

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**HBD4752.E1 The Power & Wisdom of Love  
Summer 2022**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

HBD4752.E1 The Power and Wisdom of Love  
Level: Undergraduate  
Beginning Date of Session: Saturday, June 11, 2022  
Ending Date of Session: Thursday, August 18, 2022

**Student access available to the Student Portal: Saturday, Saturday, June 11, 2022.**

**4<sup>th</sup> of July Holiday: There will be no classes held and no assignments due on Monday, July 4, 2022.**

*Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.*

**COURSE PREREQUISITES:**

None

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: The Five Love Languages: The Secret to Love That Lasts  
Author: Gary Chapman  
Publisher: Publisher/Publishing Company  
Year Published: 2015  
Edition: 5<sup>th</sup> Edition (Reprint)  
ISBN: 13: 9780802412706  
Price: Available at <http://amberton.ecampus.com>

Title: The DNA of Relationships  
Author: Gary Smalley  
Publisher: Tyndale House Publishers, Inc.  
Year Published: 2007  
Edition: Reprint  
ISBN: 13: 9780842355322  
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some

textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

### **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

### **COURSE COMPETENCIES:**

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course discusses love from both a personal and societal perspective. Students are encouraged to examine how love operates in their own lives through personal self-assessment, by applying text recommendations to personal needs and goals, and by sharing issues and ideas in a lecture class setting or in an online discussion forum. During the course, students are expected to be able to understand and apply relational principles to real life situations.

### **UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

1. Defining time-tested principles of respectful power, situational wisdom, and healthy love.
2. Describing individual benefits of becoming a loving person.
3. Knowing the differences between healthy and unhealthy love and being able to apply true loving methods for self-protection, self-improvement, and personal success.
4. Demonstrating a working understanding of practical text strategies and using them to better manage specific personal and/or real life instances.
5. Applying proven methods to form better habits by taking responsibility for one's attitudes and actions and productively correcting personal wrongs.
6. Implementing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier, and more enriched life.
7. Mentally analyzing strategies to better balance self/others needs and expectations.
8. Exploring degrees of love within friendships, family, and spousal relationships.
9. Understanding, respecting, nurturing, and appreciating relational differences.
10. Encouraging and helping others to demonstrate healthy loving attitudes, expressions, and actions.
11. Knowing how to practice consideration, compassion, service, and emotional support with reasonable giving.
12. Creating uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
13. Wisely communicating with a loving attitude, with sincere listening, and with meaningful feedback.
14. Using biblical teachings of godly love to enhance personal effectiveness.
15. Practicing a healthy, harmonious, and loving balance in all relationships.
16. Continuing to positively grow a loving relationship by seeking wise counsel through good books and inspired others who serve as excellent examples.

### **COURSE POLICIES:**

The purpose of this course is to help each student develop and/or enhance healthy and loving relationships with God, family, significant others, and oneself for a more enriched and meaningful life at home or elsewhere. By applying these principles one can best cope with even the most difficult and challenging relationships. Many of the text examples cite marital relationships, but those key principles can generally apply to all types of relationships, including family, close others, work associates, and other acquaintances. Students are asked to apply course principles toward improving real life conditions by citing individual examples and by developing three general goals to improve personal key relationships. PowerPoint presentations and other supplements are provided to aid in course understanding and help with written assignments.

Only serious-minded students who are ready to work on personal growth should enroll in this course. Honestly working on self can be very challenging, yet beneficial. Generally, students find that a detailed personalizing of answers results in a helpful growth experience. However, if the readings and/or questions invoke strong personal feelings on sensitive issues, each student is asked to consider his or her best interest and not share details which are considered as being too private.

Since this is a personal development course, for written responses, students are asked to refer to text teachings and effectively use text strategies plus PowerPoint information, applied to the student's most needed or most challenging relational goals.

Students are expected to read, understand, and follow the course schedule, the provided supplements, the instructions for the written assignments, and the guidelines for a Week 8 Discussion either by a Forum or by Zoom depending on class size.

For late assignments submitted past the Central Standard Time due date, one point is deducted each hour thereafter, up to a total of ten points. Excessive lateness could mean additional point deductions. The professor may consider occasional exceptions in very rare cases, only after reviewing the circumstances and with a committed student plan and timetable for completion. Student choices to procrastinate or to take an overload of courses are not considered as excusable. Therefore, students are encouraged to work ahead to avoid an unexpected time challenge.

**Students must purchase the paper bound texts and not an electronic version such as Kindle. For grading purposes, specific page numbers in the paper bound texts are needed so that the instructor may check references. Note that only the stated 2015 version of the Five Love Languages is accepted, and not any other similar version.**

**A required Zoom meeting is set for the first Monday of the session at 7:00 pm CST.** The Week 1 instructions will have the Zoom link information. This meeting is to discuss and clarify general course related expectations and to answer student questions.

Optional Zoom Conferences for Weeks 2-9 will be scheduled for each Thursday at 7:00 pm only if a student or students needing help request it via Moodle Messages. Very personal issues need to be communicated directly to the instructor by email. Students will be notified of a necessary schedule change and an alternate Zoom time.

And please correspond with the instructor via Moodle Messages rather than by a phone message.

### ***Student's Responsibilities***

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

### ***Attendance Policy:***

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

### ***Plagiarism Policy***

Plagiarism is the presentation of someone else’s work as though it were your own. If you use another person’s words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

**COURSE OUTLINE AND CALENDAR:**

Students are provided this general course outline and calendar to keep up with the time sensitive assignments. It is recommended that work be done well ahead of the due date to avoid unexpected conflicts.

The course outline is the critical component of the course wherein topics and learning resources are brought together. More details are provided in the Moodle Course Management System under Course Supplements and in the instructions per each weekly assignment. Supplementary PowerPoint presentations, which are Word copies of modified slides used in lecture classes, are posted on the Moodle course page.

Week	Topic	Assignment	Competencies Covered	Due Date
<b>Week 1</b>	Assignment One-Pre-Evaluation and Course Check	During the first week after enrollment in the class, refer to the Self-Evaluation: Ten Questions on Relational Success, and do the Pre-test and Goals, later to be compared to the Post-test in Week 8. Also, complete and score the personality or Temperance Tests. Include the PPTs and Introduction as instructed.	Course competencies are not directly addressed for Week 1.	Required Zoom meeting at 7:00 pm on Monday, <b>June 13, 2022 (CST)</b> . See link in Course Supplements section.  Meeting attendance represents 10% of the final grade.

		Do not submit any results.		
<b>Week 2</b>	Assignment Two- Understanding Different Love Languages	Read Chapters 1-14 of: <i>The 5 Love Languages</i> by Gary Chapman. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 10% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The written exercise is due anytime on Monday, <b>June 20, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 3</b>	Assignment Three- Applying the Principles of Love Languages	Review Chapters 1-14 of: <i>The 5 Love Languages</i> by Gary Chapman. Develop one new goal as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 12% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The written exercise is due anytime on Monday, <b>June 27, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 4</b>	Assignment Four- Understanding Effective Relationships	Read Chapters 1-5 of: <i>The DNA of Relationships</i> by Gary Smalley. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 10% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The written exercise is due anytime on Monday, <b>July 5, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 5</b>	Assignment Five- Encouraging Effective Relationships	Review Chapters 1-5 of: <i>The DNA of Relationships</i> by Gary Smalley. Develop one new goal as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 12% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The written exercise is due anytime on Monday, <b>July 11, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 6</b>	Assignment Six- Building Effective	Read Chapters 6-9 of: <i>The DNA of</i>	This assignment may cover	The written exercise is due anytime on

	Relationships	<i>Relationships</i> by Gary Smalley. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 10% of the final grade.	competencies 1-15 according to the student's focus.	Monday, <b>July 18, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 7</b>	Assignment Seven-Maintaining Effective Relationships	Review Chapters 6-9 of: <i>The DNA of Relationships</i> by Gary Smalley. Develop one new goal as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 12% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The written exercise is due anytime on Monday, <b>July 25, 2022</b> (CST).  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 8</b>	Assignment Eight-PWL Discussion Forum on Progress in Applying Love and Relational Principles	The required Week 8 Discussion on Monday at 7 pm CST will be either by a Forum or by Zoom, depending on class size, and to be later announced. A one-page personal progress report is due either to be posted if there is a Forum or submitted to the instructor if there is a Zoom session. Both Forum and Zoom discussions are open for student interactions as instructed. The discussion topic is Personal Relational Progress, Future Plans, and Unresolved Questions. PPTs are included. This assignment represents 10% of the final grade.	This assignment may cover competencies 1-15 according to the student's focus.	The Discussion Forum or Zoom will be on Monday, <b>August 1, 2022</b> (CST). <b>A one-page progress report is due on the above date by 7:00pm CST</b> with the remaining time for student interactions as instructed.  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).

<b>Week 9</b>	Assignment Nine- Analyzing Love and Relationships of Others	The assigned reading review covers both course texts. Also, the student will view a selected movie with a “relationship and love” theme and report as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 14% of the final grade.	This assignment may cover competencies 1-15 according to the student’s focus.	The written exercise is due anytime on <b>Monday, August 8, 2022 (CST).</b>  Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s).
<b>Week 10</b>	Assignment Ten- Reflection and Conclusion	Read the Conclusion and the other PPTs as instructed. If all work has already been submitted, there is no further course requirement to complete. Any remaining incomplete work from the last assignment needs to be submitted no later than anytime on Monday, of Week 10.	Course competencies are not directly addressed for Week 10.	Late Assignment 9 work must be submitted no later than anytime on <b>Monday, August 15, 2022 (CST).</b> Otherwise, there is nothing else due.

**GRADING CRITERIA:**

**(Under-Graduate Grading Values:**

The percentages for each assignment are listed above in the Course Outline and Calendar.

**Grades will be reported on each returned graded assignment and not on Moodle Grades.**

More details on the grading breakdown are listed below.

<b>Performance Range</b>	<b>Upper</b>	<b>Middle</b>	<b>Lower</b>
Excellent A= 100-90	A+/100-97	A/96-93	A-/92-90
Good B= 89-80	B+/89-87	B/86-83	B-/82-80
Fair C= 79-70	C+/79-77	C/76-73	C-/72-70
Poor D= 69-60	D+/69-67	D/66-63	D-/62-60
Failing F= Below 60			

**Week 8 Discussion Grading Values: Only Notable Responses Count**

- A= 3-4+ notable responses
- B= 2-3 notable responses
- C= 1-2 notable responses
- D= 0-1 notable response

Undergraduate	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

### **GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How To Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
  - Internet browser settings and configuration
  - e-mail and file attachments
  - Uploading and downloading files
  - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

### **HOW TO ACCESS YOUR COURSE:**

#### ***Through the Amberton University Student Portal***

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

\* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789  
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: [e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or [advisor@Amberton.edu](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

### ***Through the Amberton University Moodle Website***

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

### **COURSE COMMUNICATIONS:**

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](mailto:my.Amberton.edu)). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be [Username@my.Amberton.edu](mailto:Username@my.Amberton.edu)

Example: [LJones-Smith789@my.Amberton.edu](mailto:LJones-Smith789@my.Amberton.edu)

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith    SSN: 123-45-6789  
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

**Students are responsible for reviewing the “Communication Guidelines” provided on the individual E-Course for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

#### **FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

#### **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

#### **RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

#### **RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

#### ***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The Library telephone is (972-279-6511 ext. 136, 137, or 138. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the Library in person on the Garland campus for assistance.