to promote high

quality class discussion.

1. stimulates thoughtful student-to-student discussion and encourages participation

from a broad range of students.

1. draws on student background information in guiding the class discussion.
2. provides appropriate closure to discussion segments, class sessions, and course

modules.

3. Students:

1. participate and listen actively throughout class discussions.
2. contribute ideas, analysis, and personal experiences instead of simply presenting

case facts.

1. Consider each other's comments. Critique and debate different points of view.

**INSTRUCTIONAL DESIGN CHECK LIST**

The following checklist is intended to guide you in the conversion insuring that each of the necessary components have been included in the module. If you have any questions please do not hesitate to contact the Online Learning department. This is not a part of the module but is included to ensure all components have been included in the module.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Yes** | **No** | **N/A** | **Comments** |
| **Format:** |  |  |  |  |
| 1. Creation/revision date changed on front cover. | **☐** | **☐** | **☐** | Click here to enter text. |
| 2. Course description is appropriate for changes (if any). | **☐** | **☐** | **☐** | Click here to enter text. |
| 3. Course topics have been identified (at least two include Christian Worldview and are appropriate to the course). | **☐** | **☐** | **☐** | Click here to enter text. |
| 4. Worldview goals have been identified and are not simply platitudes But draw firm connections between scripture and the course content. | **☐** | **☐** | **☐** | Click here to enter text. |
| **Student Competencies:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 5. Do student competencies integrate Biblical principles into lecture and class session? | **☐** | **☐** | **☐** | Click here to enter text. |
| 6. Are student competencies appropriate for level of program? | **☐** | **☐** | **☐** | Click here to enter text. |
| 7. Do student competencies reflect real-world concerns in the field? | **☐** | **☐** | **☐** | Click here to enter text. |
| 8. Are the general competencies and topics for this course designed consistently with their counterparts in higher or lower level degrees (archetype or static)? Certificates? Workshops? | **☐** | **☐** | **☐** | Click here to enter text. |
| 9. Is this course adequately different from a similar course to merit its existence? | **☐** | **☐** | **☐** | Click here to enter text. |
| **Evaluation Criteria:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 10. All assignments are included in the evaluation criteria. | **☐** | **☐** | **☐** | Click here to enter text. |
| 11. Points have been assigned to each assignment. | **☐** | **☐** | **☐** | Click here to enter text. |
| 12. Grading scale for points is provided. | **☐** | **☐** | **☐** | Click here to enter text. |
|   | **☐** | **☐** | **☐** | Click here to enter text. |
| **Resources:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 13. Textbook information is provided and has been approved. | **☐** | **☐** | **☐** | Click here to enter text. |
| 14. Other resource information is provided and has been approved. | **☐** | **☐** | **☐** | Click here to enter text. |
| **Student Notes:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 15. Any important information for students is provided under student notes. | **☐** | **☐** | **☐** | Click here to enter text. |
| 16. Summary of assignments is provided with lengthy instructions or being placed in Appendix A. | **☐** | **☐** | **☐** | Click here to enter text. |
| **Student Unit Breakdown:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 17. Unit 1-8 assignments are appropriate to the degree level. | **☐** | **☐** | **☐** | Click here to enter text. |
| 18. Unit 1-8 assignments include reading, writing, and a Weekly Quiz? |  |  |  |  |
| 19. Do individual assignments build on the course competencies? | **☐** | **☐** | **☐** | Click here to enter text. |
| 20. Are all individual assignments turned in for a grade? | **☐** | **☐** | **☐** | Click here to enter text. |
| 21. If graduate course, is there research required by each individual student that reflects master’s level independent research? | **☐** | **☐** | **☐** | Click here to enter text. |
| 22. Is individual writing assignment included as part of final grade? | **☐** | **☐** | **☐** | Click here to enter text. |
| 23. If graduate course, does course include at least 14,000 written words? If undergrad at least 7,500 written words? (Discussion, essays, papers, etc.)  | **☐** | **☐** | **☐** | Click here to enter text. |
| 24. Is individual participation through discussion included as part of final grade? | **☐** | **☐** | **☐** | Click here to enter text. |
| 25. Is individual lecture viewing included as part of final grade? | **☐** | **☐** | **☐** | Click here to enter text. |
| **Appendix A (Student Notes):** | **☐** | **☐** | **☐** | Click here to enter text. |
| 26. All substantive assignments have appropriate rubrics included for students to understand how they will be graded. | **☐** | **☐** | **☐** | Click here to enter text. |
| 27. Detailed instructions are included for any major projects/assignments. | **☐** | **☐** | **☐** | Click here to enter text. |
| 28. At least five substantive discussion questions are provided each week (or two appropriate alternate assignments). | **☐** | **☐** | **☐** | Click here to enter text. |
| 29. Is turnitin.com required for this course? | **☐** | **☐** | **☐** | Click here to enter text. |
| **Appendix B (Unit Quiz Questions):** | **☐** | **☐** | **☐** | Click here to enter text. |
| 30. Do all class quizzes, and exams contain scholarly research? | **☐** | **☐** | **☐** | Click here to enter text. |
| 31.  Are quizzes and pre-posttest electronically attached and sent to DEPARTMENT OF ONLINE LEARNING? | **☐** | **☐** | **☐** | Click here to enter text. |
| 32. Are at least 10 quiz questions provided for each Unit? | **☐** | **☐** | **☐** | Click here to enter text. |
| **Appendix C (Independent Study):** | **☐** | **☐** | **☐** | Click here to enter text. |
| 33. Are assignments appropriate to the course and of significant nature to substitute for class time? | **☐** | **☐** | **☐** | Click here to enter text. |
| 34. Do the instructions adequately prepare the student for the assignment? | **☐** | **☐** | **☐** | Click here to enter text. |
| **Appendix D:** | **☐** | **☐** | **☐** | Click here to enter text. |
| 35. Units and subtopics have been appropriately converted to 8-module format. | **☐** | **☐** | **☐** | Click here to enter text. |
| 36. Assignments have been appropriately distributed as well. | **☐** | **☐** | **☐** | Click here to enter text. |
| **Other:**  | **☐** | **☐** | **☐** | Click here to enter text. |
| 38. Please provide any additional comments about the course in the space below. | **☐** | **☐** | **☐** | Click here to enter text. |
|  |  |  |  |  |

**Comments \_**Click here to enter text.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**