Course Development Guide

This handbook introduces Living University faculty members to teaching students at a distance through the Internet and the principles of instructional systems design (ISD)

A Resource Manual for Faculty

January 1 2014
Contents

Chapter 1 Introduction ................................................................................................................................. 7
  The New Reality ......................................................................................................................................... 9
  New Technologies and Their Convergence ............................................................................................. 10
  Changing Demographics .......................................................................................................................... 11
  Program Popularity ................................................................................................................................. 13
Chapter 2 Historical Overview .................................................................................................................... 14
Chapter 3 Demand Theory .......................................................................................................................... 19
  Demand for Access .................................................................................................................................. 19
  Demand for Change .................................................................................................................................. 20
  Need, Motivation and Demand ............................................................................................................... 21
  Fiscal Realities ......................................................................................................................................... 23
Chapter 4 Developing Online Courses ........................................................................................................ 25
  Team-Based Course Development .......................................................................................................... 26
  Instructor Based Course Development ................................................................................................... 27
  Editorial and ISD Course Review ............................................................................................................. 29
  Peer Review of Courses ........................................................................................................................... 29
Chapter 5 Building Online Courses ............................................................................................................. 31
  Teaching Styles and Media Selection ...................................................................................................... 31
  A Model for Course Development ........................................................................................................... 33
  The Analysis Process ................................................................................................................................ 35
Chapter 6 Instructional Tasks ...................................................................................................................... 39
  Task 1 Assessment of the Learning Situation .......................................................................................... 39
  Task 2 Developing Instructional Objectives ............................................................................................ 40
  Task 3 Writing Performance Objectives .................................................................................................. 45
  Task 4 Plan, Develop, and Validate Instruction ....................................................................................... 47
Living University

Task 5 Conduct Instruction ...................................................................................................................... 48
Task 6 Evaluate Instruction ..................................................................................................................... 48

Chapter 7 Learning Objectives .................................................................................................................... 49
Performance ............................................................................................................................................ 49
Conditions ............................................................................................................................................... 49
Criteria for Success .................................................................................................................................. 49
Examples of Learning Objectives ............................................................................................................. 50
Active Verbs ............................................................................................................................................. 50
General Education Learning Objectives .................................................................................................. 50
Certificate, Diploma and Degree Program Learning Objectives .............................................................. 52

Chapter 8 Examinations .............................................................................................................................. 54
Test Planning ........................................................................................................................................... 54
Testing Requirements ............................................................................................................................. 55
Evaluating Test Questions ....................................................................................................................... 55
  Reliability ........................................................................................................................................ 55
  Objectivity ........................................................................................................................................ 55
  Comprehensiveness ........................................................................................................................... 56
  Usability ........................................................................................................................................... 56
Writing Multiple-Choice Questions ......................................................................................................... 56
Exam Structure ........................................................................................................................................ 56
Test and Exam Administration ................................................................................................................ 57

Chapter 9 Course Outline ............................................................................................................................ 59

Chapter 10 Textbook Selection ................................................................................................................... 60
Survey What Is Available ......................................................................................................................... 60
Check the Reading Level .......................................................................................................................... 60
Evaluate Visual Material .......................................................................................................................... 60
Look for Self-tests...................................................................................................................................... 61
Consider Accompanying Materials ......................................................................................................... 61
Multiple Texts .......................................................................................................................................... 61
Workbooks .............................................................................................................................................. 61
Supplementary Materials ........................................................................................................................ 61

Chapter 11 Creation of Written Text .......................................................................................................... 63
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>After Lesson One</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Streamlining</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Copyediting</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Chapter 12 When On-Camera</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Movement and Facial Expression</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Lecture Delivery</td>
<td></td>
<td>67</td>
</tr>
<tr>
<td>Clothing and Jewelry</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>Chapter 13 Homework Assignments</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Chapter 14 Text Readability</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>The Flesch Reading Ease Score</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Gunning’s Fog Index</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>Chapter 15 Motivation of Students</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Rapport</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Illustrations</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Pull Quotes</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Review Questions</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>Video and Audio Materials</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>Personalizing</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>Chapter 16 Design Principles</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Typeface</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Alignment</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Headings and Subheadings</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Spacing and Indents</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Sidebars</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Bullets and Numbers</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Tables</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Chapter 17 Course Syllabus</td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>Appendix A Sample Course Syllabi</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>
Chapter 1 Introduction

The first correspondence study courses in the nation appeared in the second half of the 19th century. During the 20th century, in the United States, correspondence study became the primary delivery system for education over a distance. Today some state universities continue to offer correspondence study through their extension programs.

The post-World War II era saw the advent of television and other new technologies bringing about fundamental change in the delivery of instruction at a distance. These instructional delivery systems bring instruction away from the campus via a family of instructional delivery schemes called distance education or distance learning.

While public television and the VCR enabled colleges and universities to bring full motion telecourses into our homes and businesses the true change occurred with the invention and distribution of the low cost personal computer and the Internet. In the media age, distance learning shows all the signs of becoming the primary instructional delivery system of the 21st Century.

Distance education is interactive formal instruction wherein a majority of the teaching function occurs while educator and learner are at a distance from one another with technology used to deliver instruction by means of electronic (audio, video, and data) and print media. As defined by the United States Distance Learning Association it is the acquisition of knowledge and skills through mediated information and instruction encompassing all technologies and other forms of learning at a distance.

Verduin and Clark (Verdin, 1991) offer four defining elements of distance education, based upon definitions developed by Keegan (Keegan, "On Defining Distance Education." Distance Education 1.1: 13-36., 1980) (Keegan, The Foundations of Distance Education, 1986), as follows:

1. The separation of teacher and learner during at least a majority of the instructional process.
2. The influence of an educational organization, including the provision of student evaluation.
3. The use of educational media to unite teacher and learner and carry course content.
4. The provision of two-way communication between teacher, tutor, or educational agency and learner.
At Living University (LU) we employ a descriptive definition of distance education based upon Verduin and Clark's four elements. The figure below illustrates our descriptive definition compared with the four elements in a slightly rearranged order. A majority of the teaching occurs while educator and learner are at a distance from one another. Technology provides the means of delivery of instruction through electronic and print media. Whether a correspondence course, a telecourse, an online course or by means of an interactive classroom the learner and the distance educator is separated by distance for the majority of the instruction.

Distance education was at one time synonymous with the print only correspondence course. Today distance education involves a variety of media based upon videography and the personal computer. The video camera is commonplace in interactive classrooms and essential in online courses. Shooting on location provides a means of illustrating teaching with a wealth of stimulus materials.

Distance education, aided by the new technologies, facilitates life-long learning. Due to rapid advances in technology, the knowledge explosion, the necessity of retraining due to career changes in adult life and the heightened complexity of everyday life adult life-long learning is important now and will continue to be so in the future. Distance education provides the means by which an academic community can extend itself to the whole of society and well beyond geographical boundaries of a college or university. Distance education promises to have a dramatic impact in higher education worldwide.

Conservative enrollment estimates at America’s colleges and universities place adult student (25 or older) enrollment at about 38% (National Center for Educational Statistics 2007). Having jobs and families most study part-time. In fact, about 70 percent of all college and university students study part-time. Experts predict that this trend will
continue to rise. Part-time adult students seeking the flexible scheduling of courses delivered at convenient locations, make up the primary market for distance education.

The New Reality

Enabled by the new technologies online programs have appeared all across the United States. At the same time adults are returning to higher education at an ever-increasing rate and enrollments of traditional-age youth are on the decline. This has resulted in a whole new set of issues for colleges and universities. Appropriate means of delivery of instruction, quality control, teaching load, faculty compensation, and assessment issues lead the discussion.

In some institutions adult learners seeking degrees and credentials have been "main-streamed" into standard academic programs. At other institutions they have been placed in curricula and degree programs designed strictly for adults, e.g., Executive MBA programs, evening law school programs leading to the JD and the bar exam, and many master's and doctoral programs in education.

Endeavoring to provide instruction for adults some colleges and universities altered their fundamental “spirit of place” by becoming "commuter” campuses. Other institutions, particularly at the graduate studies level, eased away from part-time adult students and presently seek only full-time students. Moreover, institutions and faculty committed to research, as opposed to instruction, resist adult education. They do not necessarily resist distance education, however, as the new technologies enable international dialogue and communication in the most cutting-edge of disciplines. Research universities, like the University of Illinois at Urbana-Champaign, have instituted technology-based instruction and provide cutting-edge leadership in the field.

Adults, who often admit their need for more education, have been a primary force behind the development of community colleges. The community college has seen adult education as part of their raison d'etre. In the 1960's many people favored the development of community colleges for meeting the educational needs of young and workforce development for older adults in their districts. Few today would argue that adults do not need more formal education, but the cost of providing such services has resulted in increasing tuition and a taxpayer backlash against "professional students." These so-called professional students are individuals who have completed a degree but go back to college for additional courses for a variety of reasons. The critics argue that since the taxpayers have paid for their education once why should the taxpayers pay for more? This trend is complicated by the decline in both the numbers of traditional age college students and state funding.

Nationally, schools of education and businesses maintain a commitment to adult students and tend to serve part-time adult audiences. The University of Phoenix
Living University (Phoenix, Arizona), National University (San Diego, California) and Capella University illustrate institutions successfully focusing their programming on part-time adult students. The area of correspondence study, largely through university extension programs, has been the traditional means of delivering instructional services at a distance in many fields and through many institutions, e.g., the University of Illinois at Urbana-Champaign and the University of Texas at Austin.

New Technologies and Their Convergence

The technologies of distance education are electronic media (audio, video, and data) and print media. At Living University our courses are instructor developed and utilize audio, video and data (print media and graphics). The University has committed to taping new lectures in high-definition (HD) video so they can play on high resolution television sets as well as computers.

Technologies can be either interactive or non-interactive. A non-interactive technology, supporting only non-interactive instruction, does not permit instantaneous student class participation or real-time feedback, e.g. print correspondence study, broadcast television, videocassettes, commercial cable television, and optical media (such as laser or video disks). While non-interactive technologies, fostering non-interactive instruction, have been around for a long time, it was the development of the new interactive-enabling technologies that sparked the rapid development of today’s emerging distance education programs. The personal computer, optical fiber cables, and the development of high definition television equipment now provide the environment for the rapid expansion of distance education.

The defining factor in interactive instruction is the interaction in real time between two or more students and their instructor not with the subject matter under study or with software. Interactive video and multimedia, as non-interactive technologies, support non-interactive instruction even though they work to engage students with subject matter in a highly interactive, and often intense, manner. Our traditional notion of good instruction assumes students and teachers reacting in real time, and Americans highly value such transactions, the non-interactive technology of multimedia presumably will

Non-interactive Technologies
- Correspondence (print only)
- Broadcast Television
- Videocassettes
- Commercial Cable TV
- Optical Media

Interactive Technologies
- Point-to-Point Microwave
- Instructional Television Fixed Service
- Cable TV (live with two-way audio)
- Satellite: Full Motion and Compressed
- Video via Land Lines
- Computer Networks
- Audio Teleconferencing
- World Wide Web
become recognized as a preferable instructional delivery strategy for bringing about cost effective deep learning. The primary value of interactive technologies is in the delivery of information, and the facilitating of communications in real time or at least quickly and efficiently.

Digital convergence not only diminishes the distinctions between education, entertainment, and information but between desktop computers and television sets as well. In the near future America's families will view television and balance their bank accounts on a single piece of standard home equipment providing both television and home computing. The convergence of video, sound, and computers permitted the development of interactive television (ITV), interactive video, and multimedia, and created an infrastructure for cyberspace delivery of instruction. As television and computers merge into single systems, and colleges and universities employ this technology in course delivery, the virtual university will be a reality. Digital convergence, and the development of DVD-ROM optical disks with up to 8.5 gigabytes capacity on a single side, enables multimedia course delivery independent of time and distance. These advances provide new ways for adults to realize lifelong learning.

Changing Demographics

The only growing group of college students in America today is adult learners. This group has become the majority at two-year and four-year institutions nationwide. The shift in the demographics of the college and university student population is decidedly toward the adult learner. More students 25 years of age and over are on campuses than under age 25. In 1991, almost 60 percent of all college students were 22 years old or older. Between 1970 and 1991, the annual enrollment of students age 40 and older in all sectors of postsecondary education--with undergraduate programs having the largest enrollments--more than doubled.

Approximately 49 percent of all students age 40 and older attend two-year public institutions. The vast majority of these students attend on a part-time basis. Forty percent of nontraditional students "stop out" at least once during their collegiate careers compared with 19 percent of traditional-age students. Students age 24 and over represent more than 50 percent of the nation's total collegiate enrollment. Four-year private institutions enroll about 20% of these adult students.

"Ignoring the adult student phenomenon seemed like such a great idea. I wonder what happened."
In the context of the university, an adult learner is an individual twenty-five years old or over enrolled in formal college or university course work. Typically adult students are married, female, part-time, employed full-time, paying for their own education, and between age twenty-five and forty-four. To effectively serve these students, a university must be willing to provide relevant programming and services for adult students, have the capacity to provide these services, and have to carefully consider the demand for these services. Competition between institutions for the adult student has become far more vigorous.

Across the nation a shift toward the recruitment of adult students is in process. Senior colleges and universities are moving into this market largely through implementation of online programming. Faced with declining numbers of traditional college-age students, these institutions recognize that, while working with adult learners has its unique set of challenges, it may well be worth the effort.

The distance education phenomenon is stimulating the development of interactive instruction and the deployment of interactive classrooms and expansion of instructional delivery beyond the traditional service areas of many institutions. The cost of providing distance education programs has fallen permitting pricing far less expensively for the consumer than on-campus courses. Some institutions price their distance education courses significantly less than the same course when offered on-campus. Yet there are some serious obstacles faced by institutions attempting to develop the adult student market.

Carol Aslanian\(^1\) (Aslanian n.d.: 48) suggests these obstacles include:

- Locating potential adult students within the community--at work, in community organizations, or at home.
- Segmenting the adult population so that a college's recruitment messages appeal to those "most likely to show up".

\(^1\)Carol B. Aslanian was director of the Office of Adult Learning Services at the College Board and now serves as Senior Vice President of Education Dynamics’ Market Research Services Division.
• Arranging offerings that are responsive to adult learners, such as courses applied to the work world, evening and weekend classes, classrooms in the community organizations or at employments sites.
• Maintaining faculty who understand adults' pragmatic objectives for learning and can deliver the appropriate skills and knowledge.

Some predict that roughly half of the nation's liberal arts colleges will go out of business in the next 20 years as they become less competitive and their traditional student market dries up. Many of these institutions, like their 19th century predecessors which failed to address the needs of the American public of their day, may become obsolete. The regional public college and university may be in trouble as well. When an adult student can choose a master's degree from George Washington University, Harvard University, or UCLA for less cost than a regional college or university, why would the student not choose the institution with the national reputation and distinguished faculty?

Emerging institutions such as the Western Governor's University, envisioned as a virtual university functioning as a central provider of courses and degree programs with centers located in traditional university settings where students can enroll in college courses and the University of Phoenix and Capella University introduce dramatically new interstate competitive factors into American higher education. While this discussion deals with adult students, one has to ponder how many traditional-age students will divert from the on-campus experience to learning at a distance. This appears to be the second wave of the distance education phenomenon bringing with it a fundamental shift in American higher education.

Program Popularity

Career education programs are by far the most popular for adult students. About 66 percent of adult students are enrolled in career education, 25 percent in leisure and enrichment programs, and 9 percent in adult basic education. Adults seeking career education endeavor to qualify for a new occupation, enter or re-enter the job market, increase their earnings potential, or qualify for more challenging positions in their profession. Adult learners often cite degree completion and preparation for job advancement as key reasons for their registration in college courses. Adult basic education refers to basic educational skills adults require to function in a changing, and increasingly technology-based society. Leisure and enrichment refers to courses adults take to enrich their lives and the lives of others. Such course work tends to reinforce their feelings of self-esteem and well-being.
Chapter 2 Historical Overview

For as long as most adults can remember, the pages of the National Geographic have carried the simple but effective advertisements of the Calvert School of Baltimore, Maryland. Founded in 1897, the Calvert School has provided education at a distance for elementary school children for nearly a century. Calvert School, which began offering elementary school correspondence study in 1906, is one of a handful of pioneers in American distance learning.

While distance education can trace its origins in antiquity, it began to flower in the nineteenth century. The early history of education at a distance is essentially the history of 19th and 20th century correspondence study. In 1840 a shorthand teacher named Isaac Pitman commenced teaching shorthand by correspondence. William Sewell, who argued for the extension of the university in England in an 1850 pamphlet, queried:

Though it may be impossible to bring the masses requiring education to the university, may it not be possible to carry the university to them? (Price, 1939).

In 1865 Charles and Gustav Langenscheidt formed a school in Berlin for the study of French and German by correspondence. The founding of the London University Extension Society in 1876 marked the organized beginning of university distance education in modern times.

Prior to the Civil War, American colleges and universities were in a period of terrible turmoil marked by their restless search for a pattern for higher education appropriate for a new nation and a new world. The period 1776-1860 witnessed the birth and death of many fledgling colleges and universities. The period 1776-1860 witnessed the birth and death of many fledgling colleges and universities. While many institutions thrived at first their failure to address the needs of the American public resulted in a decline in enrollment and then they perished.
One of the more successful movements of the period was the American National Lyceum (see Bode 1956). Founded by a young Yale graduate, Josiah Holbrook, the Lyceum began as a lecture system and public forum for the small towns of Massachusetts. Its purpose was to improve town and village schools according to a uniform platform. In 1831, a similar movement began on a national level for the improvement of the common schools and the general diffusion of knowledge. By 1839 some 3,000 lyceums existed throughout the country, their purpose being self-culture, instruction in "rational and useful information," and discussion of current issues. Union officers incarcerated in Richmond during the Civil War organized a "Libbey Lyceum," offering classes. In the post-Civil War period the Lyceum was supplanted by the Chautauqua movement.

Beginning with the Civil War America entered a creative period in higher education and its mission became clearer—the university conserves, increases, and diffuses knowledge. Marking this period (1860-1915) was the publication of Darwin's Origin of the Species (1859), the Morrill Act of 1862 creating the land grant colleges, emphasizing the liberal arts and vocations to produce the "democratic gentleman", and the rapid rise of common schools all over the nation. In this creative milieu distance education in the form of correspondence study took hold. The acknowledged mother and father of American correspondence study are Anna Eliot Ticknor and William Rainey Harper.

Ticknor founded the Society to Encourage Study at Home. The society was organized to stimulate formation of home-study groups, prepare reading guides, and carry on regular correspondence with its members. In 23 years the society registered some 7,000 students. After some 27 years of service it died out as a result of what appeared to be its inability to adjust its educational materials to student needs.

Several colleges and universities followed suit organizing their own extension programs but the enthusiasm that naturally resulted from this progress was short-lived. Between 1891 and 1906, several institutions abandoned their extension activities and the movement went into decline (see Hall-Quest 1926:14). The University of Chicago with president Harper, however, persisted. Its charter named five divisions of the University including University Extension.

William Rainey Harper, who received his Ph.D. when he was but 16 years old, became the first president of the University of Chicago. There he began a correspondence study program for residential summer school students as part of the Chautauqua movement. The Chautauqua Assembly was a broad system of popular adult education taking its name from its beginning on Lake Chautauqua, New York. Harper, who directed the Chautauqua summer school department, inaugurated the first Chautauqua correspondence study course in 1879. After becoming the first president of the University of Chicago in 1892, Harper organized correspondence study courses in the...
university’s extension division as well. He determined to institute extension instruction, which included correspondence work, to form an integral part of the new institution.

### Significant Events in the History of Distance Education

1840  Isaac Pitman begins teaching shorthand by correspondence in Bath, England.
1865  Toussaint and Langenscheidt founded a modern language correspondence school in Berlin.
1867  James Stuart delivered off-campus lectures which came to be widely regarded as the beginning of university extension courses in America.
1870  Thomas J. Foster published a series of articles in the *Shenandoah Herald* addressing mine safety leading to the establishment of the International Correspondence Schools of Scranton, Pennsylvania.
1873  Founding of the Society to Encourage Study at Home by Anna Eliot Ticknor, the "mother of American correspondence study".
1874  Illinois Wesleyan University began a program for degrees to be pursued *in absentia* for both graduate and undergraduate students.
1876  London University Extension Society established.
1878  John Vincent creates a home reading circle for adults.
1880  Correspondence study, known as "postal tuition" in England, commences at Skerry's College, a business school, in Edinburgh, Scotland.
1882  William Rainey Harper began a correspondence study program for residential summer school students through the Chautauqua Assembly.
1883  The Chautauqua College of Liberal Arts was granted full authority to issue diplomas and confer degrees through correspondence study.
1890  Incorporation of the division of correspondence instruction in the newly established University of Chicago by William Rainey Harper.
1906  Establishment of the University Extension Division at the University of Wisconsin.
1906  The Calvert School of Baltimore commenced elementary schooling by correspondence.
1914  Passage of the Smith–Lever Act providing infrastructure for the cooperative university extension movement.
1915  National University Extension Association held its first conference.
1926  Creation of the Home Study Council.

University extension might have perished from the educational scene altogether if it had not been for the quickening influence of Charles R. Van Hise at the University of Wisconsin. Both Harper and Van Hise saw the role of the university as including public service. The term "public service" as such was not to enter the vocabulary of higher education until much later. Nevertheless, this was what they inferred when they argued in the early 1900’s that utilizing the opportunity to carry knowledge from the
university to the people would be a practical advantage rather than a disadvantage to
the growth of the university (see University Extension by T. J. Shannon and C. A. Schoenfeld, 1965). Distance education has largely been part of university extension.

In 1870, Thomas J. Foster, published a series of articles in the Shenandoah Herald
addressing mine safety and its essential requirements. These articles concerning the
training of competent mine inspectors and superintendents led to the establishment of
the International Correspondence Schools of Scranton, Pennsylvania.

In 1883 the Chautauqua College of Liberal Arts was granted full authority to issue
diplomas and confer the usual college and university
degrees through correspondence study. Their philosophy
contained several desirable elements:

It was argued that...by requiring written recitations, the method
would have great disciplinary value, tend to form critical habits
of study and necessitate thoroughness; that it allows tests of the
students' acquirements as rigid as can be desired by the highest
standards of educational excellence, and that by this method
those who have much or little time for study might not be
delayed or hurried by others, as so frequently happens in the
ordinary classroom. (Bittner, 1933).

In 1906 the Calvert School of Baltimore, founded in 1897,
began its correspondence program bringing elementary
school level home study courses to American children
through home instruction.

The Home Study Council, a recognized accrediting
agency, came into being in 1926 as a non-profit
educational association. Its purpose was threefold—to
work with ethical private schools in developing high standards, in ensuring that potential
students were not victimized by misleading advertising, and assisting member schools
in developing correspondence courses that followed accepted educational practices.

In his inaugural address as President of the University of Wisconsin in 1903, Van Hise
proposed his now famous "Wisconsin Idea." In it he cited his view of public service by
the university. In 1907 he asked the Wisconsin State Legislature for a grant of $20,000
for general extension work "under which the University goes to the people." The
resulting University Extension Division was a new agency "by means of which all or any
knowledge, not only could, but would be transmitted to those who sought it or those who
ought to have it," as Van Hise described it. By 1914 some 30 universities had organized
full-blown general extension divisions, and 25 agricultural colleges were actively
engaged in extension work.
The first conference of the National University Extension Association occurred in 1915. "In the entire history of university extension," reported Creese, "no event had more critical importance than the establishment of the Extension Division of the University of Wisconsin 1906-07" (Creese, 1941)

In 1987, nearly a century since Van Hise tendered his proposal, Patrick Portway, Smith Holt of Oklahoma University, and Ralph Mills of California State University, formed the United States Distance Learning Association (USDLA) as a non-profit association, to promote the development and application of distance learning for education and training. The association serves K through 12 education, higher education, continuing education, corporate training, and military and government training. The United States Distance Learning Association and AT&T Tridom cosponsor IDLCON, the International Distance Learning Conference, which is the largest conference on teleconferencing and distance learning on the East Coast.

It remained until the advent of the new technologies for the full intent of the words Van Hise to become reality through distance education—"by means of which all or any knowledge not only could but would be transmitted to those who sought it or those who ought to have it".
Chapter 3 Demand Theory

Online learning has promise of bringing about a dramatic expansion in the capability of educational institutions to provide lifelong learning for life-style enhancement and employment skills. The development of effective programs calls for consideration of the public's demand for it.

Demand for Access

People often associate their economic health with the extent of their education. In American culture, higher education has provided a life-style for college and university graduates significantly more economic rewards than for their high school counterparts. College graduates, accounting for about 15% of America's population, represent the upper middle class in the United States. For most of the twentieth century higher education provided an avenue for success and the means for nation's youth to achieve unprecedented upward mobility in American society. Through higher education the descendants of freemen, slaves and immigrants could achieve upward mobility in American society and join the ranks of the managers.

Since World War II Americans demanded increasing access to college and university opportunities. The GI Bill following World War II was a classic success story contributing significantly to America's economic health and technological growth. Increased tax revenues returned far more than the investment made by a grateful nation in its veterans. This resulted in the rise of community colleges and expansion of public senior colleges and universities. The demand remains in place in spite of the shift in demographics.

Today's students, interested in quality of life issues, appear increasingly concerned about both career and life-style. Before World War II, according to some, Americans "worked" to live but following the war they "lived" to work. In fact, a common thread in many American homes are working spouses and children in day-care amidst rising stress. Many people would like to turn this around and once again foster a culture where people work to live and not vice versa. At the same time, they want institutions of higher learning to provide programming independent of time and distance so they can effectively combine work and education. Students also express concern about the cost effectiveness of the educational options available to them. Living on campus or diving long distances to classes is expensive.

Providing increased access requires some reform of the educational delivery system--often referred to as re-engineering or re-tooling. Surprisingly, while this revolution is
afoot some institutions are withdrawing from servicing part-time students in favor of full-time students and selective admissions. Perhaps the strongest institutions can afford to be arrogant and yet survive but many institutions will have to examine the demand for access to their programs and to determine how to cost effectively deliver quality instruction through innovation and application of the new technologies.

### What Students Want
- to have quality instruction by educators with an infectious enthusiasm for their field
- to complete their courses quickly
- to acquire the content of their courses
- to have access to their instructors in a timely fashion
- to be treated as adult peers rather than as adolescents
- to have their courses offered at the places and times most convenient to them
- to participate in interactive teaching
- to have faculty sensitive to the needs of adult learners
- to have educational objectives that are primarily job related

### What they Don’t Want
- to have to travel more than 50 miles to study
- to have to read the typical college catalog and information pieces designed for traditional-age students
- to have classes scheduled to please the university professor
- to have classes scheduled at the convenience of the institution
- to have longwinded pontificating professors

### Demand for Change

Successful distance learning programs for adult learners no longer simply seek to fill an identified need but rather they realistically deal with a consumer-directed market. They also address the issue of demand. This means institutions have to address the question of driven as well. Based upon the National Longitudinal Study of the High School Class of 1972 "we [Americans] recognize the value of education," concludes Clifford Adelman, "but once schooling ceases to be compulsory, we tend to go to school on our own terms" (Adelman, 1992).

What do adult students want in distance education programs?" Studies indicate that they are not looking for a collegiate setting, seeking social activities, or driving more than 50 miles to study. Institutions must be committed to changing the way they deliver instruction and provide services to adults if they plan to remain successful in the adult education marketplace.
Adult education is consumer or client driven, and the distance education market is consumer-oriented.

Attracting and retaining adult learners requires changes in curricula, in course offerings, in class schedules, in instructional delivery systems, in deployment of institutional resources, and in faculty and staff attitudes. Not all faculties are willing or even able to bring about such change. Institutional inertia resists these changes. As market conditions shift, some institutions will fail as their adult students move to other institutions upon becoming aware of a more competitive adult education marketplace.

In spite of its critics, higher education in the United States has been phenomenally successful and a chief factor in the nation becoming the world's leading advanced industrial democracy.

需, Motivation and Demand

According to demand theory need, motivation, and money are generally present in adult learners most likely to seek further education. When need, motivation, and money come together, adults can "demand" educational services. Motivation takes many forms. The figure below illustrates how money, motivation, and need relate to actual enrollment in collegiate programs by adult learners.

Arguing the value of applying demand theory to recruitment and marketing in higher education Carol Aslanian, director of the Office of Adult Learning Services, writes:

Surveys of adult learning that deal with "need" or "interest" have yielded results that grossly overestimate what adults actually will do. This is probably because needing or being interested in something does not automatically mean that adults will study someday. While many adults need more education, need alone rarely gets adults onto campus. If it did, colleges would be overflowing with adults who could benefit from more education.

(Aslanian, n.d.)

Aslanian points out that by failing to consider market demands, relying instead on projections based on past enrollment and needs assessment, institutions made strategic decisions based upon inadequate information. One inadequacy in many college and university strategic planning efforts is the formulation of a realistic marketing plan. Aslanian and her College Board associates strongly encourage institutions to undertake careful market planning culminating in well thought through marketing plans based on real world data. For a college or university to successfully serve adult learners
in an increasingly competitive market, they must make the education of adults an integral part of their mission focusing on an existing, identifiable, and substantial market. Adults expect to receive the same high level of quality and attention that institutions direct toward their more traditional students. Aslanian says:

In any successful institutional effort to reach new students, two conditions must exist. First, there must be a demand in the community for the programs the college plans to offer, a demand that the college is in a better position to satisfy than other colleges operating in the area. Second, the regular or adjunct faculty must be willing to teach adults. (Aslanian, n.d.)

The identification of popular programs is through determining "what is" not by asking "what if." The focus has to be on what adults are actually doing not upon what they say they will do if a college or university makes a program available. For example, a university considering offering an MBA to its constituency should seek to determine to what degree their potential students are, or recently have been, enrolled in MBA programs as an indicator of market conditions for its proposed program.

Application of demand theory to adult education deals with the reality of supply—how many courses are already available courtesy of the competition, where they are offered, and by what means they are delivered. For a new program to be successful, a substantial and sustainable demand must exist. Since most distance education programs are self-supporting they must attract and retain adult students over the long-term. Moreover, the institution must be in a better position to satisfy this demand than other colleges and universities operating in their market area. Simply finding a need and fulfilling it is not enough.

Demand theory can be used to explain and predict which adult populations are more likely to enroll in collegiate programs. Application of demand theory can generate data institutions can use to design, schedule, locate, and price courses for adult learners. Assessment of demand, that is, how many adults have interest in postsecondary courses, proceeds by researching both adult learners and organizations. The target adult-learner sample consists of those adults who have currently enrolled in the learning marketplace to identify market patterns. The organizations polled are those with education or training interests to discern what kind of instructional programming they want for their clients, employees, or members.

Motivation to enroll is most likely to occur when adults experience a major life transition—a divorce, a career change, the death of a loved-one, a move to a new location, or other material change in circumstances. The triggering phenomenon is material change. During this period of change institutional marketing can have its greatest impact on potential adult students. A material change itself is the triggering event not the nature of the change. How the institution responds to these students then becomes an important
factor since most adult students entering for the first time, or returning to, higher education are quite apprehensive.

Fiscal Realities

There never seems to be enough money to support education at the height of the times. There are far more financially strapped institutions, public and private, than fiscally sound institutions at the cutting edge of technology and learning. The traditional financial "black hole" of the library, and every regionally accredited college and university has to have a good one, now has a competitor known as high technology.

The fiscal reality confronting state legislators includes the public's call for tax relief, welfare reform, and workforce development while states face the impact of the shift in federal welfare policy creating another competitor for limited resources. Traditionally public education is the single largest item in a state budget and a ready target for lawmakers seeking cost reductions in the name of accountability and efficiency. As the primary funding of the public schools shifts from local property taxes to the state general fund they must vigorously compete for tax dollar with institutions of higher learning, libraries, museums, prisons, and other agencies.

Historically the primary source of public school funding was the property tax. This has been challenged in the courts as unconstitutional on the theory of discrimination as applied to poor and rich school districts and the impact such circumstances have on children. The courts have slowly adopted this argument resulting in the state becoming responsible for equalization through reformed educational finance. A common pattern, which appears in reality to postpone the inevitable, is for a state to institute a lottery that is supposed to help fund public schools.

In nearly every state the trend to shift the burden of financing public education from the local school district property tax to the state general fund has resulted in state funding becoming scarcer, in calls for reduction in school programming, and increased efficiency. Public colleges and universities face tough opponents in their annual struggle for state resources. Usually the public higher education community undertakes studies to find cost savings and engages in an intense lobbying effort. In that effort state universities predominate and legislatures consistently under fund community colleges.

While public higher education struggles with maintaining its traditional source of income fiscal realities necessitate budgetary reduction at nearly all levels of the typical institution. This has resulted in student and faculty stress, higher tuition, increased effort on grant writing and invasion into the philanthropic domain traditionally reserved for funding private colleges and universities, intense marketing for traditional students, and reduction of operating costs. Some institutions temporarily postpone or defer maintenance of plant and equipment. Other institutions have found ways of creating
new fees to agitate their student bodies. With shrinking traditional applicant pools, increased competition for students, and facing the cost of new technology to maintain attractive and exemplary programs institutions, cannot avoid examining the adult education marketplace and distance education.

Moreover, as elementary and secondary schools incorporate the new technologies into their programs their computer literate, college-bound graduates seek higher education in more sophisticated technology environments. At the same time colleges and universities, expecting adult students to drive to their campuses, to find parking spaces, and to walk incredible distances to classes, not only find their competition providing services at remote interactive classroom sites close to the homes and offices of their students but through the internet right into their homes.

While the new and emerging technologies offer great promise they have become another budgetary "black hole" for struggling institutions. Survival of some institutions may depend upon their willingness and ability to acquire state-of-the-art technology for instruction and cost-effectively deploy it in the delivery of instructional services in a distance learning format. What is afoot is a fundamental re-engineering of the American college and university.
Chapter 4 Developing Online Courses

Populi is our course delivery system at Living University. It was designed to support online courses. Developing courses for Internet delivery is both a science and an Art. Different subjects can pose different challenges and complexity. It is not possible to create learning content for all subjects in the same format. Populi addresses this problem by providing a storyboard approach to course development. Once you have your course laid out properly, you can then 'flesh-in' the details easily.

<table>
<thead>
<tr>
<th>Phases in the Course Development Process</th>
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<tbody>
<tr>
<td>1 Courseware Specification</td>
</tr>
<tr>
<td>- Definition of target audience</td>
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<tr>
<td>- Definition of aims and learning objectives</td>
</tr>
<tr>
<td>- Definition of subject matter</td>
</tr>
<tr>
<td>- Specification of pedagogical methods</td>
</tr>
<tr>
<td>- Specification of assessment methods</td>
</tr>
<tr>
<td>2 Instructional Design</td>
</tr>
<tr>
<td>- Allocation of the content to courseware parts</td>
</tr>
<tr>
<td>- Allocation of learning activities to courseware parts</td>
</tr>
<tr>
<td>- For each courseware component design of structure, access, layout, navigation, etc.</td>
</tr>
<tr>
<td>3 Multimedia Design</td>
</tr>
<tr>
<td>- Design of text</td>
</tr>
<tr>
<td>- Design of graphics</td>
</tr>
<tr>
<td>- Design of sound</td>
</tr>
<tr>
<td>- Design of animation on</td>
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<tr>
<td>- Design of video</td>
</tr>
<tr>
<td>4 Multimedia Development</td>
</tr>
<tr>
<td>- Preparation of texts</td>
</tr>
<tr>
<td>- Preparation of graphics</td>
</tr>
<tr>
<td>- Preparation of sound</td>
</tr>
<tr>
<td>- Preparation of an animation</td>
</tr>
<tr>
<td>5 Courseware Integration</td>
</tr>
<tr>
<td>- Integration of the various elements into a whole</td>
</tr>
<tr>
<td>6 Testing/Evaluation/Review</td>
</tr>
<tr>
<td>- Pilot with real learners, tutors</td>
</tr>
<tr>
<td>7 Maintenance/Enhancements</td>
</tr>
<tr>
<td>- Maintenance for correction</td>
</tr>
<tr>
<td>- Maintenance for perfection</td>
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<tr>
<td>- Maintenance for adaptation</td>
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</tbody>
</table>

In this section we will discuss course development processes, approaches and guidelines to assist you in developing effective courseware for on-line learning. First, examine seven typical phases in professional courseware development. These seven
phases are applicable even when only one individual designs a course. Each phase contains a number of activities.

The process in which courseware is created determines the cost and effectiveness of the end results, whether it is authored by one individual or a team of courseware developers. The author can be a trainer, instructor, professor or any person with specialized skills. The specifications for the courseware can be created by the author or provided by others.

A team-based approach to courseware development requires a division of labor. The creation of the end product requires multiple human resources. Project management involves categorizing and assigning tasks to appropriate individuals in the teams. The development is tracked throughout to ensure that the components are complete before being sent to the next team member or staff, pretty much like a manufacturing assembly process.

Regardless of whether one single individual is creating the courseware or a team is working on the courseware, all courseware must include procedures, checklists and reviews including an editorial review in order to ensure quality.

**Team-Based Course Development**

A project team-approach provides an effective way of producing items on a large scale. Some of the successes from experiences in nonacademic environments can easily be applied to the team-approach if we are able to incorporate processes, procedures and best practices from the manufacturing world into the creation of courseware. We must recognize that a highly educated and highly skilled workforce would be required to create courseware and that not every instructor could be a programmer and not every programmer could be an instructor.

Therefore, when used in a ‘team-approach’ course development environment, the Populi ‘tool set’ reinforces the division between instruction and programming. For example, with the heavy use of Video and Audio, Video recording and assembly and editing are another division of labor. The team-approach and standard process is a good way to producing "cookie-cutter" courseware. For rapidly producing high quality small to medium size courseware, an individual courseware developer can be much more effective.

When using Populi in a team-approach, the resource team required for comprehensive course development includes but is not limited to the following roles:

- **Client (CL)** – The entity for which this course is being developed
- **Project Manager (PM)**
With Populi, you **DO NOT** need to add the following roles to your team since the software attends to both of these tasks:

- GUI Developer (GD/U) – (Not required with Populi)
- System/Network Analyst (SA) - (Not required with Populi Desktop)

**Instructor Based Course Development**

Individual-Author built courseware, however, provides a lower cost and higher quality web-based learning and training solution than commercial courseware. While it takes a whole development team to create commercial courseware, individual author built courseware can be built by a single subject matter expert (SME) or by a single content specialist. In most cases this person is a trainer, instructor, professor or any worker with specialized skills.

With a team-approach, a subject matter expert (SME) reviews the content that is scripted by instructional designers and then input by layout and coding specialists. While this is efficient in a courseware development environment, it is not effective for rapid development and deployment.

Individual-Author based course development on the other hand requires less resources, infrastructure and time to build. Courseware can be produced at a lower development cost than the commercial courseware. Individual-Author based courseware has a more efficient time to market response. This means that Individual-Author based courseware has the potential to generate revenue faster than other methods. From a sales perspective, this time to market advantage may result in a higher sales volume than is achievable with manufactured commercial courseware.

Populi is designed both for Individual-Author based courseware development as well as team-approach based courseware. Since it utilizes the “what you see is what you get” (WYSIWYG) interface that is hard-coded into the courseware-development engine, it ensures the quality of the graphical user interface (GUI) by providing consistent:
• Placement and functionality of navigational buttons
• Placement of Images, Logos, titles and content information
• Background graphics, colors, font types and sizes
• Content use and re-use tagging
• Appearance and functionality of questions and exams

The table below compares the creation and deployment of manufactured and author built courseware.

<table>
<thead>
<tr>
<th>Courseware Creation</th>
<th>Manufactured Commercial Courseware</th>
<th>Author Built Courseware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of people required to create a single courseware unit</td>
<td>Team creates course</td>
<td>One person creates course</td>
</tr>
<tr>
<td>Type of interface is used to author the courseware</td>
<td>Uses template or forms</td>
<td>Uses WYSIWYG interface</td>
</tr>
<tr>
<td>How the navigation and courseware structure are provided</td>
<td>What resources are required to assemble and deploy the courseware</td>
<td>Multiple tools, people, and processes</td>
</tr>
<tr>
<td>Built in navigation and courseware structure</td>
<td>Programmers code the navigation and create the structure</td>
<td>One person and courseware engine</td>
</tr>
</tbody>
</table>

Populi enables on-line educators to get back to the basics by focusing on content instead of technology and infrastructure. It enables faculty to create and publish their learning and training materials without the need for spending time on interface and navigation. With Populi subject matter experts (SME's) can create their own complete courseware.
Editorial and ISD Course Review

Regardless of whether it is ‘team’ manufactured or ‘author’ built, all courseware must go through editorial and instructional design reviews in order to ensure quality. These reviews are a formal, planned and documented procedure that takes place prior to release of the courseware online. Simply stated this type of review ensures that the courseware follows sound Instructional Design principals and meets the specifications of the project's plan.

The reviews are conducted by qualified professionals other than the courseware author. The reviews include but are not limited to the following items:

- Graphical User Interface (GUI) and functionality
- Writing style
- Effectiveness in instruction
- Completeness of instruction
- Sequencing of instruction
- Consistency

If corrective action is required to fix errors, regression testing will be required to verify that the errors are fixed. The process of creating the courseware must include procedures, checklists and reviews that ensure quality. If a problem is not corrected early in the courseware creation process, there is a chance that it may not be picked up during the review. Since this is the case, these reviews should be viewed as an audit rather than as a means for providing a complete test of the courseware.

Since web-based instruction is mostly asynchronous in nature, courseware reviews are extremely essential and highly recommended. Furthermore, since asynchronous instructional material is archived for on-demand access, this is an opportunity to review it prior to being released to ensure that the quality is acceptable. If recordings of Live Web-Cast trainings are used in your courseware, it is also a best practice to let a peer review the recordings in order to receive feedback as to the level of quality and to provide recommended areas of improvement. With this feedback documented, further improvements should be implemented in subsequent broadcasts.

Peer Review of Courses

A peer review is an important quality activity that should be performed during courseware development. The quality of courseware can be improved if the
development schedule includes a planned peer review at or near major milestones. It is a best practice to have a peer review and edit the courseware prior to having editorial and student focus group review.

\[
\begin{align*}
\text{Plan} & \quad \rightarrow \quad \text{Build} & \quad \rightarrow \quad \text{Peer Review}
\end{align*}
\]

In order to get useful feedback, you are best to scope what you would like the person to review. For example, you may be aware of a specific problem area. Make sure that the reviewer is aware of all known issues. Provide direction on what you do want the person to review. If you do not want the reviewer to comment on graphics, spelling or any other items, specify this on the peer review document.

The peer reviewer fills in his or her name, course title, date of review and acknowledges the scope of the review by placing a check mark beside the items that are and are not to be reviewed. If you do not agree with a comment from the reviewer, specify the reason in the Author Notes column and put no change (NC) in the status column. Indicate that an item has been edited by placing done in the Status column.
Chapter 5 Building Online Courses

The purpose of these guidelines is to emphasize the key elements of creating effective on-line courses for Living University students. These guidelines are based on principles of distance learning established by the Distance Education and Training Council (DETC).

The process described below takes you step-by-step through the development of an online course. It begins with establishing learning objectives and describes how these become the foundation for assembling your course, from creating exams, through selection of textbooks and supplementary materials, the writing of lessons, testing for readability, and finally the page design of the lessons.

From beginning to end, the focus is on the kind of students you will have and how to optimize their opportunities for success in your course.

Teaching Styles and Media Selection

Representing over 50 percent of the nation’s total collegiate enrollment, the typical adult student is married, female, part-time, employed full-time, paying for her own education, and between age twenty-five and forty-four. They share a number of common expectations.

Adults whether men or women are known to want to complete their courses quickly and to have a desire to take responsibility for their own learning. Their career goals bear significantly on what degree programs and courses they select. Adults want the content of their courses to deal with relevant contemporary issues and in problem solving situations. They less often seek theory. They speak of whether or not a course is practical referencing its relevance to their work and lives in the real world. Since adults have experienced adult life, they are less responsive to a teacher-centered approach to learning.

Most adults, seeking a learner-centered approach, react more favorably to programs which facilitate their learning through encouraging them to answer their own questions through study and research. This requires faculty to be sensitive to the needs of adult learners who characteristically relate their course work, particularly at the upper division and graduate levels, to educational objectives that are primarily job or life related.

Integrating the new technologies into teaching requires instructors to engage in considerable preplanning, analysis of instructional requirements, and rethinking their role. This heightens the need for their instructors to address the learning requirements of their adult learners, to design courses which adult learners may complete quickly,
and to provide adult learners with an interactive teaching environment. Course planning should take into consideration the media that would facilitate course delivery that maximizes learning for the target student group.

The “director or learning” and “facilitator of learning” teaching styles are two distinct methods of providing instruction. Often instructors adopt a teaching style drawing on elements of both methodologies.

<table>
<thead>
<tr>
<th>Contrasting Teaching Styles</th>
<th>As a Director of Learning—The Instructivist Approach</th>
<th>As a Facilitator of Learning—The Constructivist Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Design</td>
<td>Determined by the instructor as a subject matter specialist, textbooks, and consensus-derived course guides.</td>
<td>The result of formal instructional design focusing on the corroborated needs of the learner.</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Established by the curriculum, textbooks, and existing instructional materials.</td>
<td>Based upon a needs assessment as part of an analysis of instructional requirements.</td>
</tr>
<tr>
<td>Teaching Style</td>
<td>Lecture-based.</td>
<td>Mini-lectures, team teaching, panel discussions, guest speakers.</td>
</tr>
<tr>
<td>Responsibility for Learning</td>
<td>Responsibility lies with instructor to teach the content.</td>
<td>Learners take the responsibility for their own learning.</td>
</tr>
<tr>
<td>Issues and Problem Solving</td>
<td>Places issues and problems in focus.</td>
<td>Engages learners in issues and in problem solving situations.</td>
</tr>
<tr>
<td>Answers to Questions</td>
<td>Asks questions requiring specific answers based upon prior knowledge.</td>
<td>Directs processes designed to facilitate learning by encouraging learners to answer their own questions.</td>
</tr>
<tr>
<td>Learner Relationships</td>
<td>Promotes competition between learners, minimizes sharing, and downgrades cooperative learning.</td>
<td>Facilitates cooperation and sharing.</td>
</tr>
</tbody>
</table>

Application of the new technologies to instructional delivery fosters a move away from the role of an instructor as a director of learning to that of a facilitator of learning. This is particularly evident in online courses designed for adults using the new technologies.
Higher education has become more competitive as the market becomes increasingly consumer-driven. Since adult students have educational objectives that are primarily job-related, they have quite specific goals in mind when seeking more course work. Maintaining adult motivation requires their active and meaningful participation in a course. Most adult students seek courses where instructors are facilitators of learning.

The LU Six-Step Instructional Design Model

A Model for Course Development

In designing an online an instructor encounters a radically different teaching environment than the traditional classroom. Teaching online requires more emphasis upon facilitating student learning. Straight lecture on a computer monitor or television screen gets dull fairly quickly as talking heads create fatigue and fosters inattention. Maintaining student attention, stimulating learning and properly pacing instruction is essential. This takes planning and the re-engineering of traditional courses to be taught as online courses.

Typically an instructor, no matter how well experienced in the classroom, confronts a series of questions.

- What do I intend to teach?
What learning experiences do I plan to provide?
What teaching strategies am I planning to use?
What performance objectives am I planning for assessment?
How do I determine whether or not these performance objectives have been met?

At Living University we use a six-step Instructional Process Model, conveniently divided into two distinct processes of three steps, to not only assist instructors in answering these and similar questions but also to provide a systematic approach to online course development. The model, which is a holistic one, provides a useful means of developing and implementing distance learning courses. The model can be adapted, which requires the rethinking of existing educational objectives and instructional strategies, for designing a variety of instructional experiences. The derivation of the model was from established instructional design models. Designed for the online context, the model emphasizes learner-control and instruction for mastery. It permits instructors to optimize instructional productivity, efficiency, and cost effectiveness, as well as to transform instruction.

The six steps include:

1. Analysis of instructional tasks and assessment of entering behaviors of students;
2. Determination and definition of instructional goals for the course;
3. Specification of performance objectives and writing test items;
4. Planning, development, and validation of instruction by selecting content, specifying learning units, and determining procedures;
5. Conducting instruction; and

Application of the model facilitates learning, reduces fatigue, and encourages the role of a teacher as a facilitator of learning. There is feedback and interaction between all stages so that adjustments are made throughout course design and implementation. This approach permits the initial and subsequent offerings of a course to be the basis of continued revision.

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There are a number of well-used instructional design models. The above model is a construct from several ISD models tailored for online development. For an excellent introduction an instructional design model see Smith, Patricia L. and Tillman J. Ragan, *Instructional Design*. New York, et al.: Macmillian Publishing Company, 1993.
The Analysis Process

The purpose of the analysis process is to determine the objectives of the course instruction and to write related performance objectives and test items. Refer to The Analysis Process in Diagrammatic Form to see the relationships between these three steps. This approach differs from that of traditional classroom instruction wherein instructors generate course objectives before the course begins and then develop tests during the delivery of instruction.

The Analysis Process in Diagrammatic Form

Even though the computer can help, the analysis process takes considerable effort to do it right. The first step is the analysis of the requirements of instruction through an assessment of the learning situation by exploring the learning environment, the learners, and the instructional tasks. The second step consists of the development of course instructional goals for the course. The third step requires the writing of performance objectives and development of test items based upon them.

During the analysis process the instructor seeks to define the learning environment in which the distance learners will learn, to discover information about the learners themselves, and to specify the attitudes, behaviors, and knowledge to be taught. Since the task is to develop an online course, an instructor has to determine course instructional goals and to convert each of them into lesson Learning Objectives.

Course level Instructional Objectives for a course in biblical archaeology and lesson Learning Objectives derived from the course level Instructional Objectives are as follows:

**Instructional Objectives for Introduction to Biblical Archaeology**

**Course Instructional Objectives**

Students finishing this course will have demonstrated their ability to:

1. To cite and describe the significance of the major Levantine archaeological sites with emphasis upon those located in Israel;
2. To define basic terminology in biblical archaeology;
3. To explain the major theories concerning the origin and development of humans, as physical and biological organisms, as these relate to issues in biblical archaeology;
4. To describe the geographical setting of the Levant;
5. To explain the concept of culture, the nature of archaeological data, and archaeological context through definition and examples from the material cultures that provide the setting for the biblical narrative;
6. To cite and explain the highlights of the major archaeological periods in the Levant 10,000 B.C.E.-C.E. 135;
7. To explain in general terms the field of biblical archaeology, its major means and ends, and the leading issues in biblical archaeological research;
8. To explain how archaeological research of biblical lands can illuminate parts of the biblical text in both the Hebrew Scriptures and the New Testament;
9. To document in a research paper, using the anthropology documentation style, a suitable application of archaeology in biblical research; and
10. To demonstrate knowledge of the mechanics of archaeological fieldwork as performed in a stratigraphic excavation (tells and other kinds of settlements) in the Levant by describing the steps and methodologies involved in field excavation.

**Lesson Learning Objectives**

Lesson 1 Origins—biological evolution, scientific creationism, and theistic evolution

A student completing all assignments in this lesson should be able to:
1. Distinguish between conclusions supported by scientific evidence and those based upon nonscientific ways of knowing.
2. Define biological evolution and distinguish between Darwinism and the synthetic theory of evolution.
3. Explain the differences between microevolution and macroevolution.
4. Identify and explain the genetic processes of inheritance known as mutation, gene flow, natural selection, and genetic drift.
5. Discuss the differences between science and religious faith and examine the controversial nature of middle-range creationism.
6. Describe the ends and evaluate the key concepts of scientific creationism.

Lesson 2 The Levant—its climate, geography, topology, geology, and archaeology

A student completing all assignments in this lesson should be able to:

1. Identify the major geographic features of Palestine and explain why the geographical location of Palestine largely determined its role in history.
2. Demonstrate knowledge of the various geographic regions on both sides of the Jordan River and the major rivers and seas of the Bible lands.
3. Describe and explain the specific characteristics of each geographic region of ancient Israel and associated settlement patterns and land utilization during the biblical period.
4. List the four prerequisites essential for an ancient settlement site.
5. Identify and describe the three major phases of archaeological research in the Levant.
6. Distinguish between archaeology as a part of history and as a part of anthropology and describe the resultant differences in research methodologies.
7. Discuss the impact of the secularization of biblical archaeology, and the growth of nationalism in Levantine states, upon the current state of biblical archaeology.

Lesson 3 Archaeological Methodology

A student completing all assignments in this lesson should be able to:

1. Compare and contrast processual and postprocessual research strategies.
2. Discuss the concept of culture and cultural processes.
3. Describe the nature of the archaeological record and describe the processes forming and changing the record.
4. Distinguish between matrix, provenience, and archaeological data.
5. Explain three-dimensional recording and its relation to the provenience of artifacts and features.
6. Describe the Wheeler–Kenyon and the Albright–Wright Methods and the prevailing approach as used in Levantine stratigraphic excavation.

Lesson 4 Dating in archaeological research—chronology and calendars

1. A student completing all assignments in this lesson should be able to:
2. Explain the three-age system as used in the Levant and indicate the names and dates of the major archaeological periods (Paleolithic through Iron Ages).
3. Explain how seriation in Levantine ceramic materials leads to relative dating of finds.
4. Compare and contrast the difference between lunar and solar calendars and explain how the Hebrew calendar works.
5. Describe the use of pottery indexes in the absolute dating of loci and explain the nature of the link between Egyptian and Levantine chronology during the biblical period.
6. Explain the nature of radiocarbon dating, its effective application in the absolute dating of artifacts, and the issues of calibration.

Lesson 5 Regional surveys, field excavation, and interpretation of data

1. A student completing all assignments in this lesson should be able to:
2. Describe the general nature and characteristics of tells.
3. Compare and contrast the methods used by biblical archaeologists to locate, excavate, analyze, and interpret ancient remains.
4. Cite and explain the importance of the three primary functions of an archaeological recording system.
Chapter 6 Instructional Tasks

Task 1 Assessment of the Learning Situation

In developing your course the first step is the analysis of the requirements of instruction. It involves an assessment of the learning situation through exploring the learning environment, the learners, and instructional needs. These three assessments are the first step in developing instructional goals for a course. When faculty members begin to write instructional goals without undertaking formal analysis they intuitively assume the instructional requirements of the course. This can lead to learner and instructor disappointment in a course.

The learning environment is the context in which the learning will take place. For example, the context of an on-campus course being videotaped for online use may consist of a standard classroom, equipped with a computer and appropriate display for use of Microsoft PowerPoint, a traditional student audience of 30 students, and class meetings scheduled for 75 minutes on Tuesdays and Thursdays. The faculty member may be responsible for operation of the video recording equipment and there may be only light editing by the editors. The faculty member may be responsible for notifying the editors if there is any specific material that the instructor wants deleted from a videotaping or material inserted. These illustrate only a few of the factors generally considered context.

Be sure to take time to develop a profile of the learners who will be enrolled in your course. By analyzing the background information for your learners you can structure your goals and expectations to address the issues important to them and tailor your instruction to focus on their needs.

The most important thing to remember about our on-line students is that they are different in significant ways from traditional college and university students. Most hold jobs and may have families and other responsibilities that limit their time and restrict their flexibility. The advantage of on-line for them is that they can fit it in around time and travel constraints and other commitments.

Since Living University students are generally older than traditional students, have a Church of God background, and already have some knowledge of the world, their needs and objectives are often more clearly defined. They have a frame of reference from their jobs and life experience they will draw on to make sense of what they’re learning. They will tend to be more pragmatic, and they’ll perceive value in learning that they can immediately put into practice.
It is best to know up front that the non-completion rate from online courses is much higher than in traditional classroom courses. Students sometimes feel intimidated by the workload. Some may have trouble keeping up with assignments. Other commitments or distractions may intrude. When working alone it’s easier to begin feeling isolated, frustrated or discouraged. But, as these guidelines point out, there is much you can do to motivate students by seizing opportunities wherever possible to make the course doable, enjoyable and immediately relevant. A personal touch, providing incentives, and remembering students’ expectations will greatly improve their chances for success.

It is not effective for you to spend time on content that your learners already know. For example, if you were teaching an introductory “legal environment of business” course in an MBA program and you found that over 90% of your learners consisted of business professionals who had already completed an undergraduate course in business law you would need to adjust your approach. If you did not adjust your approach many of your students are apt to complain that your teaching is too elementary, redundant, and not challenging.

Instructional needs, in the context of course development, consist of the knowledge, attitudes, and skills that learners do not possess but should attain through completion of the course. Identifying instructional needs comes from a needs assessment of the target learners. By comparing the knowledge, attitudes, and skills the learners are to have at the end of the course with the knowledge, attitudes, and skills they have at the beginning of the course, you can determine gaps in their learning.

For example, if entering MBA students do not have an adequate grasp of presentation software a graduate business faculty may require a unit of instruction in the use of Microsoft PowerPoint in an entry-level graduate course. The overall instructional problem is for the learners to master PowerPoint sufficiently to demonstrate a commendable graduate-level classroom presentation. To determine the nature of the unit, a needs analysis would identify specific gaps for the instructor to build instruction. In essence, the needs analysis determines what the learners are unable to do with PowerPoint.

**Task 2 Developing Instructional Objectives**

The second step consists of the development of the objectives for the course. We refer to these as Instructional Objectives. At the lesson level we refer to lesson goals as Learning Objectives. Instructional Objectives come from an analysis of instructional tasks. Proceeding from an instructional needs analysis, you should determine what the learners should be able to do after their instruction is complete.

We strongly urge faculty members to use the nine learning capacity verbs — chooses, originates, discriminates, identifies, classifies, demonstrates, generates, executes, and
states — of the Gagné style performance objectives model. You may find the verb conversion chart below helpful in translating your objectives into Gagné style.

<table>
<thead>
<tr>
<th>Verb Conversion Chart</th>
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<tbody>
<tr>
<td><strong>Learned Capability Verb</strong></td>
</tr>
<tr>
<td>chooses</td>
</tr>
<tr>
<td>originates</td>
</tr>
<tr>
<td>discriminates</td>
</tr>
<tr>
<td>identifies</td>
</tr>
<tr>
<td>classifies</td>
</tr>
<tr>
<td>demonstrates</td>
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<tr>
<td>generates</td>
</tr>
<tr>
<td>executes</td>
</tr>
<tr>
<td>states</td>
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</table>

An example of Instructional Objectives from ANTH 230 (Biological Anthropology) is:

On successful completion of this course, a student should be able to:

1. Originate a basic and integrated perspective on the anthropological discipline from a four-field approach;
2. Identify the sub-discipline of biological anthropology and demonstrate the methods used by biological anthropologists to gather and interpret data in an independent research project;
3. Demonstrate understanding and application of the scientific method;
4. Demonstrate an understanding of the biological basis of life and the micro-evolutionary processes which drive it;
5. Identify the taxonomic order of primates, along with their physical, behavioral and social characteristics, and the application of modern primate characteristics as a model for understanding the early hominids;
6. Classify the issues and arguments dealing with the matter of human origins including creationism (the theological explanation for the origin of humans), intelligent design, and macro-evolution (the scientific explanation);

7. Identify and generate an explanation of the genetic, physiological, behavioral, and fossil evidence normally offered in support of human evolution; and

8. State the definition of key terms.

These are course level Instructional Objectives. Be sure you sequence the learning objectives for your course in order so that they build on one another. Ask yourself what a student needs to know and be able to do first, then next, and so on. This will help you structure the course. It will also help the student see how the knowledge and skills to be acquired are related.

At the lesson level consider the lesson in the MBA PowerPoint example, the business instructor may have found, from a needs analysis, that the target learners have a working knowledge of Lotus presentation software and already can make good classroom presentations with it. The identified instructional needs simply relate to learning the commands and features in Microsoft PowerPoint. Thus the instructor can state a goal for the lesson such as “the learner must demonstrate proficiency with Microsoft PowerPoint.” Once such a Learning Objective has been established it must be further analyzed to determine prerequisite learning and to formulate appropriate performance objectives.

In this model, an Instructional Objective refers to an overall outcome for the course. A performance objective refers to a more detailed and precise statement of an Instructional Objective stated in performance terms. Performance objectives can be developed at the course or lesson level.

If planning a “comprehensive” final examination for a course, an instructor should determine the performance objectives for the course based on the stated course Instructional Objectives. In any case, instruction should proceed, lesson-by-lesson, with detailed lesson-level performance objectives based upon lesson Learning Objectives. Enabling objectives are sub-objectives, dealing with attitudes, behaviors, or knowledge which upon successful mastery, enable a learner to learn to fulfill the terminal objective. Lesson level objectives are normally enabling objectives.

Once an course Instructional Objective or a lesson Learning Objective has been established, it has to be further analyzed to determine the steps a learner must go through to fulfill it (information-processing analysis) and the necessary prerequisites to achieve this step (prerequisite analysis). For an example of information-processing analysis and prerequisite analysis, refer to the flow chart below. In the chart the Instructional Goal illustrates a process so it could be either at the course level (Instructional Objective) or the lesson level (Learning Objective).
Illustration of Developing Performance Objectives from an Instructional Goal

As we look at this at the lesson level you see a depiction of the development of a subset of performance objectives on utilizing Microsoft PowerPoint in a traditional classroom. Later these will become the basis for developing test questions and the selection of course content.

Information-processing analysis consists of dissecting an objective or, if you prefer, breaking it down into its constituent parts. You proceed by breaking the objective down into the mental and physical processes necessary for a learner to achieve the objective. Recalling the Microsoft PowerPoint example, the business instructor determined that the appropriate lesson Learning Objective was that “the learner must demonstrate proficiency with Microsoft PowerPoint.” The question then is how does a learner achieve that objective? After thinking the matter through the instructor may come up with five specifics necessary for the learner to demonstrate proficiency as follows:

1. The learner must describe Microsoft PowerPoint and its use as demonstration software.
2. The learner must be able to open Microsoft PowerPoint and enter text into Outline View.
3. The learner must enter text into Microsoft PowerPoint by inserting an imported outline from WordPerfect by means of Microsoft Word.

4. The learner produces a five minute Microsoft PowerPoint class presentation.

5. The learner presents a Microsoft PowerPoint presentation in the classroom.

Breaking down an instructional objective into its constituent parts is an art not a science. It may appear somewhat tedious and time consuming to undertake this kind of analysis. Taking the time to do a literal, or formal, analysis should help you identify entry level prerequisites for the course and provide you with a detailed basis for assessment of student learning and content selection. Once you have broken down your instructional objectives into concrete components, and these may be in several levels, you should eventually arrive at some level where prior learning comes into play. Such prior learning should be considered prerequisite learning.

Recall that the information-processing analysis in the Microsoft PowerPoint example led to “the learner must describe Microsoft PowerPoint and its use as demonstration software” as one component. This sub-goal the instructor further broke down in the information-processing analysis, into three components as follows:

1. Be able to describe the purpose of presentation processor software as enabling the presenter to put together professional, compelling presentations quickly and easily.

2. Be able to describe Microsoft PowerPoint for Windows.

3. Be able to indicate the use of Microsoft PowerPoint in a business presentation.

Remember that the instructor found in the needs analysis that the target learners have a working knowledge of Lotus presentation software and can already make good classroom presentations with it. The instructor learned that the instructional need consisted of learning the commands and features in Microsoft PowerPoint. Based upon this circumstance the instructor specifies “be able to describe the purpose of presentation processor software as enabling the presenter to put together professional, compelling presentations quickly and easily” as a prerequisite. The two remaining components “be able to describe Microsoft PowerPoint for Windows” and “be able to indicate the use of Microsoft PowerPoint in a business presentation” become objectives to be met in the course. These must be restated in performance terms as performance objectives.

Since distance education educators function as facilitators of learning, this process of identifying prerequisite learning and performance objectives emphasizes criterion-based learning. This is a move away from the lecture-based traditional learning and norm-referenced assessment found in many college and university courses. By ignoring these
steps, a faculty member reverts to traditional learning styles that, in the long run, will be less productive in distance education.

**Task 3 Writing Performance Objectives**

The third step requires the writing of performance objectives and development of test items based upon them. These performance objectives set the criteria for selection of course content. The performance objectives required by the model consist of the Gagné style five-component (situation, capability, object, action required; and tools and constraints) performance objectives.  

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### Gagné’s Varieties of Learning

<table>
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<tr>
<th>Type of Learning</th>
<th>Learned Capability Verb</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitudes</td>
<td>chooses</td>
<td>A mental state that predisposes a learner to choose to behave in a certain way, e.g., The learner chooses to read books instead of watching television.</td>
</tr>
<tr>
<td>2. Cognitive Strategies</td>
<td>originates</td>
<td>Enables a learner to manage his or her own learning—“learning how to learn.”</td>
</tr>
<tr>
<td>3. Intellectual Skills</td>
<td></td>
<td>The application of rules to previously unencountered examples—“knowing how.”</td>
</tr>
<tr>
<td>3.1 discriminations</td>
<td>discriminates</td>
<td>Differentiates between two stimuli.</td>
</tr>
<tr>
<td>3.2 concrete concepts</td>
<td>identifies</td>
<td>Able to classify things into categories.</td>
</tr>
<tr>
<td>3.3 defined concepts</td>
<td>classifies</td>
<td>Able to classify things by whether or not they match a definition or a list of characteristics.</td>
</tr>
<tr>
<td>3.4 rules or principles</td>
<td>demonstrates</td>
<td>Applies rules to a unique sequence and combination to solve a previously unencountered problem.</td>
</tr>
<tr>
<td>3.5 higher-order rule of problem solving</td>
<td>generates</td>
<td>Can predict, explain, or control circumstances in the environment by using a rule or principle (relational rules) or demonstrates what order certain steps should be taken (procedural rules)</td>
</tr>
<tr>
<td>4. Motor Skills</td>
<td>executes</td>
<td>Coordinated muscular movements typified by smoothness and precise timing, e.g., in basketball practice the learner will make 8 free-throws out of 10 shots.</td>
</tr>
<tr>
<td>5. Verbal Information</td>
<td>states</td>
<td>Recall in verbatim, paraphrased, or summarized form facts, lists, names or original information—“knowing that” (also known as declarative knowledge).</td>
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The required terminal behavior should be one of five varieties of learning (see Gagné’s Varieties of Learning below) indicated by an appropriate action.

The five components of the Gagné objective style should help you to clearly and succinctly state your performance objectives. See the chart Illustrations of Gagné Style Performance Objectives below. Performance objectives for a course are an outgrowth of the stated instructional objectives of the course. By means of performance objectives faculty members specify what they expect their students to accomplish in the course. This includes determining what desired changes are sought in students’ behavior and what students must do to demonstrate their achievement of course objectives.

<table>
<thead>
<tr>
<th>Illustrations of Gagné Style Performance Objectives</th>
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<tbody>
<tr>
<td><strong>Example 1</strong></td>
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<tr>
<td><strong>Situation</strong></td>
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<tr>
<td><strong>Capability</strong></td>
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<td><strong>Object</strong></td>
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<tr>
<td><strong>Action Required</strong></td>
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<td></td>
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<tr>
<td><strong>Tools and constraints</strong></td>
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While it may seem a bit unusual the LU Six-Step Instructional Design Model has faculty developing test items as they develop their performance objectives. This step assists the faculty member in minimizing ambiguity by requiring the faculty member to focus on
the difficulties encountered in actually writing test items to measure the specified outcomes. This process tends to result in the rewriting of the performance objectives so that they are measurable. Having well thought-out performance objectives provides the basis for selecting content for instruction.

Gagné provided a classification scheme consisting of five varieties of learning—motor skills, verbal information, intellectual skills, attitudes, and cognitive strategies. These are helpful in developing performance objectives. They resemble the cognitive, affective, and psychomotor domain taxonomy of Benjamin Bloom. Some instructional designers prefer Gagné’s varieties, sometimes called domains, based upon their practical application in developing well-stated performance objectives. As a group Gagné’s varieties of learning, which includes five subcategories of intellectual skills (see chart Gagné’s Varieties of Learning above), can be thought of as nine types of learning.

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**Task 4 Plan, Develop, and Validate Instruction**

As most university courses rely on publisher-produced material such as textbooks and journal articles, planning consists of selecting appropriate material and developing assignments. Content selection follows the completion of your performance objectives and test items. For selecting or developing appropriate content for a course, Robert Gagné suggested employing nine “events of instruction.” Course content should be selected, or developed, by relating the course performance objectives developed in the analysis process to these nine instructional events.

This approach creates an “instructional blueprint” for the course, unit, or lesson. It is similar to developing a detailed framework for a speech. Under ideal circumstances you would validate the instruction you developed for your course by teaching it to a small group and using the results to make modifications. The procedure that may work best

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for you as a college teacher is for you to consider the first offering of your online course as the beta version (the test version). If you use pre-testing and post-testing based upon your performance objectives, you should be able to identify areas needing improvement. Make the modifications so that the second offering of the course will be your “final” product.

While one can speak of a final product, in fact, the constantly shifting instructional requirements of many college and university courses necessitate continuous revision. New technologies, knowledge, and methodologies also impact course delivery. By using the Living University Six-Step Instructional Process Model your course will undergo continuous development. Each time you teach the course assessment and feedback components provide data for course improvement and updating.

Task 5 Conduct Instruction

For effective instruction, you must create an environment emphasizing active not passive learning. This can be achieved, in part, by utilizing team teaching (also called tandem teaching), celebrity guests, interviews, and panel discussions in the distance education classroom. Advantages of such techniques include minimizing viewer fatigue by focusing viewers on something other than a “talking head,” by minimizing lecture, and introducing versatility. With guests, you can add credibility and course appeal. Interviews bring in the latest information on a subject. Panel discussions allow opportunity for exploration of “hot topics.”

Task 6 Evaluate Instruction

Your tests should be planned to provide students with feedback as well as serving as a determination of how well they mastered course content. Base your tests on performance objectives. Pace the tests so they will not be burdensome for your students or you. Be sure you have informed your students of exactly how they will be evaluated and assigned grades. In assigning grades, recall that as a facilitator of learning, the assignment of grades should be competency-based not norm based.
Chapter 7 Learning Objectives

Course development begins by listing the Instructional Objectives that the course aims to achieve—that is, the knowledge and skills each student is expected to acquire. These learning objectives are described in terms of observable and measurable behavior. Clearly defined, they will guide your structuring of the course and creation of examinations. They will also be used in prior learning assessment to determine whether a student has already mastered the learning required to pass the course.

Learning objectives generally describe a specific behavior that indicates how well the student has learned something that’s been taught. They are generally expressed in terms of performance, conditions and criteria for success.

Performance

An instructor’s aim is for students to achieve an “understanding” of some subject matter. How do you measure understanding? You ask the student to successfully perform an observable task that requires the desired understanding.

For example, a learning objective to measure a student’s understanding of a procedure would be, at the simplest level, to correctly identify in sequence the steps of that procedure. To measure a more advanced understanding of that procedure, the student would be expected to solve a problem that requires use of the procedure.

Conditions

To make an objective as precise as possible, it may also specify conditions for performance. For example, the objective may specify whether a task must be performed with or without the aid of a dictionary, reference table or calculator.

Criteria for Success

It should also be clear how well the student must perform a task to meet the objective. The objective may specify acceptable degrees of accuracy, completion, or percentage of correct answers. For example, a student may be expected to identify the authors of at least four out of a possible five concepts. Or criteria may involve a time limit, such as being able to solve a problem in a specified period of time.
Examples of Learning Objectives

Here are some examples of learning objectives using some or all of the above features:

1. The student will be able to state in correct sequence all seven periods of the Paleozoic Era.
2. The student will be able to name five Native American tribes inhabiting the regions west of the Missouri River in the year 1850.
3. The student will be able to identify at least six of eight selected items on a corporate financial statement.
4. Given a list of 10 English words and using a standard desktop dictionary, the student will be able to distinguish between words derived from Latin and any other origin.
5. Using only Internet resources and given a list of five Fortune 500 companies, the student will be able to demonstrate how an investment of $1,000 in each company five years ago would compare today to an investment of the same amount of money in an S&P indexed fund.

Active Verbs

Notice in each of the examples above how the objectives identify what the learner is expected to do by using precise, active verbs (state, name, identify, distinguish, demonstrate). Avoid verbs with meanings that are more ambiguous, such as understand, appreciate, grasp, feel, sense, and know.

General Education Learning Objectives

Courses that are understood as general education courses must address the educational objectives and corresponding competencies for general education core purposes at Living University. The University expects its faculty members to demonstrate how their general education courses include these objectives and to report the corresponding assessment outcomes as appropriate.

Communication. Students shall demonstrate the ability to communicate clearly through the media of spoken and written English. Students meeting this objective should be able to:

• Do assigned readings and demonstrate an understanding of their written and/or quantitative content;
• Demonstrate the ability to summarize, paraphrase, and question using standard written English;
• Write using standard English, clear, well-organized argumentative essays and research papers, that utilize primary and secondary sources;
• Properly cite sources using MLA style;
• Make clear, well-organized oral presentations; and
• Evaluate oral presentations according to established criteria.

**Health and Wellness.** Students shall demonstrate understanding of the theory and practice of life span wellness and fitness activities, and on the knowledge, attitudes, habits, and skills needed to live well. Students meeting this objective should be able to:
• Identify and evaluate risk factors and behaviors associated with health, disease, and optimal well-being;
• Identify, analyze, and evaluate the physical, social, emotional, intellectual, and spiritual factors that influence health behavior and well-being;
• Develop theory-based intervention strategies and techniques to effectively influence health behavior change;
• Identify various psychosocial factors, e.g., self-esteem, locus of control, self-efficacy, health beliefs, cultural values, and the like, that play a role in the behavior change process and utilize them in individual and group program planning;
• Identify and promote the use of self-management skills that lead to lifelong adherence to healthy lifestyles;
• Demonstrate the use of various motivational (incentive, compliance, and adherence) techniques in the design of individual and group program planning and delivery; and
• Identify, analyze, and utilize the sociocultural forces that shape personal and group viewpoints regarding fitness, physical activity, health, and wellness; and
• Identify and analyze the impact of social determinants of physical activity, health and well-being in individual and group program planning and promotion.

**Information Technology.** Students shall demonstrate basic proficiency in the use of computers. Students meeting this objective should be able to:
• Perform the basic operations of personal computer use;
• Understand and use basic research techniques; and
• Locate, evaluate and synthesize information from a variety of sources.

**Humanities and the Fine Arts.** Students shall gain a perspective of the cultural heritage of western civilization. Students meeting this objective should be able to:
• Demonstrate knowledge of the range of values, beliefs and ideas embodied in the human experience;
• Demonstrate understanding and interpret basic concepts and theories of the humanities and arts;
• Demonstrate creative sensitivity and aesthetic understanding; and
• Demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

**Natural Sciences and Mathematics.** Students shall demonstrate a familiarity with the methods and applications of the natural sciences and mathematics and shall acquire basic knowledge and skills in these disciplines.
• Demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis;
• Demonstrate application of scientific data, concepts, and models in one of the natural sciences;
• Demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
• Demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally;
• Demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
• Demonstrate the ability to estimate and check mathematical results for reasonableness; and
• Demonstrate the ability to recognize the limits of mathematical and statistical methods.

Social and Behavioral Sciences. Students shall acquire a general comprehension of broad topics and issues in the social and behavioral sciences. Students meeting this objective should be able to:
• Demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis;
• Demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences;
• Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, and the like, of Western civilization;
• Relate the development of Western civilization to that of other regions of the world; and
• Demonstrate knowledge of a broad outline of world history.

Critical Thinking. Across all disciplines students shall demonstrate the ability to think critically and constructively. Students meeting this objective should be able to:
• Identify and summarize the problem or question at issue (and/or the source’s position);
• Identify and present the student’s own hypothesis, perspective and position as it is important to the analysis of the issue;
• Identify and consider other salient perspectives and positions that are important to the analysis;
• Identify and assess the key assumptions;
• Identify and assess the quality of supporting data/evidence and provide additional data/evidence related to the issue;
• Identify and consider the influence of the context on the issue; and
• Identify and assess conclusions, implications and consequences.

Certificate, Diploma and Degree Program Learning Objectives

Each certificate, diploma and degree program has a set of learning objectives. Refer to the University General Catalog for specific objectives. Courses included in The University expects its faculty members to demonstrate how their courses in certificate,
diploma and degree programs include these objectives and to report the corresponding assessment outcomes as appropriate.
Chapter 8 Examinations

In creating any strategy for success, it’s important to begin with the desired end and work backward, planning in reverse. That’s why the next step after writing learning objectives is to write the course examination. Establishing for yourself precisely what you want students to know and be able to do when they finish the course, you are in a much better position to create a successful learning experience for them.

Test Planning

The University generally recommends midterm and final examinations to evaluate student achievement. So that students can anticipate their difficulty and scope, both the midterm and final should be preceded by practice examinations or quizzes.

We strongly urge you to prepare objective tests, such as multiple choice, matching and true/false questions. These require greater preparation time, but results can be determined more quickly and decisively. Also, in practice exams, students are able to evaluate their own results, and any commentary you provide with the answers can reinforce and clarify what they have learned. You may feel that one or more of your learning objectives require a different kind of response from the student, such as writing an essay. In a communications course, it would be reasonable to expect an examination...
assignment to involve writing. If, however, you have regular writing assignments for students there may be less of a need for essay questions on examinations.

**Testing Requirements**

For simple practice tests, prepare 20-30 questions and answers. These tests do not count toward the course grade. Populi does not handle practice tests well as the software design assumes tests count for a final grade. Some commercial textbooks, such as some from McGraw-Hill, have practice tests graded by publisher provided software. You might find this of help. In some courses quizzes or “drill and practice” tests of 20-30 questions and answers that do count toward the final course grade may be quite useful.

A midterm exam should have 40-50 questions and answers, and the score should represent 15% to 30% of the course grade. The final exam, if it is limited to testing material following the mid-term, should also have 40-50 questions and answers, and the score should represent 15% to 30% of the course grade. Be sure to specify the weight of exam scores in your syllabus.

**Evaluating Test Questions**

Keep in mind that validity requires the questions should correspond closely to the learning objectives of the course.

**Reliability**

The questions should consistently measure mastery of the subject matter each time the test is given. In other words, students who have achieved a learning objective will normally respond to a question correctly. Those who haven’t will show by their response that they lack mastery. Reliability is measured over time as the test is given repeatedly.

**Objectivity**

The questions should be understood clearly by all students who have achieved the learning objective being tested. There are no “trick questions” and the language used is unambiguous. Scoring standards are also made clear, and given these standards; each answer is inarguably either correct or incorrect.
Comprehensiveness

As much as possible, the questions should cover the depth and breadth of each student’s learning and not focus on too few areas. Questions should require students to state facts, apply principles, and analyze information if these abilities are specified in the learning objectives.

Usability

The questions should be easy for the instructor to develop and score. They should also be easy for students to read and understand.

Writing Multiple-Choice Questions

Of the types of objective questions used in testing, the multiple-choice question is less vulnerable to error from guessing, and well-crafted questions have been shown to be superior statistically to all other types of questions.

Multiple-choice questions start with a “stem” that asks a question, gives a direction or gives an incomplete statement. The stem is followed by several “alternatives” from which the student picks the correct response. Writing good multiple-choice questions requires considerable skill. Here are some helpful tips.

In creation of stems,

- Use a verb, and make the intent of the question clear. For example: “What is a performance standard?” is clearer than “A performance standard.”
- Be specific so that the meaning is clear even out of the context of the rest of the question.
- Keep the wording simple and use the active voice. Don’t make the stem a test of reading ability.
- Emphasize any key words with boldface or capitals, such as the best or the MOST. If you use “best” or “most,” be sure to use these words literally, not as synonyms for “correct.” Avoid using negatives, but when you do, emphasize them as well.
- Avoid using a word or phrase that also appears in the correct answer. This is often a give-away.
- Rather than repeat the same word or phrase at the beginning of each answer, put it in the stem.

In creating alternative answers:
• Make each answer attractive to the student who is simply guessing. Use the same tone, style and length for all. Inconsistency can give away a correct answer.

• Make answer alternatives parallel in structure. Be sure they each correspond grammatically and in correct syntax with the stem.

• Use plausible alternatives, not random or irrelevant ones. This is best accomplished using statements that are true but not the correct response to the stem.

• Provide only one clearly correct answer, while the rest are clearly incorrect.

• When answers are numerical, arrange them in ascending or descending order for greater clarity. However, remember that students who are guessing tend toward the middle answer in the range.

• Avoid catch-all answers, such as “all of the above,” “none of the above,” or “a and b.” These tend to be the correct answer.

• Avoid absolutes, such as “always,” “every,” “all,” “never.” These tend to be incorrect answers. Meanwhile, avoid hedging with words like “usually” and “sometimes.” These can give away the correct answer.

• Make sure the correct answer is learnable from the course materials. To answer a question, a student should not need information acquired outside the scope of the course and any prerequisite course.

Exam Structure
Finally, here are some tips for setting up the entire exam:

• Be sure the instructions are so clear that they cannot possibly be misunderstood.

• Sequence questions in the order in which the material they test is covered in the course.

• As much as possible, begin with easier questions and follow them with more difficult ones. Easy questions are those that at least 70% of students can answer correctly. Difficult questions are answerable by fewer than 30%. The majority of questions should be in the 30% to 70% range.

Test and Exam Administration
In a perfect world test and examination administration would be forthrightly simple. But we do not live in a perfect world. Some people cheat and lie as a way of life. Others
would cheat but do not as they fear being caught. In American culture cheating has become so common that the U.S. government requires proctored examinations in institutions receiving title IV funds.

At living University our honor code is specific and we believe as a matter of Christian principle that “Living University students do not lie, cheat or steal or condone those who do.” As faculty members we have the responsibility for verifying and certifying that the student who takes a test or exam is in fact the student registered for the course and that the score and subsequent grade or grades.

To comply with government regulations, there should be at least one proctored exam in a course with some verification of identity. Students have several choices for completing proctored exams:

1. A student can come to campus for an exam.

2. A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.) who is not related to the student.

3. A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any web cam. With a computer and approved web cam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor the student’s computer while they complete the exam. Students pay ProctorU directly for this service.

4. A student can use a college or university testing center. There is usually a fee for this service which students pay directly. Follow the procedure in 6 below.

5. A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student. Follow the procedure in 6 below. Once you have an individual who has agreed to help you by serving as proctor, then submit the information to your instructor for approval.

All university students are to present proper photo identification to their proctor before taking an exam unless the proctor personally knows the student being tested.
Chapter 9 Course Outline

After you have created the learning objectives and the examinations, the next step is to lay out the structure of the course by creating a course outline.

The outline covers the subject matter required to meet the learning objectives and divides it into separate lessons. The purpose of the outline is to define the content of each lesson and establish the sequence.

It also functions as a check to ensure that content of the course adequately reflects the learning objectives that have been established.
Chapter 10 Textbook Selection

Now that you have outlined the content of the course, the next step is to select an appropriate textbook or other primary reference. These books are critical for online learning because their content is at the heart of the course. Here are some guidelines for choosing an effective textbook.

Survey What Is Available

There are many textbook publishers. For some subjects there will be a wide range of books to choose from. Be sure you look at what’s available. Obtain review copies from textbook publishers and weigh their relative value for online study before making a choice.

Remember that most textbooks are intended for use in the traditional classroom, where they will supplement class lectures and class activities. The classroom instructor can off-set difficulties students may be having with a textbook by checking their understanding of what they have read through discussion and quizzes, sometimes simply by monitoring the mood of the class. The instructor can then make connections, fill in gaps and otherwise assist students who may need the extra help. With online study, the textbook becomes in many ways a stand-in for the instructor. So it is far more critical that its content is accessible, un-intimidating, and easy to absorb.

Check the Reading Level

Avoid textbooks that require a reading level above the eighth grade. Words, sentences and paragraphs should be short. To test the reading level of a textbook, use one of the readability formulas described below in the “Text readability” section.

Evaluate Visual Material

Students are more comfortable with textbooks that make generous use of illustrations, photos and other graphics. Information and data set out in graphs and charts also help students grasp material more easily. It’s important that visual content actually supplements and expands upon the textual material. Clip art, decorative icons, and other graphic elements that serve no informational purpose merely clutter the page and add visual noise.
Look for Self-tests

Textbooks with various kinds of self-tests, practice problems, quizzes, and exercises are well suited for online study. These can be incorporated into the course lessons and can effectively reinforce learning.

Consider Accompanying Materials

Look for any workbooks, manuals, or other materials intended for use with the textbook. These can be a valuable addition to homework assignments. Check the instructor's guides that come with many textbooks as another source for instructional ideas.

Multiple Texts

You may find that a single text does not do the job of covering all the material for the course. You may consider using more than one. Different authors, for instance, may provide different perspectives that add value to a course. However, keep in mind that textbooks are expensive. If you only have time to cover a small part of a textbook, students may reasonably question the need for the investment. Also, online study students have a limited amount of time for extensive reading. Avoid causing frustration and discouragement by giving them too much material to cover. Note: Before you begin preparing your course materials, please let us know the textbook(s) you've selected. We will confirm availability through our textbook distributor.

Workbooks

A workbook is a good alternative to in-text review questions because the engagement with the subject matter is more direct. Using a pencil to make sketches or outlines, solving problems, or writing essays, the student is putting ideas, facts and concepts to work. Again, activity rather than passive consumption of information raises interest and reinforces learning. A workbook is also a written record of a student’s own progress.

Supplementary Materials

Identify any reference books that the student will need for online study, such as a standard college dictionary.

Feel free to customize and enrich the course by assembling a list of additional materials readily accessible on the Web and creating links to that material. For example, these may include articles by scholars in your field or by commentators in the press, analysis of news events, policy documents, reports, case studies, audio and video clips,
illustrations, and so on. The Populi lesson provides an easy method for making such
links. The University subscribes to some data bases such as the BAR archive and
normally you can link directly to articles in the databases.

If you use online materials, keep in mind that some students may have slow connection
speeds, so audio and video files should be brief. Also, be sure to specify in your
syllabus that the course require Web access. Note that any PDF (.pdf) files will require
an Acrobat reader, while audio and video files will require sound and video capability.
Similarly, PowerPoint files (.ppt) will require a browser capable of displaying the slides.
The message here is that if you include material that requires ‘readers’ or ‘viewer’, then
make that known upfront in the Lesson in a ‘What is required to view this Lesson’
message etc.
Chapter 11 Creation of Written Text

In Populi a course consists of a series of lessons. In creating lessons, the key thing to remember is your online study audience. If they have had little or no experience with higher education, their frame of reference and expectations will be influenced by their experience of high school.

They may not have been “good” students in high school, with well-developed study skills and self-confidence from a history of academic success. Of those who had an indifferent experience of teachers and school, some will tend to be uncertain of their abilities and unsure of how to relate to you. If their schoolwork was not often rewarded, they may have old habits of dealing with frustration and disappointment that get in the way of successfully completing your course.

The way you write your lessons can do a great deal to overcome these obstacles. Let’s look at some techniques developed over decades of distance learning.

Lesson One

Experience has shown that writing the first lesson is as important as writing examinations and learning objectives for the course and may take nearly as much time. Why? Self-study students need to be reassured that:

- The course will help achieve their goals—affect their income, their position, their job opportunities, their personal lives, or whatever the university’s promotional materials have led them to expect.
- The course will not be all work, but fun, too.
- If they have failed before, every effort will be made to help them complete the course successfully.
- The online study process has been made as streamlined and uncomplicated as possible. To meet these needs, the first lesson should have the following characteristics:
  - It is brief—no more than 20 printed pages, including any reading assignments from the course textbook.
  - It reminds students of the potential benefits of the course and the credibility of the university.
  - It is supportive and inspiring, warm and friendly.
- It builds in an expectation of success with an easy self-quiz and instructions that cannot be misunderstood. (Call it a “warm-up” exercise and indicate that upcoming lessons will be more challenging.)
- It clearly states what happens next in the course.
- It uses plain English at an eighth-grade reading level.
- The first reading assignment in the textbook covers material that, as much as possible, is familiar to the students.

After Lesson One

- Throughout the remaining lessons, it’s important to establish and maintain a standard of excellence. Here are some tips for creating the rest of the course:
- Increase the difficulty of each lesson very slightly, extending the study time required by no more than 10%.
- Keep the first few assignments easy and gradually work up to the desired level of complexity.
- Carefully explain new terms and give examples.
- After introducing key ideas, reiterate them in later lessons. Reinforcement in online study is more important than in classroom instruction.
- Lighten up the material at times with comic relief.
- Consider starting a lesson with a review of the previous one. End with a preview of what lies ahead.
- Keep in mind that lessons need to seem both inviting and doable, and not so daunting that students will put off getting started.
- Any illustrations, graphs, charts or other visuals should be placed near the copy that refers to them.
- The lesson should not require any materials that the student cannot reasonably be expected to have close at hand.

Streamlining

Keep the content of the course pared down to the essentials. It’s important to stick closely to the learning objectives and eliminate everything from lessons that is not directed toward those objectives.
It’s a temptation to include nice-to-know information and assignments for personal enrichment. Teachers also tend to over-test. However, experience shows that courses streamlined to bare bones have higher rates of completion. This finally is more important.

Copyediting

After you have written the lessons, do a close read-through for all of the following:

Noun strings -- Avoid using terms made up of more than two nouns. Examples of longer noun strings are terms like needs assessment analysis or task completion criteria. Besides risking vagueness, this is a use of language that is hard to process mentally. Look for substitutes and rephrase--for example, analysis of needs or rules for completing tasks.

Inconsistent use of terminology -- Don’t refer to the same thing with different terms. If you do, the reader will assume you’re talking about different things.

Talking down to the reader -- Keep it friendly, with the tone of a good coach or mentor. Online students can be intimidated by language they’re not used to or by a superior tone. The goal should be to come across as an equal. One way to do this is to refer to the student as you rather than in the third person (he, she, one).

Gender bias -- Use gender-free language. Many (both men and women) will be aware of any perceived insensitivity to the gender of the reader. Use neutral terms, such as police officer, fire fighter, flight attendant, sales clerk, mail carrier, newscaster and weather forecaster. To avoid the awkwardness of he or she, he/she, and s/he, rewrite sentences so that you can use they. It has also grown increasingly acceptable to use the so-called “singular they” when the antecedent is singular. For example, “We are looking for a new employee who has completed their first year of training to join our Salary Administration Department.”

National bias -- Be aware that online students may live anywhere in the world. Try to make the frame of reference global, not specific to North America. Beware of words and phrases that don’t cross international boundaries easily, such as sports metaphors or words like sheriff and beltway.

Passive voice -- Sometimes the passive voice is useful; sometimes it’s unavoidable. In general, however, use active verbs to give your writing life and clarity. Say, “The committee introduced (active) the issue at the last board meeting,” not “The issue was introduced (passive) at the last board meeting.”
Chapter 12 When On-Camera

Being either behind the television camera or on-camera is intense work. When teaching, always remember that you are on television.

Be aware of your personal appearance and presentation style. Giant HD television screens at home give us a new look at television personalities. Facial blemishes, bad teeth and wrong color combinations all show up for viewers to see.

Be sure to book your studio time early and inform the camera operator of any special circumstances, e.g., guest lecturer, class participation, panel discussion, and the like. This helps the operator with set up and in making smooth transitions. It also can save time. Never tell the camera operator what to do with the camera. That is the producers function.

Presentation Techniques Checklist

- Maintain a natural, relaxed, conversational presence.
- Take time for friendly introductions at the beginning of the course and of guests.
- Use visuals as support.
- Facial expressions and upper body movement are appropriate and effective.
- Make movements slow, smooth, and confined to a specific area.
- Be aware of how you are framed up for television before moving. Sweeping gestures do not screen well. Small subtle gestures are not usually seen.
- Look directly into the camera to maintain eye contact.
- Vary vocal pitch, volume and flow of delivery.

Movement and Facial Expression

In videotaping facial expressions are very important and combining facial expressions with vocal responses is an important art of timing. More than half of your impact in a video depends upon your body language. You probably have control over the words you speak, but are you sure that you have control over what you are saying with your body language?

Body language comprises gesture, stance, and facial expression. When you are presenting, strong, positive body language it becomes an essential tool in helping you build credibility, express your emotions, and connect with your student viewers. It also helps your students focus more intently on you and what you're saying.

Viewers appreciate movement when it is meaningful and supportive of the message. The most effective movements are ones that reflect your personal investment in the message. Do not pace back and forth. A balanced stance with weight even but slightly
forward tends to say that you are engaged with the viewer. A slumped stance leaning to one side suggests that you as the speaker don't care.

Other factors that detract from an effective presentation include sudden movements, lack of eye contact, and poor speech habits. Effective television teachers become skilled at reducing such detractors and at focusing their viewers’ attention on the content under consideration.

See the camera lens as a group of students. Talk to them.

**Lecture Delivery**

The basic outline of an online lecture is very similar to a written or oral presentation in that it contains three major sections: Introduction, Body and Conclusion. Despite the fact there will be major differences in the content of any two lectures; the similarities in the organization and presentation are numerous.

**Introduction**

The introductory comments serve to gain your readers' attention, to capture their interest, to provide them with information which helps them determine if the content is meaningful to them, and to encourage them to read further. The primary purpose of the lecture needs to be clearly stated in a SPS (Specific Purpose Statement) and apparent to the reader in the opening paragraph.

What should occur in an online lecture is an opening that eases the students into the topic and previews your key points. It is important to address how the lecture relates to the objectives for the week, the topics to be covered, and the depth or scope of what is to follow in the lecture. It might also be appropriate to comment on the connections between the current lecture and those provided in previous weeks. An effective introduction prepares the student for what is to follow and helps create a framework for the content.

**Body**

Students are expected to read the assignments in their textbook, but they also desire to see the practical applicability of the material being covered. Sometimes, you are to provide some real-world insights to the information presented in the textbook and you may even be able to explain to your students why the theory does not work all the time or has failed in a given situation. The textbook offers broad principles that on the surface may seem absolute. Your role is to expand on those notions and bring real world experiences to the classroom.

The body of an online lecture should contain material that covers one or more of the weekly course objectives. You will want to emphasize the principles that
relate to those objectives from the textbook, and then show the practicality of how the topic is applicable to real life situations. It is not enough to say something like "remember to place the value of p before using the PN factor on line 12 of your program." Students want to know why they must do that, and what will happen if they leave that factor out. Perhaps you could also relate a personal experience where you left it out and the software gave you a specific error message, which was hard to fix. You will also want to be descriptive of the process and not just prescriptive of the symptoms. Students can read prescriptive notations in the textbook. They then look to the lecture for material that describes the issue, theory, or principles, and relates back to the lesson's learning objectives. Simple one-line statements or short idea thoughts are not usually helpful for a student to understand your point. Including bullet points within a lecture is fine, but you should not be creating an outline or series of bullet points so it can be said you covered all of that lesson's material. Lectures are, in essence, sharing your wealth of knowledge and experience with your students to enhance their understanding of the topics.

**Conclusion**

Bringing closure to your lecture is an important final step and it differs from simply "stopping" when you run out of things to say. It is a good idea to restate the major points from your lecture (once again connecting them to the learning objectives for the lesson) and lead the students towards the discussion questions (if used) they need to complete once you have stepped away from the online podium. The whole process of this section should be a graduated effort where the student feels like everything has been said that should have been said, and a clear signal has been given that the presentation is over.

**Clothing and Jewelry**

Your clothing selection is important. Cameras have difficulty responding to solid stark colors. Avoid clothing with small busy patterns. Shiny, reflective surfaces create annoying light patterns so avoid bright jewelry. While make-up is not necessary some powder helps minimize shininess. It's important for make-up to remain invisible. Wear clothing in which you feel comfortable. Avoid white, black, and other extreme colors. Do not wear a watch that beeps. Dark blue suits and light blue shirts for men record well.
Chapter 13 Homework Assignments

As part of the sequence of lessons, prepare a number of homework assignments. These may range from 60% to 100% of the course grade (be sure to specify the amount in your course syllabus). The more advanced the course, the more homework assignments should be given. In general, use the following as guidelines:

In the syllabus, explain how completion of the assignments will count toward the course grade. For instance, specify what percentage of the assignments must be submitted and whether the student can select which assignments to turn in. (Note that students are required to submit at least 50% of their assignments.)

<table>
<thead>
<tr>
<th>Course level</th>
<th>Number of assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>6-8</td>
</tr>
<tr>
<td>200</td>
<td>8-12</td>
</tr>
<tr>
<td>300 &amp; 400</td>
<td>10-14</td>
</tr>
</tbody>
</table>

Additional assignments submitted may be applied as bonus points to a final examination or to the final course score. Be sure to make your bonus point policy clear in your syllabus and to remind students of their options with each assignment.

Whenever possible, develop assignments that give the student the opportunity to apply what they are learning to recognizable or real-life situations. By making assignments relevant, students are encouraged to participate, and their work will more likely give them a sense of accomplishment.
Chapter 14 Text Readability

We have suggested you set the reading level for your course material at grade eight. There are a couple of tools to help you achieve this.

The Flesch Reading Ease Score

The Flesch Reading Ease Score is a frequently used method for measuring readability.

<table>
<thead>
<tr>
<th>Flesch Reading Ease Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 Very Easy</td>
<td>Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader.</td>
</tr>
<tr>
<td>80-89 Easy</td>
<td></td>
</tr>
<tr>
<td>70-79 Fairly Easy</td>
<td></td>
</tr>
<tr>
<td>60-69 Standard</td>
<td>Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders.</td>
</tr>
<tr>
<td>50-59 Fairly Difficult</td>
<td></td>
</tr>
<tr>
<td>30-49 Difficult</td>
<td></td>
</tr>
<tr>
<td>0-29 Very Confusing</td>
<td>Scores between 0.0 and 30.0 are considered easily understood by college graduates.</td>
</tr>
</tbody>
</table>

To use this method for determining the grade-level of any text, follow these steps:

1. Choose at random three 100-word sections taken from the beginning, middle and end of the text.
2. Beginning with the first section, count the number of sentences. Divide 100 by this number to get the average number of words per sentence (X).
3. Read the text aloud and count the number of syllables (Y).
4. Perform the following calculation, inserting the values for X and Y: 206.835 - (1.015X + .846Y).
5. Do this for all three sections and average the results to get the overall readability score.
6. On a scale of 0 (very difficult) to 100 (very easy), the score should be no higher than 60-69 to achieve the desired reading level.

If the score is less than 60, you will need to review the material, looking for opportunities to shorten sentences and use words of fewer syllables. The Flesch index is widely used and has been incorporated into some versions of Microsoft Word, where it analyzes the entire text. Look for it as part of the grammar-check function. Sorry, but Microsoft Word reports the Flesch index for this Course Development Guide at 38.

A score between 60 and 70 is largely considered acceptable. The table at the right is also helpful to assess the ease of readability in a document:

**Gunning’s Fog Index**

This is a somewhat easier formula that can be applied without need for a calculator.

1. Choose a 100-word section of the text.
2. Assign a value of one to all words of one and two syllables.
3. Assign a value of three to all other words.
4. Add these values and divide the result by the number of sentences.
5. If the final result is over 20, divide by two to obtain the grade level.
6. If the final result is under 20, subtract two and then divide by two to obtain the grade level.

Repeat this test for two or three other sections of text. The grade levels should be consistently no higher than eight. If not, you will need to look for opportunities to shorten sentences and reduce the number of words of more than two syllables.
Chapter 15 Motivation of Students

It's important to remember that even the best students will lose their initial enthusiasm as they progress through a course. The absence of face-to-face contact with an instructor also tends to undermine students' commitment and determination to succeed. To help maintain motivation and momentum, there are ways to reinforce interest as you design your course.

Rapport

Establishing and maintaining rapport with your distance learners is critical. The syllabus can help get your course started effectively but there is no substitute for a personal welcome from you. Normally this can be done in a preliminary lesson in Populi labeled Welcome.

Introduce yourself and the course. Recall that many new adult students are a little fearful of taking a college or university course. You can help develop student confidence with an encouraging word.

As you communicate, particularly by e-mail, you will find that you become connected with your students. A good relationship between them and you establish a good relationship for the university and your colleagues and other students as well. Even with the best of good intentions students occasionally get frustrated and sound off. Remember you are dealing with adult students. Some of your students are under considerable pressure at work and at home, and they might vent their frustration on you. Just do not overreact or take criticism personally.

Once rapport has been depreciated it can be difficult to re-establish. While the electronic bulletin board promises to facilitate communication in a course it also can be used to vent, undermine the morale or a class,
and foster endless debates. If you plan to use the bulletin board in Populi for your course, be sure to develop rules of etiquette and have your students abide by them.

An effective means for establishing and maintaining rapport and good communication with your students is the discussion form.

Illustrations

Relevant illustrations, whether diagrams, graphs, charts, photos, or artwork, break up a page of text and make it more inviting and informative. Working in recent versions of Word, it is possible to insert digital versions of these images into pages of text. In general, one image per printed page is enough to achieve the desired effect.

Images also motivate when they show the end result or the benefits of completing the course or program. Photos of people in a work environment using the skills they are learning create a “picture of success.” They can be very powerful.

The quality of an image is important; it should be crisp, clear, with good contrast. A multitude of such images is available in digital format on the Web. Hard copy visual images can be converted to digital with the use of a scanner. However, it’s important to remember that if an image is copyrighted you need permission from the copyright owner to use it. It is professional practice to give credit for your pictures and other graphics.

Pull Quotes

Where illustrations are not feasible or appropriate, the pull quote is another way to break up text, emphasize points and make something memorable. With this device, you take a short, quote-worthy sentence from nearby copy and repeat it, using a different, larger typeface. For example:

One image per page is enough to achieve the desired effect.

Use a consistent frequency for pull quotes—no more than one per printed page.
**Review Questions**

An effective way to encourage interaction with the text and reinforce learning is to insert a brief self-quiz at intervals in a lesson. Such a device diverts the student from passive consumption into interaction with the text and draws attention to key information.

Answers should be listed where they cannot be easily seen during the self-quiz, and they will reward the attentive student with a pat on the back. These become a low-risk way to test understanding and to offer encouragement and praise for correct answers.

**Video and Audio Materials**

Lessons can be enhanced by including audio, video and other visual materials. You can do this by including the material yourself or creating links to material available on the Web. These bring life and immediacy to material, especially for students who absorb information more readily with sound and image and are less comfortable with reading.

**Personalizing**

As much as you can, take a personal interest in each of your students as individuals. Create homework assignments early on that allow them to reveal something of their aspirations and their current environment, both at work and at home.

Build in a system for monitoring their progress so you can sense when someone would benefit from an encouraging word by email. Let them know that you want them to succeed. When there’s opportunity to do so, praise their achievements. Often a personal expression of interest can make all the difference. You can post encouraging comments of the course Bulletin Board.
Chapter 16 Design Principles

Both student motivation and learning are affected by the appearance of text on a lesson page. Here are some readability factors to keep in mind as you create your lessons for course delivery in Populi.

**Typeface**

For readability of body text, use a sans-serif font, such as Arial and set body text in 14-point. Make headings incrementally larger.

Use italic fonts, underlining and boldface sparingly, and do not use ALL CAPS. All of these are more difficult to read than standard text. Also, when overused for emphasis, they stop being emphatic.

**Alignment**

Generally set text flush against the left margin. You may leave the right margin “ragged” or set the text to justify, i.e. with ruler-straight margins on both left and right.

**Headings and Subheadings**

Use headings and subheadings to break up text. Be consistent in the use of font, size and spacing before and after. Place all headings flush left. Do not center them. For example, note the appearance and placement of headings and subheadings in this document.

There should be a hierarchical system of headings with rules describing each level of heading. In your lessons placed in Populi, there are the following levels in the heading and text hierarchy:

<table>
<thead>
<tr>
<th>Level</th>
<th>Font</th>
<th>Weight</th>
<th>Size</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arial</td>
<td>Bold</td>
<td>18</td>
<td>Used for a main heading</td>
</tr>
<tr>
<td>2</td>
<td>Arial</td>
<td>Bold</td>
<td>16</td>
<td>Placed in the left margin and 6px before and 0px after.</td>
</tr>
<tr>
<td>3</td>
<td>Arial</td>
<td>Normal</td>
<td>14</td>
<td>Used for basic text.</td>
</tr>
<tr>
<td>4</td>
<td>Arial</td>
<td>Normal</td>
<td>12</td>
<td>For less emphasized text</td>
</tr>
</tbody>
</table>
Having a system of headings and subheadings, you are able to break up text into bite-size chunks. The resulting consistency reduces potential for confusion and ambiguity for the reader.

**Spacing and Indents**

Paragraphs should be single-spaced with no indents. Allow 6 px between paragraphs. Break up paragraphs into 3-4 sentences so that the surrounding space gives them room to "breathe."

**Sidebars**

To break up a page and set off a block of text with supporting information (e.g., an example, case study, brief glossary, anecdote) you can put it inside a box and flow text around it.

**Bullets and Numbers**

When appropriate, another way to break up text and make it more readable is to use bullets. These signal lists of things and can be phrases, sentences, or whole paragraphs. For step-by-step procedures, use numbers instead of bullets.

**Tables**

When appropriate, break out information into tables for easy reference. Displaying an array of data in a matrix of rows and columns makes it more accessible and easier to scan. Textual information can also sometimes read more easily in chart format.

**Color**

For text, the best combination for readability is black on white. It provides the highest contrast. Use colored text for emphasis only and sparingly. Remember that color blindness is common among males.

To further highlight this information in sidebars, you can fill the box with a light 5%-10% screen, being careful to preserve contrast for readability. Alternatively, you may use a yellow background under black type. Like a caution sign, this combination draws the eye. Research also shows that information displayed in black on yellow is more easily remembered. However, too frequent use of these devices can be disruptive, so use them sparingly.
Chapter 17 Course Syllabus

Good professional practice includes faculty members providing their distance learning students with an up-to-date course syllabus.

Course Syllabus Checklist

1. Did I develop an overview with catalog type information?
2. Did I explain the nature and purpose of the course?
3. Did I inform the students who I am?
4. Did I ask the students how I can contact them?
5. Did I include a list of the learning objectives in Gagne style?
6. Did I fully state the course requirements so that all will know what is expected and on what schedule?
7. Did I include my grading objectives and the criteria I will use to assign grades?
8. Did I inform students what privileges they have such as computer network access and library privileges?
9. Did I include a course outline and schedule of topics?
10. Did I include study tips for distance learners?

All courses offered by Living University have a prospectus (an abbreviated syllabus posted for informational purposes to prospective students on the University website) and an up-to-date course syllabus posted on the course home page on Populi. The purpose of the syllabus is to provide students information regarding the basic content and learning outcomes of a course and the requirements for its completion. A syllabus is a faculty member’s most important document.

Faculty members should base their course syllabus on the prospectus for each course they teach. A prospectus normally should include a general introduction, catalog information, and student learning outcomes. A traditional course syllabus ordinarily includes the following:

1. The basis by which the student is to be graded, including testing policies and procedures and the material for which the student is to be held responsible;
2. Notification of faculty office hours or information of how and by what means students may confer with the faculty member outside of class;
3. The attendance policy for the course including any procedure for having an absence excused, how missed work should be made up, and for assessment of grade penalties;
4. Required reading assignments.
Students enrolled in distance education courses have limited access to the University. Many, if not most, may never have been on campus or have met any of their instructors. As a group, distance learners also tend to be a bit apprehensive about their courses. A little self-doubt often accompanies the first time adult learner. A faculty member can place their distance learners at ease by utilizing a detailed syllabus.

The goal of your syllabus is to minimize ambiguity and to provide sufficient details to make your syllabus “user friendly.” The material included in your syllabus should be simply written in a non-threatening way. Try to eliminate ambiguity. Your syllabus should include the following information:

1. Overview
   - Welcome and brief introduction to course
   - Course catalog description for the course
   - Any prerequisites or corequisites
   - Course credit
2. Instructional objectives for the course (usually these should be stated in behavioral terms)
3. Who you are
   - A short biography
   - How to find your (office hours, office location, mailing address, fax number, e-mail address, office telephone, home telephone)
   - Response time when a student contacts you
4. Information for students with disabilities
5. Information about technology access
6. Information about course evaluation
7. Books (required books, recommended supplementary references)
8. Withdrawing or dropping the course
9. Course Requirements
10. Attendance policy for the course
11. Icebreaker assignment information
12. Course requirements and grades
13. Terms and phrases information
14. Grades
15. Academic irregularity

16. Course calendar or outline

It is always a good idea to refer students to sources of additional help at the end of each section of a syllabus. This could include recommended books or pamphlets or be a referral to persons. An instructor should review and upgrade a course syllabus at least annually.

Refer to Appendix A for samples of a Course Prospectus and Appendix B for their corresponding Course Syllabus.
Appendix A Sample Course Syllabi
Course Syllabus
For ANTH 230 Biological Anthropology
Fall Semester 2013

Overview
This is a course in the field of physical (biological) anthropology, which is an examination of human biology from an anthropological perspective. That is from a cross-cultural, developmental, prehistoric and historic standpoint. It includes human genetics, genetic forces (microevolution), what it is to be human, and human variation and adaption (including human nutrition, growth and development, health and demography). You will be expected to learn a large body of information, including some memorization, to understand concepts and theories, and to critically analyze data and interpretations of data.

This is also a course in physical anthropology. That is, you will be exposed to the different kinds of research that biological anthropologists conduct, the types of organizations to which they belong, and the journals they publish. Here you can learn what sorts of research constitute the field, what kinds of questions biological anthropologists ask and how they try to answer them, and how and where to find out more about topics that interest you.

Course catalog description
This course deals with man as a biological organism; human origins and early man; examination of origins perspectives; the primate paleontological record; human genetics and human variation and adaptation. Upon completion, students should be able to demonstrate an understanding of the biological and cultural processes impacting the human species.

Prerequisites and corequisites
None.

Course credit
Three (3) semester hours.

ATCG’s with Silhouettes of People of Varying Heights. The Human Genome Project found all humans to have a 99.9 % similar genetic content and identity, but this is challenged by a new more detailed research suggesting a higher genetic diversity. A recently discovered complex, higher-order variation in the genetic code better explains why some populations or races are vulnerable to certain diseases and respond well to specific drugs, while counterparts swiftly fall sick or never respond to treatment. Photo by Jane Ades. National Human Genome Research Institute.
Instructional objectives

On successful completion of this course, a student should be able to:

1. Explain a basic and integrated perspective on the anthropological discipline from a four-field approach;
2. Define the sub-discipline of biological anthropology and apply the methods used by biological anthropologists to gather and interpret data in an independent research project;
3. Understand and apply the scientific method;
4. Explain the biological basis of life and the genetic processes which drive it;
5. Identify the taxonomic order of primates, along with their physical, behavioral and social characteristics, and the application of modern primate characteristics as a model for understanding the early hominids;
6. Demonstrate an understanding of the issues and arguments dealing with the matter of human origins including creationism (the theological explanation for the origin of humans), intelligent design, and the synthetic theory of evolution (the scientific explanation);
7. Identify and discuss genetic, physiological, behavioral, and fossil evidence normally offered in support of human evolution; and
8. Define key terms.

Your instructor

The instructor of record for this course is Dr. Michael P. Germano. He holds a master’s degree in anthropology from Tessa A&M University at College Station. He has taught both anthropology at Ambassador University, Western Carolina University, Southwestern Community College and Haywood Community College.

To contact him on course details and issues please use the email program in the e-learning system (Populi) or docmpg@morrisbb.net. His telephone is 704-708-2291. When you send an email to this address you normally should have a response within twenty-four hours. Please feel free to contact him by telephone.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor through the “Contact Instructor” link on your course home page.
Technology access
This course requires web access and an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at http://www.adobe.com/products/acrobat/readstep2.html.

Course evaluation
Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. By completing the assessment you can earn 30 points toward your final grade. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Withdrawing from or dropping this course
It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.

Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Vice President of Academic Affairs. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.
Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10 “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Icebreaker assignment

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum. A student can earn 30 points by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- The icebreaker assignment must be submitted not later than Wednesday, August 22.
- Post your biography as a reply to the "Icebreaker” topic on the lesson “Welcome and Overview” Discussion Forum.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all three of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. This assignment is worth 30 points.

Textbooks

Students may order their books through the University Bookstore which is a Christian Books affiliate. Amazon.com and Barnes & Noble also are excellent sources of new and used books. The books used or referred to in this course are commercial publications. They represent the views and ideas of their
Living University

authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

**Required Textbooks**


**Optional Books**

None.

**Course requirements and grades**

**Due dates and extensions**

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

**Reading assignments**

Refer to “Course outline and assignments” section for information about reading assignments. Final reading assignments are located on the lessons pages at the course website.

**Writing assignments**

All writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on an assignment page lets you submit your work so your instructor can have it handy for download, review, and grading.

**Study tips**

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The three exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed assignment by assignment.
- As students view lectures, they should complete their notes.
- Complete the answers for the lesson writing assignment.
- Each week students should review notes, geographical terms and locations, and the words they defined.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain
the interaction necessary in higher education. To submit a question just click on the instructor’s name on the “Course Info” page and send your question by email through the Populi system.

Quizzes and examinations

There are no quizzes in this course.

There are four closed book exams of 50 objective questions each. **Exams 2 and 4 are proctored examinations** which are to be taken online. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process for all involved.

Students have several choices for completing these two proctored exams:

6. A student can come to campus for an exam. The instructor will establish a specific campus classroom, date and time for the student to come to LU and complete the exam with the instructor or his or her representative. **To make an appointment contact your instructor by email or telephone.**

7. A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.) who is not related to the student. Be sure to politely ask the individual and if he or she consents to be the proctor for you then contact your instructor and let him know the details. Follow the procedure in 6 below.

8. A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any web cam. With a computer and approved web cam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor the student’s computer while they complete the exam. Students pay ProctorU directly for this service.

9. A student can use a college or university testing center. There is usually a fee for this service which students pay directly. Follow the procedure in 6 below.

10. A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student. Follow the procedure in 6 below. Once you have an individual who has agreed to help you by serving as proctor, then submit the information to your instructor for approval.

All university students should present proper photo identification to their proctor before taking an exam unless the proctor personally knows the student being tested. All exams are online. In order for a proctored exam grade to be recorded, a signed Proctor’s Signature Form must sent to LU. No graded proctored exam will be returned to the student or to the exam proctor. **For approval contact your instructor by email or telephone providing the details.** After approval, provide the approved proctor
with a copy of the Proctor’s Signature Form and a stamped envelope with appropriate postage paid, properly addressed to the instructor as follows:

Michelle R. Broussard  
Living University  
2301 Crown Centre Drive, Suite A  
Charlotte, NC 28227-7705

Terms and phrases
Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your vocabulary as you proceed through the five assignments and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

Grading
A course grade will be determined based on the number of points a student has earned over the semester as follows:

- Icebreaker Assignment (30 points)  
- Lab Assignments (eight, each worth 50 points for a total of 400 points)  
- Exams (four, each worth 100 points, for a total of 400 points; All four exams are online. Exam 1 is open book, and open notes. Exams 2, 3 and 4 are closed book and closed-notes). Only Exams 2 and 4 are to be proctored.  
- Book Reports [on Genesis Unbound and Saving Darwin] (two, each worth 50 points for a total of 100 points)  
- “What I Learned” Essay (40 points)  
- Course Evaluation (30 points)  
- TOTAL 1000 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one’s goal should be.

Grades, assigned by points, are as follows:

A 900-1000 points  
B 800-899 points
Course Development Guide

C 700-799 points  
D 600-699 points  
F Below 600 points

Course calendar

Lesson 1 Introduction to Biological Anthropology (August 14-18)  
Topic 1 Anthropology as a Discipline  
Topic 2 Human Biology From the Anthropological Perspective  
Topic 3 On Knowing: What Can We Know and How Can We Know It?  
Topic 4 Scientific Methodology

Lesson 2 The Biological Basis of Life (August 19-September 13)  
Topic 1 Human Genetics  
Topic 2 Genetic Forces (microevolution)  
Topic 3 Genetic Genealogy  
Topic 4 Speciation

Lesson 3 Our Place in the Natural World (October 1-31)  
Topic 1 The Primates  
Topic 2 Primate Behavior and Ecology  
Topic 3 Humanlike Life Forms  
Topic 4 Human Beings (Mankind)

Lesson 4 Origins (November 1-27)  
Topic 1 The Origins Debate  
Topic 2 Creationism  
Topic 3 Intelligent Design  
Topic 4 Scientific Explanation (The Synthetic Theory of Evolution)

Lesson 5 Human Diversity (December 1-17)  
Topic 1 The Study of Human Variation  
Topic 2 Recent Microevolution in Human Populations  
Topic 3 Human Adaption  
Topic 4 The Biological Impart of Agriculture and Civilization
Course Syllabus
For THL 135 Life, Ministry and Teachings of Jesus
Fall Semester 2013

Overview
Through this course, a student encounters the Judeo-Christianity of the Apostolic Period and explores the basic doctrines of Jesus of Nazareth and his teaching of the individuals he prepared as apostolic leaders of the Church of God. In this course a student encounters the Gospels in a holistic manner through a verse-by-verse analysis of the biblical text. Use of a harmony of the Gospels provides the student with both a chronological approach to Jesus’ ministry and parallel accounts from the four Gospels. The course is an excellent opportunity for serious students of the Bible to develop a working familiarity of the culture of Jesus’ day and an understanding of the foundational truth of the Church of God which Jesus established.

Course catalog description
This course covers the life, ministry, and teachings of Jesus Christ as presented in the four Gospels. Emphasis is on the analysis of the four Gospels in the context of the social, political, and religious conditions of the first century. Upon completion, students should be able to explain the background, purpose, message, and themes of the Gospels and the significance of Jesus Christ in the first century and beyond. The lecture core of this course is a series of recorded lectures presented by noted television evangelist, author, and pastor of pastors Dr. Roderick C. Meredith.

Prerequisites and corequisites
There are no Prerequisites or Corequisites for this course.

Course credit
Three (3) semester hours.

Instructional objectives
On successful completion of this course, a student should be able to:

1. Trace the events and statements involved in Jesus’ life in a logical and chronological sequence;
2. Describe the significance of the words and works of Jesus Christ in light of the historical, geographical, and cultural context of the Gospels;
3. Demonstrate an understanding of God’s overall plan of redemption and the implications of the basic truths revealed in the earthly ministry of Jesus Christ;
4. Show the harmony of the four gospels and dispel questions of the so-called “contradictory facts” found in each of them;

5. Demonstrate an understanding of how the life and ministry of Christ relates to prophecy, first-century Jewish and Christian life, and beyond;

6. Demonstrate skill in the analysis and exegesis of key Bible passages in the Gospels; and

7. Show mastery of the basic terminology of this course and the physical geography associated with the Gospels.

Your instructors

The principal lecturer for this team-taught course is senior evangelist Dr. Roderick C. Meredith. Dr. Meredith has taught this course to thousands of students over the span of four decades. His recorded lectures, designed specifically for this online course, help students master the details of the original Christianity of the Church in the first century and explore the basic doctrines of Jesus of Nazareth and his teaching of those he prepared as apostles and leaders of the early Church. He is assisted by Mr. Kenneth L. Frank who serves as the instructor of record for this course. To contact Mr. Frank on course details and issues, please use the email feature in the E-Learning system (Populi).

 Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the “Course Info” page click on the instructor’s name and then select “Send Email”).

 Technology access

This course requires web access and the student has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at http://www.adobe.com/products/acrobat/readstep2.html.
Course evaluation

Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. We want to make e-learning courses as effective as we can. At the end of the course students have the opportunity of assessing the course. By completing the assessment you can earn 30 points toward your final grade. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

In this course there are three required textbooks. We also have listed three optional books that we believe can help you consider the realities of the Biblical world in Jesus’ day. In the lessons we have provided you with links to electronic copies of various booklets and articles that are either required or optional reading, so your basic cost is the three textbooks. If you decide to purchase the three optional books we suggest paperback copies. There is no cost for the electronic copies of the booklets and articles.

For theology courses students must have a Bible in addition to their textbooks. The theology faculty recommends a New King James edition of the Bible (NKJ). There are many editions available, but for student use we suggest the NKJV Study Bible in either the regular or large print editions.

- The regular edition is available in Bonded Black Leather (ISBN 0718020804) at Christian Books through the University Bookstore for about $47 plus sales tax and shipping charges (the normal retail cost is about $70).
- The large print edition NKJV Study Bible: Large Print Edition, Black Bonded Leather Thumb-Indexed (ISBN 9781418542108) sells for about $55 plus sales tax at Christian Books through the University Bookstore (normal retail is about $90).

Commentaries normally can help you with a writing assignment. We have found three that have proven useful. You might consider adding them to your library over time. The prices below are approximate. They are:


Your textbooks for this course are:


and

and


If you would like to have a harmony in modern English, the following has references in the lessons but the order of this NASB Thomas & Gundry harmony is at times different than that of Robertson.


There are four other books, available in paperback, that we believe can be helpful in your consideration of some of the topics in this course and which should assist you in your study in other LU theology courses. These books are optional, that is we list them for your consideration but they are not in any way required. They are:


The textbooks, commentaries and reference books in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these publications nor does it vouch for their accuracy. We simply employ them in helping students master the content of the course.

As a Bible student, one needs to consult Bible dictionaries, commentaries, and biblically related magazine or journal articles for information. When doing this a student has to sort out the wheat from the chaff. That is, the student must have sufficient grounding in the Bible to sort out the correct from the incorrect, the plausible from the implausible. This is a critical thinking skill, one we want students to develop further in this course and in all LU courses.

The basic textbook we selected, Elwell and Yarbrrown’s *Encountering the New Testament: A Historical and Theological Survey*, is a conservative approach written in an easy to read and well laid out fashion. This book has some material that is helpful, and some that is not. In the setting of this course, we want students not only to discern the difference but also to know why there is a difference. Our quest is to help students to “rightly divide the word of God” (2 Tim 2:15 KJV).

Moreover, in daily life and particularly in the life of ministers, you will encounter people who identify with the thinking of this book’s authors. For example, many if not most Protestants and Roman Catholics believe that the Kingdom of God exists today and equate it with the church or salvation. We hold that
Jesus and the Apostles taught primarily that the Kingdom of God was not to come into being until the Second Coming of Jesus Christ. Part of a good theological and biblical education is coming to understand what others believe and why they believe it. You need to develop sufficient understanding and skills that you can demonstrate and effectively communicate what the truth of God is in such matters.

We will only deal with Chapters 2, 3, and 9 in this course. We plan to use this same text in THL 136 (Acts and the Writings of Paul) and THL 332 (The Biblical Text), therefore, you should get a reasonable return on your investment. Our suggestion is that you take the time to mark the text, correcting errors and underlining helpful points, so it can be a useful handbook for you. The paper the publisher selected for this text and its wide margins lend themselves to note taking. We suggest you use a fine point Pilot pen.

**Withdrawal from or dropping this course**

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.

Withdrawal requests may be conveyed in any manner to a course instructor, the Registrar, or the Vice President of Academic and Student Affairs. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.

- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).

- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”

- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw, will be assigned a grade of “W” for the course.

**Attendance in this online course**

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”
Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

**Icebreaker assignment**

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on course Discussions. A student can earn 30 points by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- The icebreaker assignment must be submitted not later than Wednesday, August 21.
- Post your biography as a reply to the "Icebreaker" topic on the lesson “Welcome and Overview” Discussion.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all three of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course, each autobiography will help us to know, understand and appreciate each other.

**Course requirements and grades**

**Due dates and extensions**

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

**Reading assignments**

Refer to the “Course calendar” section for information about reading assignments. Final reading assignments are located on the lessons pages at the course website.

**Writing assignments**

All writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on an assignment page lets you submit your work so your instructor can have it handy for download, review, and grading.
Study tips

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings, making notes before viewing the assigned lecture.
- Define terms in the assignment. The three exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed assignment by assignment.
- As students view lectures, they should complete their notes.
- Complete the answers for the lesson writing assignment.
- Participate in course discussions.
- Each week students should review notes, geographical terms and locations, and the words they defined.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. To submit a question just click on the instructor’s name on the “Course Info” page and send your question by email through the Populi system.

Lectures

This course includes lectures by Dr. Meredith. Links to lectures are in the lessons. The lectures in this course are expositions of the Gospels, using Robertson's *A Harmony of the Gospels*, providing students with a verse-by-verse analysis and explication of the Gospels. The focus is upon the literal content and meaning of the written gospel texts in their first-century context. Students should use the opportunity to make notes in their harmonies.

Quizzes and examinations

Each of the eight lessons has an associated online quiz of not more than 20 questions. They are open book quizzes, but under no circumstances are students to print the quiz. An open book quiz is not a workbook exercise. It is a test where the student can consult his or her notes and books. Students have one hour to complete each quiz. Quizzes are multiple-choice questions covering lectures, readings, vocabulary words, and geographical terms and places.

The three exams are closed book and you will need a proctor.

Terms and phrases

Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your biblical and theological vocabulary as you proceed through the eight assignments and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.
For some terms and phrases, we have given a scriptural link. We selected the NKJ, the New King James Version, as our default for scriptural text. When alternate scriptures appear, we provide the appropriate link as NASB, KJV, RSV, NIV, and the like.

**Grading**

A course grade will be determined based on the number of points a student has earned over the semester as follows:

- Icebreaker Assignment (30 points)
- Writing Assignments (eight, each worth 30 points, for a total of 240 points)
- Discussions (eight, each worth 10 points, for a total of 80 points)
- Exams (three, each worth 100 points, for a total of 300 points; online, closed book, must be proctored)
- Quizzes (eight, each worth 40 points, for a total of 320 points; online, open book)
- Course Evaluation (30 points)

TOTAL 1,000 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one’s goal should be.

Grades, assigned by points, are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 and over</td>
</tr>
<tr>
<td>B</td>
<td>800-899 points</td>
</tr>
<tr>
<td>C</td>
<td>700-799 points</td>
</tr>
<tr>
<td>D</td>
<td>600-699 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 600 points</td>
</tr>
</tbody>
</table>

**Proctored exams**

Three online proctored exams are required in this course. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process.
The proctoring process helps assure that the student who takes a proctored examination in a course is the same person who enrolled in the course and that examination results reflect the student’s own knowledge and competence.

Students should present valid government-issued photo identification to their proctor before taking an exam to confirm their identity unless the proctor personally knows the student being tested. In order for a proctored exam grade to be recorded, a signed Proctor’s Signature Form (PSF) must be sent to LU. The form is unnecessary in the case of ProctorU. No graded proctored exam will be returned to the student or to the exam proctor.

At LU students have several choices for completing proctored exams:

- A student can come to campus for an exam. The instructor will establish a specific campus classroom, date and time for the student to come to LU and complete the exam with the instructor or his or her representative.
- A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.)
- A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any web cam. With a computer and approved web cam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor a student’s computer while the student completes the exam. Students pay ProctorU directly for this service. To view a demo video on how this service works, or to sign up and schedule testing appointments, the Living University portal is located at www.proctoru.com/livinguniv. No Proctor’s Signature Form (PSF) is needed when using ProctorU.
- A student can use a college or university testing center. There is sometimes a fee for this service.
- A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student.
- In a case of an unusual hardship a student may request an alternate arrangement. To do so, please contact Mrs. Michelle R. Broussard at 704-708-2294.

**Academic irregularity**

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

**What is Plagiarism?**

Plagiarism in academia is the act of stating or implying that another person’s work is your own. You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.
2. Copy answers or text from another classmate and submit it as your own.
3. Quote or paraphrase from another paper without crediting the original author.
4. Cite data without crediting the original source.
5. Propose another author's idea as if it were your own.
6. Fabricate references or use incorrect references.
7. Submit someone else's presentation, program, spreadsheet, or other file with only minor alterations.

**Why is Plagiarism Wrong?**

Below are some reasons why plagiarism is considered wrong and unethical. When you commit plagiarism, you hurt yourself and others in the following ways:

1. You deny yourself the opportunity to learn and practice skills that you may need in the future.
2. You deny yourself the opportunity to receive honest feedback on how to improve your skills and performance.
3. You invite future employers and faculty to question your integrity and performance in general.
4. You commit fraud on faculty who are evaluating your work.
5. You deprive another author due credit for his or her work.
6. You show disrespect for others who have done their own work.

**Penalties**

In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

**Course calendar**

<table>
<thead>
<tr>
<th>Lesson 1 Introduction (Aug. 14-29)</th>
<th>Elwell &amp; Yarbrough Chapter 2 (pp. 39-68)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1 The Near East in the Days of Jesus</td>
<td>Comments on Elwell &amp; Yarbrough Chapter 2</td>
</tr>
<tr>
<td>Topic 2 The Gospel Accounts</td>
<td>Robertson §1 (p. 1) or Thomas &amp; Gundry §1 (p. 19)</td>
</tr>
<tr>
<td>Elwell &amp; Yarbrough Chapter 3 (pp. 69-76)</td>
<td>Comments on Elwell &amp; Yarbrough Chapter 3</td>
</tr>
<tr>
<td>Topic 3 His Pre-Existence and Birth Preparations</td>
<td>Robertson §2 (p. 2)</td>
</tr>
<tr>
<td>Armstrong <em>Is Jesus God?</em></td>
<td>Meredith <em>Who Was the God of the Old Testament?</em></td>
</tr>
<tr>
<td>Meredith <em>Your Ultimate Destiny</em></td>
<td>Ogwyn <em>Is Christmas Christian?</em></td>
</tr>
<tr>
<td>Topic 4 Jesus’ Birth, Boyhood, and Baptism by John</td>
<td>Robertson §§3-24 (pp. 3-20)</td>
</tr>
</tbody>
</table>

| Lesson 2 Christ at Jerusalem, in Samaria and His Arrival at Galilee (Aug. 30-Sep. 13) | Ogwyn *Is Christmas Christian?* |
### Lesson 3 Beginning of Christ’s Ministry in Galilee (Oct. 1-13)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A New Headquarters, Disciples Called, and Ministry Throughout Galilee</td>
<td>Sabbath Controversies and Withdrawal</td>
<td>Appointment of “The Twelve”</td>
<td>Sermon on the Mount</td>
</tr>
</tbody>
</table>

Robertson §§40-48 (pp. 32-41)  
Robertson §§49-52 (pp. 42-47)  
Robertson §§53 (pp. 47-48)  
Robertson §§54 (pp. 48-55)  
Meredith Which Day is the Christian Sabbath?

### EXAM 1 Covering Lessons 1-3 (100 points). Time for completion: 1 hour (60 minutes).

### Lesson 4 Jewish Conflicts & The Kingdom of God (Oct. 14-27)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing Reputation and Emphasis on Repentance</td>
<td>Public Rejection by Jewish Leaders</td>
<td>Parables and The Kingdom of God</td>
<td>Continuing Opposition</td>
</tr>
</tbody>
</table>

Robertson §§65-60 (pp. 55-61)  
Robertson §§61-63 (pp. 61-64)  
Robertson §§53 (pp. 47-48)  
Robertson §§54 (pp. 48-55)  
Meredith What Is a True Christian?

### Lesson 5 The Ministry of Christ Around Galilee (Oct. 28-Nov. 10)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Around the Sea of Galilee</td>
<td>Ministry in Gentile Territories</td>
<td>Special Training of the Twelve</td>
<td>Feast of Tabernacles at Jerusalem</td>
</tr>
</tbody>
</table>

Robertson §§72-77 (pp. 85-94)  
Robertson §§78-81 (pp. 94-99)  
Robertson §§82-95 (pp. 99-113)  
Robertson §§96-101 (pp. 114-120)

### Lesson 6 Concluding Ministry in Judea, Perea and Jerusalem (Nov. 11-24)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later Judean Ministry</td>
<td>Perean Ministry</td>
<td>Lazarus and the Rich Man</td>
<td>At Jerusalem Before Passover</td>
</tr>
</tbody>
</table>

Robertson §§102-111 (pp. 120-130)  
Robertson §§112-116 (pp. 131-135)  
Robertson §§117-121 (pp. 135-141)  
Meredith Prophecy Fulfilled: God’s Hand in World Affairs

### EXAM 2 Covering Lessons 4-6 (100 points). Time for completion: 1 hour (60 minutes).

### Lesson 7 The Last Supper, His Arrest and Trials (Nov. 25-Dec. 8)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
</table>

Robertson §§143-152 (pp. 189-204)  
Chart of the Crucifixion/Resurrection Week  
Robertson §§153 (pp. 205-208)  
Robertson §§154-162 (pp. 209-226)  
Hoeh Twelve Reasons Why Jesus’ Trial was Illegal
### Lesson 8 The Death, Resurrection and Ascension of Jesus Christ (Dec. 9-18)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopic</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>Topic 1</td>
<td>The Crucifixion and Burial</td>
<td>Robertson §§163-168 (pp. 226-238)  Germano Draft Section of <em>The First Christians</em> Chapter 4</td>
</tr>
<tr>
<td>Topic 2</td>
<td>The Resurrection</td>
<td>Robertson §§169-172 (pp. 239-242)  <em>Ogwyn The Resurrection Was Not on Easter Sunday!</em></td>
</tr>
<tr>
<td>Topic 3</td>
<td>Post-Resurrection Appearances</td>
<td>Robertson §§173-183 (pp. 242-251)  Elwell &amp; Yarbrough Chapter 8 (pp. 132-133)</td>
</tr>
<tr>
<td>Topic 4</td>
<td>The Ascension</td>
<td>Robertson § 184 (pp. 251-252)</td>
</tr>
</tbody>
</table>

**EXAM 3 Covering Lessons 7-8 (100 points). Time for completion: 1 hour (60 minutes).**
Course Syllabus
For THL 136 Acts and the Writings of Paul
Spring Semester 2013

Overview
Welcome to the “Acts and the Writings of Paul". This introductory "general education" course in early church history focuses upon the ministry of the Apostle Paul. The course explores the book of Acts and the Pauline epistles in their historical and contextual setting. Designed primarily for distance education, this course provides a means by which persons located away from the traditional college or university classroom can complete a university-level course in early church history. The course focuses students in assigned readings, conceptualization activities, vocabulary building, and upon leading issues.

Catalog description
Focused in the book of Acts of the Apostles this course deals with Paul’s life, times, and writings including the background, purpose, message, and themes of the Pauline epistles; his personal life and character; his companions; and the chronology of the apostle’s life. Emphasis is on the theology of his writings and the issues that Paul dealt with in the apostolic church. Upon completion, students should be able to show the message of Acts and each of each of the Pauline Epistles and their implication and application.

Prerequisites and corequisites
There are no Prerequisites or Corequisites for this course.

Course credit
Three semester hours.

Instructional objectives
On completion of this course, a student should be able to:

1. Identify the cultural milieu and the geographical context in which first-century Christianity evolved;
2. Identify and demonstrate the leading issues confronted by the early church, and their resolution, regarding Jewish and Gentile converts to Christianity;
3. Demonstrate the chronology of the early church in the C.E. 31-70 period and to identify and state the significant chronological markers of the apostolic period;
4. Identify and state the background, purpose, and basic themes of the book of Acts and each of the Pauline epistles;
5. State and demonstrate Paul's teaching on various doctrines and themes throughout all of his epistles and in particular his views on Christian living;
6. Demonstrate basic biblical research skills in the field of New Testament study including the analysis of select Bible passages through word study and exegesis;

7. Demonstrate facility in finding, using and properly citing written resources in biblical study and in applying them in a well-reasoned manner;

8. Demonstrate with particularity Paul's background and preparation for his unique responsibility as the apostle to the Gentiles through completion of a research paper; and

9. State the definition of basic terms.

Your instructors

The principal lecturer for this team-taught course is senior evangelist Dr. Roderick C. Meredith. Dr. Meredith has taught this course to thousands of students over the span of four decades. His recorded lectures, designed specifically for this online course, help students master the details of the original Christianity of the Church in the first century and explore the basic doctrines of Jesus of Nazareth and his teaching of those he prepared as apostles and leaders of the early Church. He is assisted by Mr. Kenneth L. Frank who serves as the instructor of record for this course. To contact Mr. Frank on course details and issues, please use the email feature in the E-Learning system (Populi).

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor by clicking on the name of your instructor on the Course Info page and then on Send Email.

Technology access

This course requires web access. You also have to have an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the free Adobe Acrobat reader at http://www.adobe.com/products/acrobat/readstep2.html, which you may then install and use to access PDF documents on this site.
Course evaluation

We welcome your input for improving this course. Making suggestions to us by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course you will have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate you letting us know how we can improve our products and services for you and other distance learners. We welcome your input for improving the course and making suggestions.

Textbooks

The textbooks for this course are:


and a New King James edition of the Holy Bible.

Recommended supplementary references are:


A word of caution, the Elwell & Yarbrough textbook used in this course is a commercial publication. It represents the views and ideas of its authors, editors, and publishers. Living University does not endorse the text nor vouch for its accuracy. We simply employ it in helping you master the content of the course.

As a Bible student you will need to consult Bible dictionaries, commentaries, and biblically-related magazine or journal articles for information. When you do this you have to sort out the wheat from the chaff. That is, you must have sufficient grounding in the Bible to sort out the correct from the incorrect, the plausible from the implausible. This is a critical thinking skill and one we want you to further develop in this course and in all LU courses.

The textbook we selected, Elwell and Yarbrough’s *Encountering the New Testament: A Historical and Theological Survey* is a conservative approach written in an easy to read and well laid out fashion. There
is some material in this book that is helpful and some that is not. In the setting of this course we want you to not only discern the difference but to know why there is a difference. Our quest is to help you to “rightly divide the word of God” (II Tim 2:15 KJV).

Moreover, in daily life and particularly in the life of ministers, you will encounter people who identify with the evangelical thinking of this book’s authors. For example, many if not most Protestants and Roman Catholics believe that the Kingdom of God exists today and equate it with the church or salvation. We hold that Jesus and the Apostles taught primarily that the Kingdom of God was not to come into being until the Second Coming of Jesus Christ. Part of a good theological, and biblical, education is coming to understand what others believe and why they believe it. You need to develop sufficient understanding and skills that you can demonstrate and effectively communicate what the truth of God is in such matters.

Our suggestion is that you take the time to mark the text correcting errors and underlying helpful points so it can be a useful handbook for you. The paper the publisher selected for this text and its fairly wide margins lend themselves to note taking. We suggest you use a fine point Pilot pen.

Icebreaker assignment

To officially begin a course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum. The icebreaker assignment must be submitted by January 26. Post your biography as a reply to the "Icebreaker" topic on the Lesson 1 Discussion Forum. Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. Please read and comment on at least two other bios by the due date in order to get credit. This assignment is worth 25 points.

Course requirements and grades

Due dates
The last official day of instruction is May 9. The semester ends May 12.

Reading and writing exercises
Refer to each individual Lesson page for reading assignments and the program schedule. Writing exercises can be accessed from each individual Lesson page or from the Assignments tab.

Forum questions & comments
Each student will have the opportunity to post on-line comments to a Discussion Forum Question for each assignment. This will enable students to interact with each other.
Filing writing assignments
To turn in writing assignments click on the Assignments tab and then click on the assignment you want to turn in. Beneath the description of the specific assignment, click on the “add” button and follow the steps to upload your document for grading.

Study tips
Distance learning emphasizes self-motivation. Your instructor functions as a facilitator with you as the driving force in mastering course content. Do not put off completing your readings and assignments. While there are many different learning styles the following strategy should serve the needs of most students.

• Look over assigned readings.
• Read the assigned readings making notes before viewing the assigned lecture.
• Define terms in the assignment. The exams will specifically test basic terminology. Develop your biblical and theology vocabulary as you proceed assignment by assignment.
• As you view lectures complete your notes.
• Complete your answers for the writing assignment.
• Each week review your notes, geographical terms and locations, and the words you defined.
• If you have a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention you not only acquire assistance but you also maintain the interaction necessary in higher education. Click on then name of the instructor or assistant on the Course Info page to send questions via email.

Lectures
This course includes several lectures by Dr. Meredith and possibly some guests. Links to lectures are in the lessons.

Quizzes
Each of the six lessons has an associated online quiz of approximately 20-25 questions. They are open book, but under no circumstances are you to print the quiz. An open book quiz is not a workbook exercise. It is a test where you can consult your notes and books. If you study the material you should rarely have to do so. Students are allowed one hour to complete each quiz. Quizzes are multiple choice and true or false questions. You will be asked to answer questions covering required readings, lectures, and vocabulary words.
Research paper

This course requires a term paper. It is a major assignment worth about 20% of a student's final grade. Two or three students may partner in completing this assignment or a student may work independently. The following guidelines apply:

Objective: To demonstrate an understanding of the cultural conditions and times in which the Apostle Paul received his education and rearing, to become aware of the Apostle Paul’s background and preparation for his unique responsibilities as the apostle to the Gentiles through literary research, and to succinctly commit this understanding to writing in a formal research paper.

Purpose: To research and explain with particularity Paul's background and preparation for his unique responsibility as the apostle to the Gentiles and to develop facility in finding, using and properly citing written resources in biblical study and in applying them in a well-reasoned manner.

An "A" paper: An "A" level paper will show a careful selection of various works of fairly recent publication worked into your paper in support of the propositions you are making in your writing. More than 12 references is excessive for this assignment. An "A" paper will have 9 - 12 references evenly balanced between scholarly books, Bible reference works, and journals. An "A" paper will develop the topic along at least three lines—his years growing up in Tarsus and the Greco-Roman world, his Jewish culture and his education and training in Judaism, and his early years in the church, with discussion of any interrelationships. An "A" paper presents an organized presentation of the Apostle Paul's early life.

Sources: There is much information available concerning the Apostle Paul. You may find material in a variety of sources such as general encyclopedias, Bible commentaries, works on the New Testament and Old Testament, secular and church histories. Do not overlook the New Testament itself as it provides considerable biographical information concerning his youth, family, and career preparation. This is an opportunity for you to use the online resources of the University Library.

Style: Be sure to present a balanced review of the literature dealing with this topic and properly acknowledge and cite your sources. The research paper will be graded on form and documentation style as well as organization, grammar and content. As applicable the editorial style should be as set forth in the following work:


Length: This research paper should be from 8-12 pages. Do not exceed twelve (12) typewritten or word processed pages double spaced (excluding a title page) with 10 point Courier or the equivalent, including your "works cited" page(s).

Value: 200 points.

Due date: The research paper is due on May 1, 2011. Late papers will be marked down one (1) letter grade unless there are extenuating circumstances.
Always keep a copy of your work for this course.

**Grading**

Your course grade will be determined based on the number of points you have earned over the semester as follows:

- Short Writing Assignments (five, each worth 60 points, for a total of 300 points)
- Research Paper (200 points)
- Discussions Form (140 points)
- Quiz 1 (60 points) [online, open book]
- Quiz 2 (60 points) [online, open book]
- Quiz 3 (60 points) [online, open book]
- Quiz 4 (60 points) [online, open book]
- Quiz 5 (60 points) [online, open book]
- Quiz 6 (60 points) [online, open book]

**TOTAL 1,000 points**

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want you to earn at least 800 points in this course. If you do not do so then you have not developed the mastery we would like you to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you don’t know what that means, don’t worry about it). Also, don’t go on a guilt trip if you get a C. That is an honorable grade, but if you receive a D or below, then you might want to retake the course. Mastery of the material is what your goal should be.

Grades are assigned by points as follows:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-699 points
- F Below 600 points

**Academic irregularity**

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.
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4. You commit fraud on faculty who are evaluating your work.
5. You deprive another author due credit for his or her work.
6. You show disrespect for others who have done their own work.

Penalties

In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

• If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
• If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).

• Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”

• Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

Course calendar
All reading and viewing assignments are set forth in the lessons on the course website.

Lesson 1  The Beginning of the Church of God  [January 19-30]
  Writing Assignment 1 due January 30
  Quiz 1 due January 30

Lesson 2 The Gospel, Barnabas and Paul  [January 31-February 13]
  Writing Assignment 2 due February 13
  Quiz 2 due February 13

Lesson 3 First Apostolic Tour - Acts 15 Conference  [February 14–27]
  Writing Assignment 3 due February 27
  Quiz 3 due February 27

Lesson 4 The Second and Third Apostolic Tours  [February 28- March 20]
  Writing Assignment 4 due March 20
  Quiz 4 due March 20

No Writing Assignment (work on the final draft of your research paper)
Quiz 5 due April 15 and Research Paper due May 1.

Spring Recess April 16-25 (Sat.-Mon.) Instruction resumes Apr. 26, Tues. 7 a.m.

Your research paper will be considered “late” if it not received by May 1.

Writing Assignment 6 due May 9

Quiz 6 due May 9

Please complete the Course Evaluation.
Course Syllabus
For THL 416 General Epistles and Revelation
Spring Semester 2013

Overview
The general epistles (also called the Catholic Epistles) are a set of seven letters in the New Testament anciently placed between Acts of the Apostles and the Epistles of Paul. "Epistle" simply means a formal letter. The General Epistles are technically part of the historical writings (Acts of the Apostles and the General Epistles) as preserved anciently in a single scroll. Before the writing of the book of Revelation, the New Testament consisted of three rolls—the memoirs of the apostles (the Gospels), the historical writings (Acts and the General Epistles), and the Epistles of Paul (fourteen epistles addressed in three parts, that is letters to seven specific congregations, a letter to the church-at-large, and letters to the ministry).

Revelation (a single roll and the final book in the New Testament) deals with the events of the Day of the Lord, the time of God’s judgments and plagues upon sin at the end of the age, climaxing in the Second Coming of Christ.

In this course you will encounter information concerning the New Testament and some issues and matters not dealt with elsewhere in the New Testament. The General Epistles tell of an apostasy occurring in the late first century leading to a great false form of Christianity we know of as Greco-Roman Orthodox Christianity in Greek and Latin forms. In Revelation we are told the impact of this false church on the people of God and its actions and fruits through its ultimate demise and destruction at the end of the age.

Moreover, here you should find opportunity to hone your critical thinking skills and aptitudes in discerning and understanding the teachings of God’s Word. This course should provide you with a deeper comprehension of the historical and prophetic content of the New Testament through scholarly information and presentations.

Course catalog description
This course introduces the historical setting, purpose, and central theme of the letters of James, Peter, John, and Jude and the book of Revelation. Emphasis is on the use of critical, historical, archeological, and cultural analysis. Upon completion, students should be able to use analysis tools to read, understand, explain, and expound these biblical writings.

Prerequisites and corequisites
Prerequisites: THL 136.
Corequisites: None.

Course credit
Three (3) semester hours.
Instructional objectives

On completion of this course, a student should be able to:

1. Describe the character of Christianity in Asia Minor late in the first century C.E.;
2. Demonstrate knowledge of the author, background, theme and content of each of the General Epistles and the book of Revelation and discuss key points subject to textual criticism;
3. Discuss concepts contained in the book of Revelation and each epistle that relate to understanding the history and development of the NT Church of God and its doctrines;
4. State and demonstrate each author’s teaching, including his views on Christian living, on various doctrines and themes contained in the book of Revelation and each of his epistles;
5. Show a basic understanding of the book of Revelation, within the framework of biblical prophecy as it relates to other passages in the Old and New Testaments, and discuss the events leading to the Day of the Lord, the establishment of the Kingdom of God, and Final Judgment;
6. Apply the above in a coherent understanding of the relevance and challenge of John’s vision for the 21st century; and
7. State the definition of basic terms.

Your instructor

The instructor of record for this course is Dr. Michael P. Germano. To contact him on course details and issues please use Populi email in the e-learning system (Populi) or mgermano@livinguniv.com. His telephone is 704-844-1960 Extension 2291.

Dr. Germano has over forty years of professional experience in college-level administration, education and corporate law. He served as a dean and vice president for Ambassador College (Pasadena, California) and University (Big Sandy, Texas) and as Vice President for Instruction to Haywood Community College (Clyde, North Carolina). In addition to earned doctorates in education and law he completed graduate studies in theology and anthropology at Southern Methodist University and has a master’s degree in archaeology/anthropology from TAMU (College Station, Texas).

He held responsibilities in Ambassador University’s involvement in archaeological excavations at the south Temple Mount directed by Benjamin Mazar, the Umm el-Jimal Project directed by Bert de Vries, the Mozan Expedition directed by Giorgio Buccellati and Marilyn Kelly-Buccellati, and the Hazor Excavations in memory of Yigael Yadin directed by Amnon Ben-Tor. His research focus has been on early church history and archaeology.

Based on his research in Jerusalem he presented a paper “The Ancient Church of the Apostles: Revisiting Jerusalem’s Cenacle and David’s Tomb” to the Near Eastern Archaeological Society (NEAS) and has a book in preparation detailing the history of the first era of the Church (31-135 CE) entitled The First Christians: History, Myths and Traditions of the Apostolic Church.

Ordained in 1983, Dr. Germano is an elder in the Living Church of God and serves as President of Living University.
Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor through the “Contact Instructor” link on your course home page.

Technology access

This course requires web access. You also have to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the free Adobe Acrobat reader at http://www.adobe.com/products/acrobat/readstep2.html, which you may then install and use to access PDF documents on this site.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course you will have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners. We welcome your input for improving the course and making suggestions by email is helpful.

Textbooks

Students may order their books through the University Bookstore which is a Christian Books affiliate. Amazon.com and Barnes & Noble also are excellent sources of new and used books. The books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Required Textbooks


The Bible - preferably a New King James version (also consult other translations)

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a
punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.

- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).

- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”

- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

**Attendance in This Course**

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10 “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

**Icebreaker assignment**

For credit students must complete an icebreaker assignment. For credit, you will need to post at least three comments consisting of your short autobiography and two comments on the autobiographies of
other students. The purposes of this icebreaker assignment are for you to introduce yourself to your classmates, to verify your enrollment in this course, and to promote student interaction.

Simply tell the class about yourself and your goals and comment on two other peoples Icebreaker postings. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other.

The icebreaker assignment is due by the eighth day of the semester (Wednesday, January 23). Post your autobiography as a reply to the "Icebreaker" topic on the course discussion forum. You can earn 30 points in this course by doing so “on time.” On this assignment there is no credit granted for postings made after January 23. Students who do not post their autobiography before the end of the Late Registration (Drop/Add) period officially become "No Show" students and they forfeit their registration in this course.

Terms and phrases

Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your biblical and theological vocabulary as you proceed through the nine assignments and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

For some terms and phrases, we have given a scriptural link. We selected the NKJ, the New King James Version, as our default for scriptural text. When alternate scriptures appear we provide the appropriate link as NASB, KJV, RSV, NIV, and the like.

Course requirements and grades

Due dates
The last official day of instruction is May 9. The semester ends May 11.

Reading assignments

Refer to “Course outline and assignments” section for reading assignments and the program schedule.

Study tips

Distance learning emphasizes self-motivation. Your instructor functions as a facilitator with you as the driving force in mastering course content. Do not put off completing your readings and assignments.
While there are many different learning styles the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The exams will specifically test basic terminology. Develop your biblical and theology vocabulary as you proceed assignment by assignment.
- As you view lectures complete your notes.
- Complete your answers for the writing assignment.
- Each week review your notes, geographical terms and locations, and the words you defined.
- If you have a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention you not only acquire assistance but you also maintain the interaction necessary in higher education. Use the Inbox on your course home page to send questions.

**Lectures**
This course includes lectures by faculty and guests. Links to lectures will be placed in lessons.

**Quizzes and examinations**
Lessons 1-7 have an associated online quiz of 20 questions. They are open book quizzes and there is no time limit. A quiz should help you master the material in the assignment. It also provides you with practice in test taking. You will be given two chances to take each quiz. The three exams discussed below draw heavily but not exclusively from the quizzes. Therefore, it is important for you to understand and commit the quiz material to memory.

On the other hand, the exams have time limits, closed book tests to be taken online and you have only one opportunity to complete an exam. As Living University students do not cheat, steal or lie, we rely on our students’ integrity during these examinations.

**Writing assignments**
Each assignment will include Writing Assignments that will involve writing out certain verses, defining key terms and explaining important scriptural passages. For instructions in how to post assignments, visit the Frequently Asked Questions pages through the link on the course homepage. The preferable way to post assignment is by attachment so that their format will not be corrupted.

*Always keep a copy of your work for this course.*

**Grading**
Your course grade will be determined based on the number of points you have earned over the semester as follows:
Icebreaker Assignment (30 points)
Drill & Practice Quizzes (7 worth 40 points each, 280 points)
Writing Assignments (8 worth 25 points each, 200 points)
Exams (three, each worth 100 points, for a total of 300 points; proctored, online, closed book and closed-notes)
Research Paper (120 points)—this is to be a team project of 2 or 3 people per team
“What I Learned” Essay (40 points)
Course Evaluation (30 points)
Total 1,000 points

By getting your icebreaker assignment posted on time you can earn 30 points. These points could make the difference between an A or a B, or passing or not passing.

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want you to earn at least 800 points in this course. If you do not do so then you have not developed the mastery we would like you to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you don’t know what that means, don’t worry about it). Also, don’t go on a guilt trip if you get a C. That is an honorable grade, but if you receive a D or below, then you might want to retake the course. Mastery of the material is what your goal should be.

Grades are assigned by points as follows:

A  900-1000 points
B  800-899 points
C  700-799 points
D  600-699 points
F  Below 600 points

**Proctored exams**

Three online proctored exams are required in this course. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process.

The proctoring process helps assure that the student who takes a proctored examination in a course is the same person who enrolled in the course and that examination results reflect the student’s own knowledge and competence.

Students should present valid government-issued photo identification to their proctor before taking an exam to confirm their identity unless the proctor personally knows the student being tested. In order for a proctored exam grade to be recorded, a signed Proctor’s Signature Form must be sent to LU. The form
is unnecessary in the case of ProctorU. No graded proctored exam will be returned to the student or to the exam proctor.

At LU students have several choices for completing proctored exams:

- A student can come to campus for an exam. The instructor will establish a specific campus classroom, date and time for the student to come to LU and complete the exam with the instructor or his or her representative.
- A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.)
- A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any web cam. With a computer and approved web cam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor a student’s computer while the student completes the exam. Students pay ProctorU directly for this service. To view a demo video on how this service works, or to sign up and schedule testing appointments, the Living University portal is located at www.proctoru.com/livinguniv. For ProctorU no Proctor’s Signature Form is needed.
- A student can use a college or university testing center. There is usually a fee for this service.
- A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student.
- In a case of an unusual hardship a student may request an alternate arrangement. To do so please contact Mrs. Michelle Broussard at 704-708-2294.

**Academic irregularity**

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

**What is Plagiarism?**

Plagiarism in academia is the act of stating or implying that another person’s work is your own. You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.
2. Copy answers or text from another classmate and submit it as your own.
3. Quote or paraphrase from another paper without crediting the original author.
4. Cite data without crediting the original source.
5. Propose another author’s idea as if it were your own.
6. Fabricate references or use incorrect references.
7. Submit someone else's presentation, program, spreadsheet, or other file with only minor alterations.

Why is Plagiarism Wrong?

Below are some reasons why plagiarism is considered wrong and unethical. When you commit plagiarism, you hurt yourself and others in the following ways:

1. You deny yourself the opportunity to learn and practice skills that you may need in the future.
2. You deny yourself the opportunity to receive honest feedback on how to improve your skills and performance.
3. You invite future employers and faculty to question your integrity and performance in general.
4. You commit fraud on faculty who are evaluating your work.
5. You deprive another author due credit for his or her work.
6. You show disrespect for others who have done their own work.

Penalties

In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course calendar

All reading and viewing assignments are set forth in the lessons on the course website. Other readings are found in the lessons.

Lesson 1  Introduction to the General Epistles and Revelation (January 16-27)
   Topic 1 Background
   Topic 2 Apostolic Writings
   Topic 3 New Testament Exegesis

Lesson 2  James (January 28-February 10)
   Topic 1 Background
   Topic 2 Bible Word Study
   Topic 3 James 1-5
Lesson 3  1 Peter  (February 11-24)
   Topic 1  Background
   Topic 2  I Peter 1-5

Lesson 4  2 Peter  (February 25- March 10)
   Topic 1  Background
   Topic 2  II Peter 1-3

Exam 1 due March 17

Lesson 5  I John (March 11-April 7)
   Topic 1  Background
   Topic 2  I John
   Topic 3  II John
   Topic 4  III John

Lesson 6  Jude (April 8-21)
   Topic 1  Background
   Topic 2  Jude

Exam 2 due April 28

Lesson 7  Revelation (April  22-May 7)
   Topic 1 Background, Prelude, and Setting
   Topic 2 The True and False Churches
   Topic 3 Breaking the Seven Seals, the Seven Trumpets, and the Seven Last Plagues
   Topic 4 The Second Coming, the Millennium, Satan's Fate, the Great White Throne Judgment, and
   the New Heaven and the New Earth

Lesson Epilog  (May 8-10)

Research Paper due May 7

Exam 3 due May 10

Please complete the Course Evaluation.
Course Syllabus
For THL 473 Archaeology and the Old Testament
Fall Semester 2012

Overview
Archaeology of the Old Testament deals with the study of the archaeology of the lands of the Bible. Through the science of archaeology and the use of historical records, such as the Hebrew Scriptures, a student can develop a fuller understanding of the biblical record and the lifeways of biblical peoples. In biblical archaeology, wherein the disciplines of history and archaeology complement each other, students and scholars gain a fuller perception of the events depicted in the Bible and learn of the cultural change (cultural process) in the Bible lands.

Course catalog description
This course deals with the archaeology of the bible lands from the fourth millennium B.C.E. through the Intertestamental Period. Topics addressed include patriarchal Palestine, Joseph and Moses in Egypt, the reigns of David and Solomon, the divided kingdom, the exile, and the intertestamental period. Upon completion, students should be able to explain how understanding of the social, political and religious background of the biblical world aids illumination of the Hebrew Scriptures.

Prerequisites and corequisites
There are no Prerequisites or Corequisites for this course.

Course credit
Three (3) semester hours.

Instructional objectives
On successful completion of this course, a student should be able to:

1. Describe the geographical setting of the Levant;
2. Cite and explain the highlights of the major archaeological periods in the Levant during the Old Testament and Intertestamental periods;
3. Explain in general terms the field of biblical archaeology, its major means and ends, and the leading issues in biblical archaeological research;
4. Cite and describe the significance of the major Levantine archeological sites with emphasis upon those located in Israel;
5. Explain how archaeological research of biblical lands can illuminate parts of the biblical text in both the Hebrew Scriptures and the New Testament;
6. Explain the concept of culture, the nature of archaeological data, and archaeological context through definition and examples from the material cultures that provide the setting for the biblical narrative; and
7. Define archaeological, architectural, and geographical terms related to their respective disciplines.

Your instructor
The instructor of record for this course is Dr. Michael P. Germano. To contact him on course details and issues please use the email feature in the e-learning system (Populi) or mgermano@livinguniv.com. His telephone is 704-708-2291.

Dr. Germano held responsibilities in Ambassador University’s involvement in archaeological excavations at the south Temple Mount directed by Benjamin Mazar, the Umm el-Jimal Project directed by Bert de Vries, the Mozan Expedition directed by Giorgio Buccellati and Marilyn Kelly-Buccellati, and the Hazor Excavations in memory of Yigael Yadin directed by Amnon Ben-Tor. His research focus has been on early church history and archaeology.

Based on his research in Jerusalem he presented a paper “The Ancient Church of the Apostles: Revisiting Jerusalem’s Cenacle and David’s Tomb” to the Near Eastern Archaeological Society (NEAS) and has a book in preparation detailing the history of the first era of the Church (31-135 CE) entitled The First Christians: History, Myths and Traditions of the Apostolic Church.

Ordained in 1983, Dr. Germano is an elder in the Living Church of God and serves as President of Living University.

Students with disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the “Course Info” page click on the instructor’s name and then select “Send Email”).

Technology access
This course requires web access and the student has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at http://www.adobe.com/products/acrobat/readstep2.html.
Course evaluation

Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. By completing the assessment you can earn 30 points toward your final grade. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

Textbooks and supplementary books for this course are listed below. Students may order these through the University Bookstore (Christian Books) or through www.amazon.com.

Required textbooks


Supplementary books

Recommended supplementary references are:


Sailhamer, John H. *Genesis Unbound: A Provocative New Look at the Creation Account*.

Easley, Kendell. *Holman Illustrated Guide to Biblical History*

Harrison, R. K. *Old Testament Times: A Social, Political, and Cultural Context*


The textbooks used in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.
Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Vice President of Academic Affairs. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.

- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).

- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”

- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

**Attendance in this online course**

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10 “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

**Icebreaker assignment**

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum. A student can earn 30 points by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- **The icebreaker assignment must be submitted not later than Wednesday, August 22.**
• Post your biography as a reply to the "Icebreaker" topic on the lesson “Welcome and Overview” Discussion Forum.

• Please read and comment on at least two other bios by the due date in order to get credit.

• Full credit for this assignment will only be given if all three of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. This assignment is worth 30 points.

Course requirements and grades

Due dates and extensions
Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Reading assignments
Refer to “Course outline and assignments” section for reading assignments.

Writing assignments
All writing assignments in this course should follow the MLA style as set forth in Writing Research Papers: A Complete Guide by Lester & Lester. Please cite your sources and use quotation marks where needed. The “File Upload” feature on an assignment page lets you submit your work so your instructor can have it handy for download, review, and grading.

Study tips
Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

• Look over assigned readings.

• Read the assigned readings making notes before viewing the assigned lecture.

• Define terms in the assignment. The exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed assignment by assignment.

• As students view lectures, they should complete their notes.

• Complete the answers for the writing assignment.

• Each week students should review notes, geographical terms and locations, and the words they defined.
• If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. To submit a question just click on the instructor’s name on the “Course Info” page and send your question by email through the Populi system.

Lectures

This course includes several lectures by Dr. Germano and some guests. Links to lectures are in the lessons.

Quizzes and examinations

Each of the 8 lessons has an associated online quiz of not more than 25 questions. They are closed book quizzes. Under no circumstances are students to print a quiz. Students have 60 minutes to complete each quiz. Quizzes are objective tests which may include true/false, matching, multiple-choice questions covering lectures, readings, vocabulary words and any discussion topics.

There are two closed book exams of 50 objective questions each. These are proctored examinations which are to be taken online. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process for all involved.

Students have several choices for completing these two proctored exams:

1. A student can come to campus for an exam. The instructor will establish a specific campus classroom, date and time for the student to come to LU and complete the exam with the instructor or his or her representative. To make an appointment contact your instructor by email or telephone.

2. A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.) who is not related to the student. Be sure to politely ask the individual and if he or she consents to be the proctor for you then contact your instructor and let him know the details. Follow the procedure in 6 below.

3. A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any web cam. With a computer and approved web cam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor the student’s computer while they complete the exam. Students pay ProctorU directly for this service.

4. A student can use a college or university testing center. There is usually a fee for this service which students pay directly. Follow the procedure in 6 below.
5. A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student. Follow the procedure in 6 below. Once you have an individual who has agreed to help you by serving as proctor, then submit the information to your instructor for approval.

All university students should present proper photo identification to their proctor before taking an exam unless the proctor personally knows the student being tested. All exams are online. In order for a proctored exam grade to be recorded, a signed Proctor’s Signature Form must sent to LU. No graded proctored exam will be returned to the student or to the exam proctor. For approval contact your instructor by email or telephone providing the details. After approval, provide the approved proctor with a copy of the Proctor’s Signature Form and a stamped envelope with appropriate postage paid, properly addressed to the instructor as follows:

Michael P. Germano
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Terms and phrases
Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your biblical and theological vocabulary as you proceed through the eight assignments and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

For some terms and phrases, we have given a scriptural link. We selected the NKJ, the New King James Version, as our default for scriptural text. When alternate scriptures appear we provide the appropriate link as NASB, KJV, RSV, NIV, and the like.

Grading
A course grade will be determined based on the number of points a student has earned over the semester as follows:

Icebreaker Assignment (30 points)
Writing Assignments (eight, each worth 40 points for a total of 320 points)
Quizzes (eight, each worth 50 points for a total of 400 points; online, closed book)
Exams (two, each worth 100 points, for a total of 200 points; proctored, online, closed book)
“What I Learned” Essay (20 points)
Course Evaluation (30 points)
TOTAL 1000 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course.
That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one’s goal should be.

Grades, assigned by points, are as follows:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-699 points
- F Below 600 points

**Academic irregularity**

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

**Course calendar**

**Overview**

- Icebreaker 1 (30 points) Due: Wed., Aug. 22

**Lesson 1 Beginnings (Aug. 15-26)**

- Writing Assignment (40 points) Due: Sun., Aug. 26
- Quiz 1 (50 points) Due: Sun., Aug. 26

**Lesson 2 Mesopotamia (Aug. 27-Sept. 9)**

- Writing Assignment 2 (40 points) Due: Sun., Sept. 9
- Quiz 2 (50 points) Due: Sun., Sept. 9

**Lesson 3 Canaan and Ancient Egypt (Sept. 10-25)**

- Writing Assignment 3 (40 points) Due: Sun., Sept. 25
Quiz 3 (50 points) Due: Sun., Sept. 25

**Lesson 4 Slavery, Exodus and Wilderness (Oct. 11-28)**
- Writing Assignment 4 (40 points) Due: Sun., Oct. 28
- Quiz 4 (50 points) Due: Sun., Oct. 28

**EXAM 1 Covering Lessons 1-4 (100 points) Due: Sun., Oct. 28**

**Lesson 5 Conquest, Judges, Kingship (Oct. 29- Nov. 11)**
- Writing Assignment 5 (40 points) Due: Sun., Nov. 11
- Quiz 5 (50 points) Due: Sun., Nov. 11

**Lesson 6 United Monarchy and Divided Monarchy (Nov. 12- 25)**
- Writing Assignment 6 (40 points) Due: Sun., Nov. 25
- Quiz 6 (50 points) Due: Sun., Nov. 25

**Lesson 7 Exile and Post-Exilic Period (Nov. 26- Dec. 9)**
- Writing Assignment 7 (40 points) Due: Sun., Dec. 9
- Quiz 7 (50 points) Due: Sun., Dec. 9

**Lesson 8 Intertestamental Period (Dec. 10-21)**
- Writing Assignment 8 (40 points) Due: Fri., Dec. 21
- Quiz 8 (50 points) Due: Fri., Dec. 21

- **What I Learned Essay (20 points) Due: Fri., Dec. 21**
- **Course Evaluation (30 points) Due: Fri., Dec. 21**
- **EXAM 2 Covering Lessons 5-8 (100 points) Due: Fri., Dec. 21**
Works Cited


