

Course Prospectus

For THL 345: Christian Men

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OVERVIEW

This course will challenge students to compare and analyze the differing views of “manhood” and “masculinity” as presented by both the Bible and modern society. We will examine many topics of interest to men, including masculinity, God-ordained and –expected roles for men, contemporary challenges and issues, the broad impact of feminism and the media, and many more. By the end of the course, students should more deeply appreciate the diversity and uniqueness of men as God designed them, and also God’s plan for them today and into the future.

Course description

This course deals with Christian men as husbands, fathers and masculine leaders of the family. Topics include the purpose God has given men, being a loving leader and head of a family and key areas in which Christian men are biblically challenged to mature and excel. Upon completion, students should be able to articulate and explain the principles relevant to the life, work, and success of the Christian man.

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. Identify different God-ordained roles for husbands and fathers.
2. Character sketch two different men of the Bible and describe why they are exemplary.
3. Articulate the biblical view of love for one’s mate vs. the worldly misunderstandings of this concept.
4. Explain different factors that have historically undermined the leadership of the husband and father, including feminism.
5. Describe the differences between godly masculinity and the worldly misconceptions about this trait.
6. Articulate a personal philosophy on Christian manhood based on biblical principles.
7. Develop a deeper appreciation for the powerful and diverse roles God created for men to play.

YOUR INSTRUCTOR

The instructor of record for this course is Dr. Scott Winnail. To contact him on course details and issues please use the email feature in the e-learning system (Populi) or swinnail@livinguniv.com. When doing so please be sure to put *THL 345* in the subject line of your email. This way the instructor will immediately know that the email is a course matter and can tend to it accordingly. It may take a day or two to respond to your email at times due to travel responsibilities. His telephone is 704-708-2292.



Dr. Scott Winnail has taught in the university classroom since 1995. To Living University he brings teaching and committee experience, curriculum development, academic advising, professional writing and grants and contract work. Prior to working for Living University, Dr. Winnail served as a faculty member at the University of Wyoming in the area of Health Education and Public Health (1998-2005, tenured). His areas of research and publication have included: school health and coordinated school health programs, community development, community-based needs assessment, program evaluation,

physical activity and nutrition, and parental involvement. Additionally, Dr. Winnail worked closely with State Departments of Health and Education, many other state health organizations in Wyoming, Alabama, and South Carolina. He was also very active in school health initiatives at the national level.

Dr. Winnail served as an unpaid elder for the Living Church of God in Wyoming and Colorado from 2000-2005. He then served as an employee for the Department of Church Administration for the Living Church of God headquarters in Charlotte, NC from 2005-2006. From 2006-2009 Dr. Winnail pastored congregations along the gulf coast of the southern US and served as an assistant pastor in Jamaica. He began serving as adjunct faculty for Living University in Fall 2008.

Dr. Winnail returned to Charlotte in 2009 to commence full-time service to Living University and for the first 3.5 years also served as a Regional Director for the Living Church of God congregations in the Caribbean. Dr. Winnail currently serves in both administrative and teaching roles for Living University and directs the on-campus program. He contributes regularly to Living Church of God publications and web productions and also serves in the Charlotte, NC congregation of the Living Church of God.

COURSE PROTOCOLS

Technology access

This course requires that students have web access and an established email 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> which can then be installed and used to access PDF documents on this site.

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 E-mail”).

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 to maintain a satisfactory academic record and for students to derive maximum benefit from a course, whether in an online course or in an on-campus course. 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 or device or knowledge or wisdom in the grave where you are going.”

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.

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 evaluation

Student input is welcome for improving this course. Making suggestions 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 students have the opportunity to assess the course. 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

The required textbooks for this course are:

- Harley, Willard. *His Needs: Her Needs*. Grand Rapids, MI: Revell, 2001. Print. ISBN 9780800719388
- Johnson, Rick. *Better Dads, Stronger Sons*. Grand Rapids, MI: Revell, 2006. Print. ISBN 9780800730987
- Lockyer, Herbert. *All the Men of the Bible*. Grand Rapids, MI: Zondervan, 1988. Print. ISBN 9780310280811
- Meeker, Meg. *Strong Fathers, Strong Daughters: 10 Secrets Every Father Should Know*. New York: Ballantine Books, 2006. Print. ISBN 9780345499394
- Rainey, Dennis. *Stepping Up: A Call to Courageous Manhood*. Little Rock, AR: Family Life, 2011. Print. ISBN 9781602002319

Supplemental (Optional) Texts:

- Arterburn, Stephen, and Fred Stoeker. *Every Man’s Battle: Winning the War on Sexual Temptation One Battle at a Time*. Colorado Springs, CO: Waterbrook Press, 2000. Print.
- Harris, Joshua. *Boy Meets Girl*. Sisters, OR: Multnomah Publishers, 2000. Print.
- McKay, Brett, and Kate McKay. *The Art of Manliness: Classic Skills and Manners for the Modern Man*. Cincinnati, OH: HOW Books, 2009. Print.
- Meeker, Meg. *Boys Should Be Boys: 7 Secrets to Raising Healthy Sons*. Washington, DC: Regnery Publishing, Inc., 2008. Print.
- Rosin, H. *The End of Men*. New York: Riverhead Books, 2012. Print.
- Tyre, Peg. *The Trouble with Boys*. New York: Crown Publishers, 2008. Print.

Students may order books through the University website. Living University is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites

to earn advertising fees by advertising and linking to amazon.com. Most textbooks can be acquired through the links provided, although a student can select any vendor of their choosing. 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.

COURSE REQUIREMENTS

Due dates and extensions

Submit assignments on or before the due date. No late or make-up assignments will be allowed except for extreme circumstances (permission of instructor is necessary). Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment

To officially begin this course, all students are required to post a brief autobiography to the Icebreaker discussion forum *by Friday* of the first week of class. 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. Included in your biography forum post, briefly answer the following questions: (please limit your comments to 200 words). The assignment is worth **20 points**.

- a. Your name and the church area that you attend.
- b. How long you have been part of/attending the church.
- c. Why you are taking this particular course and what you hope to learn.
- d. Whether or not you have taken any other Living University courses.

Reading assignments

Students will be responsible for the chapter readings that correspond with the class lecture. Be sure to read the chapter prior to logging in and completing the weekly assignment. Readings will correspond with in-class assignments and will help you be better informed. Completing the readings in advance will make the assignments make more sense to you!

Viewing assignments

Course lectures will take the format of both video and audio. PowerPoint slides will accompany lectures and videos will also periodically be available for download with some lectures. See the course website for details. These slides will appear in PDF format.

Discussion forums/class participation

Students are expected to participate in class discussions by posting weekly comments and questions they might have on the **Discussion Forum** (see the link on the course website). Each week there will be one or two questions posted on the webpage that relate to that week's lectures and readings. Make sure that your "comments" are more than merely personal opinion. Your comments should be grounded in your chapter readings, lecture notes, and based on scripture. These weekly discussions are very important and are designed to reinforce the weekly content in a unique way, so it is important to participate in the discussions.

Minimal participation requires one original posting per week. Students should also take time at the end of each week to read/review comments from their classmates. Re-posts and additional comments or questions are also encouraged. You should comment or reply to at least one other classmate's comments. Be sure to keep the discussions positive and helpful. Involvement in the discussion forum will add to your overall class experience as you discuss the various topics with your classmates. It will also give you the opportunity to get to know your classmates better. Class participation points will be assigned in accordance with your level of participation, and will be a combination of student and instructor input. The rubric below will be used for you and I to determine a class participation score at the end of the semester (**50 points**).

Scale	Criteria
5	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <i>frequently</i> . In addition, presents questions to peers and instructor regarding ideas presented. Student is <i>always</i> prepared for class, having completed readings and assignments ahead of time. Comments are well grounded in readings, lecture notes, and scripture (when applicable). Usually posts “replies” to comments made by classmates.
4	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <i>frequently</i> , but comments may not be solidly based upon readings, lecture notes, and scripture (when applicable). <i>Usually</i> prepared for class, having completed readings and assignments ahead of time. Posts “replies to classmate comments <i>some of the time</i> .”
3	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <i>less frequently</i> than required. <i>Generally</i> prepared for class, having usually completed readings and assignments ahead of time. Comments are often based on opinion and rarely on readings, lecture notes, and scripture (when applicable). <i>Infrequently</i> posts “replies” to classmate comments.
2	Shares ideas/thoughts/findings from readings and experiences as directed, but little effort is put into insuring that they are of quality, and usually comments are much more “opinion” than based on fact and readings, lecture notes and scripture (when applicable). <i>Occasionally</i> prepared for class, rarely having completed readings and assignments ahead of time. <i>Does not</i> post reply comments to classmate comments.
1	Is unable to share quality ideas/thoughts/findings from readings and experiences with peers <i>consistently</i> . <i>Seldom or never</i> prepared for class, failing to complete readings and assignments ahead of time. <i>Does not</i> post reply comments to classmate posts.

NOTE TIME ZONE ISSUES: Please note that due dates and times relate specifically to the times zone you reside in. You may see an 11:59 pm due time on the specific assignment, but this is designed to allow all students, from the western-most time zones to submit assignments on time. If the assignment states that your deadline is “noon” or “5 pm”, this is specific to whatever time zone you reside in. The time zone delineation is also a matter of fairness to all students.

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 the Assignment Submission page lets you submit your work so your instructor can have it handy for download, review and grading.

Biblical Character Sketch Essays:

You will write two brief essays that sketch the character of two different male Bible characters. For this assignment, use your text, *All the Men of the Bible*, and other sources to identify a man in the Bible who you want to learn more about. Read about him, review the scriptures that reference him, and identify one powerful character trait that he exemplified. Your essay should do the following:

- a) identify the male character
- b) give a brief biography of him and how God used him/what He used him for
- c) identify one powerful character trait he exemplified
- d) discuss WHY this character trait stands out to you and how God used it to bring about His will
- e) discuss why you think God may have included this man’s story in His “inspired word” and how his example could be used by modern Christian men

Be sure to use a title, place your name on the paper, number the pages, and use an appropriate bibliography. If you quote, use proper citations. Worth **50 points** each.

Personal Philosophy of True Christian Manhood:

You are to write up a personal philosophy essay about true Christian manhood. This document should be about 3-4 pages, double spaced. It should give a brief definition (in your own words), of what you believe a true Christian man is. In this philosophy, you should share several key aspects

of true Christian manhood and expand on them. Why are these characteristics (or character traits) important and what impact could they have on society if they were more prevalent in men today? Ultimately, you should share what you believe to be God's expectations regarding true Christian manhood... something quite different from what the world expects. Worth **50 points**.

Three Additional Activities:

You are free to complete these Activities and turn them in at any time prior to and up to the date due. These Activities are designed to get you to think further on particular topics and issues related to class. Activities should be typed and double spaced. All should be 3-4 pages in length. Worth **50 points** each.

A. Christian Manhood Interview: For this assignment, make an appointment to interview a man in your or another church congregation who seems to exemplify traits of godly masculinity. This man should be at least 35 years of age, be or have been successfully married for a minimum of 15 years (his wife may be deceased), have a wife who is converted (or was before his decease) and viewed as a spiritual pillar in the church. In this interview, you will want to pose the follow questions to this exemplary Christian man. You will be interviewing this man to find out essentially what *he* believes are key aspects of true, Christian manhood. Be sure to let him know ahead of time what you want to talk to him about. You are encouraged to speak to this man either "in person", on the phone, or via something like Skype. Try to avoid just emailing questions and asking for a response – this method is both impersonal and more time consuming for the person you are asking feedback from. It will also limit the beneficial feedback you receive. Be sure use the following questions in your interview. You may add more if you like. In your "write up" of this assignment, be sure to clearly articulate the questions and answers, as well as address the additional questions at the end regarding your experience.

- Roughly how old is this man and how long has he been/was he married?
- What male Bible character is one of his favorites, and why?
- What character traits does he think are most important/essential for a true Christian man?
- What advice does he have for developing these character traits in one's self or one's own son?
- What masculine character traits does he think society today is bent on destroying or undermining?
- How has he defended against societal pulls that aim to motivate him to shun the development of character traits of a true Christian man?
- What strategies has he used to continue growing as a true Christian man?
- What other advice does he have for an aspiring Christian man?
- Now, you (the student) personally reflect on the interview experience and share what you learned through it! How has your understanding of this topic grown, changed, or deepened?

B. Movie Review: Watch the 2011 movie *Courageous*. This movie is a "Christian" movie aimed at fathers and men who hope to become fathers one day. It explores the lives of four different characters all of whom live different forms of masculinity. It follows them as they work to develop more godly masculinity and "do hard things" in a world that pushes men to cower, avoid conflict, take the easy way out, and "follow" instead of lead. After viewing the movie, write up a critical analysis answering the following questions. Feel free to watch this with other adults and gain their thoughts. If you do this, focus your discussion on masculinity and the traits of masculinity displayed or NOT displayed by the main characters. Your critical review should be 3-4 pages in length.

Assignment Questions:

- Which of the four main characters was your "favorite" and why?
 - What godly and masculine character traits did he possess or develop?
- What common "trap" did Adam fall into prior to his daughter's death?
- What godly traits of masculinity did Adam display by the end of the movie (skip this

- if he was the person you chose for question 1)?
- What godly traits of masculinity did Javier display by the end of the movie (skip this if he was the person you chose for question 1)?
 - Note that Javier was not the typical, macho, manly type of man. Discuss how his godly masculinity and character was clear despite the lack of the stereotypical “manly” characteristics.
- What godly traits of masculinity did Nathan display by the end of the movie (skip this if he was the person you chose for question 1)?
- What was your overall view of the movie and what did you find most useful or helpful related to the focus of this class?
- Share any other thoughts or comments about the movie and what you learned or had reinforced, related to Christian manhood.

C. Godly Wife Interview: Learning about true Christian manhood from men is incredibly helpful and interesting. However, there is also much to be learned about Christian manhood by tapping the wisdom of a godly wife. Identify a successfully married FEMALE, who is also viewed as a spiritual leader in your local or another church congregation and ask to interview her. Find a woman who is at least 35 years of age and has been married for at least 10 years (you may interview a widow). Your aim in this interview is to learn what qualities of a true Christian man she appreciates most in her husband. Be sure to let her know ahead of time what you want to talk to her about. You are encouraged to speak to this woman either “in person”, on the phone, or via something like Skype. Try to avoid just emailing questions and asking for a response – this method is both impersonal and more time consuming for the person you are asking feedback from. Be sure use the following questions in your interview. You may add more if you like. In your “write up” of this assignment, be sure to clearly articulate the questions and answers, as well as address the additional questions at the end regarding your experience.

- How old is this woman and for how long has she been married?
- What Christian character traits made her husband “stand out” from the rest of the field?
- What Christian character traits does she think are lacking in many men of the modern generation?
- What “points of view” or perspectives, that are prevalent among men today, does she believe are destructive to true, Christian manhood?
- What character traits does she think many Christian women today are looking for in a future husband?
- What other thoughts does she have about true Christian manhood?
- Now, you (the student) personally reflect on the interview and share what you learned through it! How has your understanding of this topic grown or changed?

NOTE about interview protocol with a member of the opposite sex/gender: If interviewing a person of the opposite gender “face-to-face,” be sure to either have another adult with you (possibly your or their spouse), or do it in a public location. As Christians, we must be sure to do things in a way that is “above reproach” (Colossians 1:21-22).

Quizzes and examinations

There are no quizzes in this course, although a mid-term exam will be given during the middle week of the semester. The exam will be comprehensive and review all the material covered to that point in the semester. The exam will be comprised of multiple choice, short answer, and essay questions. It will be open book and open notebook. Students are NOT however permitted to discuss exam questions and issues while taking the exam. **IMPORTANT:** It is “highly recommended” that the student prepare for this exam by studying ahead of time. Although the exam will not be timed, preparing for the exam will help the student expedite the exam taking process and greatly shorten its duration.

GRADING

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

- Icebreaker (20 points)
- Philosophy Essay (50 points)
- Biblical Character Sketch (2, each worth 50 points, total of 100 points)
- Three Activities (50 points each, total of 150 points)
- Discussion Forums/Class Participation (total of 50 points)
- Mid-Term Exam (100 points)
- Total – 470 points**

Grades, assigned by points, are as follows:

- A = 423 or more points
- B = 376-422 points
- C = 329-375 points
- D = 282-328 points
- F = 281 points or below

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 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 OUTLINE

Lesson 1: Expectations and Perspective

- Icebreaker
- Discussion Forum

Lesson 2: The Male Brain

- Discussion Forum

Lesson 3: Godly Masculinity

- Discussion Forum
- Christian Manhood Interview

Lesson 4: Exercise and Self-Control

- Discussion Forum

Lesson 5: Godly Character: Purity in Heart, Mind and Soul

- Discussion Forum
- Biblical Character Sketch 1

Lesson 6: The Need for Education

- Discussion Forum

Lesson 7: The Power of Goals: Ambition, Drive and Perseverance

- Discussion Forum
- Biblical Character Sketch 2

Lesson 8: Courage and Leadership: Man or Mouse?

- Discussion Forum

Lesson 9: Forsaking One's Self: The Way of Give

- Discussion Forum

Mid-Term Exam

Lesson 10: Chivalry is Not Dead: Dating and Dating your Wife and Daughter

- Discussion Forum

Lesson 11: The Godly Husband - Part I

- Discussion Forum

Lesson 12: The Godly Husband – Part II

- Discussion Forum
- Godly Wife Interview

Lesson 13: The Godly Dad

- Discussion Forum
- Movie Review

Lesson 14: Video Games and Pornography

- Discussion Forum
- Philosophy Essay

Lesson 15: Conclusion and Wrap-Up

- Discussion Forum
- Class Participation

Note: Assignments/topics subject to change.