



SYLLABUS

RELB 210 Jesus in in His Time and Ours

202221

RELB 210 Jesus in His Time and Ours

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels.

Required Text/Material

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Leithart, P. J. (2010). *The Four: A Survey of the Gospels*. Moscow, Idaho: Canon Press.
ISBN: 9781591280804

Strauss, M. L. (2020). *Four Portraits, One Jesus: An Introduction to Jesus and the Gospels*. Grand Rapids, Mich.: Zondervan. ISBN: 9780310528678

(following required reading is free on-line at: https://egwwritings.org/?ref=en_DA.15¶=130.4, optional hard copy available)

White, E. G. (1898). *The Desire of Ages*. Oakland, Cal: Pacific Press.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 hours total on this course. Following is a suggested breakdown of hours needed to complete the course well.

Hours	Description
10	Journal
10	Discussion/Blog
51	Project
32	Midterm Exam (including two quizzes, reading the assigned materials, and watching videos)
32	Final Exam (including two quizzes, reading the assigned materials, and watching videos)
135	Total hours

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

1. Identify the geographical, historical, and social background of the 1st century Middle East.
2. Examine the need for the knowledge of the geographical, historical, and social background of the 1st century Middle East as it relates to the understanding of the Gospels.
3. Explain the teaching of Jesus.
4. Analyze the text of the gospels, with special emphases on the narrative sections.
5. Demonstrate the understanding of the lectures in weekly discussions.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, watching videos, short essays and reflections on the reading, short quizzes on the readings, interaction with the classmates /instructor via discussion forums, creative project, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Journal

1. **Each day** during the week you will read a chapter of Desire of Ages six days a week, and one passage from the Gospels the remaining day.
2. You will **write at least one sentence** for **each** week day, sharing what has been meaningful to you during your time with Jesus and the reading.
 1. Give the date
 2. Tell the chapter number of DA or the Bible passage that you read
 3. Then write in 1-2 sentences what was meaningful in that chapter or passage
3. **Turn this in every week.** You are given points simply for doing the assignment. The points are purely accountability for your devotional time. This is an important part of this class.
4. Do NOT bunch this assignment up and read several chapters in one day. Only one chapter or passage every day of the week.

Discussion/Blog

Make an initial post. Reflections are content-driven; the forum opens the floor for discussion on a more personal level. Remember to be respectful of others at all times in your interaction. The following will never be tolerated: foul language, put-downs, badgering, forcing someone to believe your way.

Since this is a self-paced class and you might not start at the same time with other people, you will be graded just on your initial post. The responses to other people (if possible) are encouraged but they are just for your own enrichment.

Creative Project

The main point of this project is to understand the connection and the influence of the life and teaching of Jesus on the world around us, more specifically on the art.

Find two art pieces (this can include paintings, sculptures, music, architecture etc.). They may contrast each other in style, centuries or country of origin, or their view of the Bible.

1. Submit a picture for each art.
2. Write a one paragraph critique of each art you've selected. Remember that your critique does not have to be negative. As this is a university level you will need to go beyond simple sentences such as "I think this painting is nice," or "The painting is made dark and has angles in it." Go deeper into the meaning of the art, its symbolism, its quality, your thoughts and feelings when you see the art or even the possible thoughts of the author.
3. Analyze and compare the two pieces of art. Pay special focus to their use of the Biblical text. How are they using the Bible? Are they symbolic or more literal? Are they faithful to the time period or is the setting contemporary or even abstract? Are they looking at the text from the perspective of faith or skepticism or even mockery? Try to be as detailed as possible. This written assignment should be a minimum of 400 words. There is no limit on the maximum length.

Analysis

From the beginning of the course you will work on a project consisting of several parts, which is due in stages. The project will **NOT** be accepted if submitted at once at the end of the class.

1. **SELECT GOSPEL:** Select one of the four gospels and write an explanation why you chose that particular gospel over the other three. Do not make up reasons. If your selection is made purely because the gospel is the shortest or it is completely random let me know. However, I hope that you will give it a little thought before committing to this gospel for the entire semester. (1 percent)
2. **GOSPEL READING:** Look through the gospel-reading guide and read the entire gospel. Complete the reading guide and turn it in. (4 percent)
3. **SELECT PARABLE TEXT:** Select one parable from the same gospel. It cannot include the text selected for this class by your presenters in the video lecture. Follow the guidelines for the text selection. Turn in your selection. (1 percent)
4. **LEITHART READING:** Read Leithart, *The Four: A Survey of the Gospels* chapter on the gospel you selected. Complete the analysis and turn it in. (4 percent)
5. **PARABLE VIDEO PROJECT:** Based on the parable you selected; your task is to prepare the following:
 - a. **Summary:** Write a summary of the parable. It must relay the essential details of the parable. i.e. setting, plot, character, actions
 - b. **Theme Statement:** Relate the religious truth that is revealed in the parable. i.e. What moral, message or lesson is being taught.
 - c. **Visual/Artistic Representation:** Create an original visual extension or representation of the parable. For example, a drama presentation, a comic strip, drawing of a significant moment, a collage on a theme or an illustrated poem on the same theme.
 - d. **Modern Retelling:** Write a modernized re-telling of the parable. Take your parable and make it modern; the setting, the characters, the language, etc. should all reflect the world today; prove that the Gospel message is still relevant.
 - e. **Ethical Implications:** Outline the ethical implications highlighted in the parable. How can we utilize these ethical principles to address a present-day social issue (such as homelessness, racism, etc.) that affects our society?

This assignment is due in week _____. Each student will:

1. Record and upload to YouTube.com, an 8–10-minute video of him/her presenting the assigned parable
2. Upload to LearningHub the YouTube video link (26 percent)

Quizzes

There are four quizzes to be taken throughout the course. They follow the topics for the individual sections, each covering one of the gospels. The questions are designed to guide the student to important points of knowledge of Jesus, his time and ministry. The questions cover the material from the lecture notes as well as material from the readings.

Rubrics

Creative Project

	Excellent	Satisfactory	Emerging	Unacceptable
Picture Submission	Two pictures (one for each art) is submitted. (20)	One picture is submitted for only one piece of art. (10)	-	No picture is submitted. (0)
Critique	Two paragraphs (one for each art) describe the meaning and the symbolism of the art. The text shows critical thinking. (25-30)	Two paragraphs (one for each art) describe the art. The text shows critical thinking. (20-24)	Two paragraphs (one for each art) describe the meaning and the symbolism of the art. (10-19)	Two paragraphs (one for each art) describe the art without critical thinking. (0-9)
Analysis and comparison	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. Special attention is paid to the influence of the Gospels on the society in the time-period of the art. The text shows critical thinking. Min. 400 words. (44-50)	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. The influence of the Gospels on the society in the time-period of the art is adequate. Min. 400 words. (33-43)	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. The influence of the Gospels on the society in the time-period of the art is minimal not showing critical thinking. Min. 250 words. (20-32)	The two pieces of art are analyzed and compared. Their use of the Biblical text is minimal. The influence of the Gospels on the society in the time-period of the art is missing. Less than 250 words. (0-19)

Analysis

CRITERIA	EXCELLENT	ACCEPTABLE	AVERAGE	SUBSTANDARD
Summary	Demonstrates a very clear understanding of the parable as evidenced by the summary (15 points)	Demonstrates a clear understanding of the parable as evidenced by the summary (11.25 points)	Demonstrates some understanding of the parable as evidenced by the summary (7.5 points)	Demonstrates very little understanding of the parable as evidenced by the summary (3.75 points)
Theme Statement	The theme statement clearly and concisely captures the religious truth as taught by the parable (15 points)	The theme statement captures the religious truth as taught by the parable (11.25 points)	The theme statement somewhat captures the religious truth as taught by the parable (7.5 points)	The theme statement poorly captures the religious truth as taught by the parable (3.75 points)
Visual/Artistic Representation	Very creative and thoughtful exploration and representation of the parable in artistic form (15 points)	Creative and thoughtful exploration and representation of the parable in artistic form (11.25 points)	Some creative and thoughtful exploration and representation of the parable in artistic form (7.5 points)	Very little creative and thoughtful exploration and representation of the parable in artistic form (3.75 points)
Modern Retelling	Very clear communication of thoughts and ideas, as evidenced in the modern retelling of the parable (15 points)	Clear communication of thoughts and ideas, as evidenced in the modern retelling of the parable (11.25 points)	Some communication of thoughts and ideas, as evidenced in the modern retelling of the parable (7.5 points)	Very limited communication of thoughts and ideas, as evidenced in the modern retelling of the parable (3.75 points)
Application of Modern Retelling	Very strong application of the religious truth and moral in the modernized retelling of the parable (15 points)	Clear application of the religious truth and moral in the modernized retelling of the parable (11.25 points)	Some application of the religious truth and moral in the modernized retelling of the parable (7.5 points)	Very limited application of the religious truth and moral in the modernized retelling of the parable (3.75 points)
Ethical Implication	Very clear demonstration of the ethical implications emanating from the parable, and shows how these principles can be utilized to address a present-day social issue (15 points)	Clear demonstration of the ethical implications emanating from the parable, and shows how these principles can be utilized to address a present-day social issue (11.25 points)	Somewhat demonstrates the ethical implications emanating from the parable, and shows how these principles can be utilized to address a present-day social issue (7.5 points)	Very weak demonstration of the ethical implications emanating from the parable, and shows how these principles can be utilized to address a present-day social issue (3.75 points)
Accuracy of Language Use	Very clear communication using correct vocabulary and grammar (10 points)	A few mistakes in vocabulary and grammar, but no patterns of error (7.5 points)	Some mistakes in vocabulary and grammar, with patterns of error (5 points)	Hard to understand due to incorrect use of vocabulary and grammar (2.5 points)

Detailed Synthesis Paper Rubric

	Excellent 90-100%	Satisfactory 80-89%	Emerging 70-79%	Unacceptable 0-69%
Introduction	The introduction provides a well-developed context for the project. The significance of central question is illustrated by references to course materials and Biblical text.	The introduction provides an adequate context for the paper and the central question is clear.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.
Main Body	All the paragraphs are connected to the main problem. They provide step by step answers to the main question. Each new paragraph provides new arguments that are connected to the previous and conclusions that build up the foundation for the final answer.	The main body of the text adequately explains the central question. Minor sections deviate from the central question or the flow and progression of arguments is not always clear.	Sections do not always follow the central question. Paragraphs are not clearly connected to each other but are placed randomly.	Most of the text is not connected and does not follow the central question.
Conclusion	-The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	One of the following is missing: -The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	Two of the following are missing: -The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	The paper is missing the conclusion or it is inadequate or not connected to the rest of the paper.
Clarity of the problem	-The paper has one clear problem. -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The paper has one clear problem. One of the following is missing: -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The problem of the paper is adequate and understood. However, two of the following are either missing or not adequate. -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The paper doesn't have a central question and the central question is not followed in the entire paper. Data, even if quality research and well presented, have no central unified question.
Use of the Bible	The entire paper is based on the Bible. Every argument is connected to the Biblical text.	The entire paper is based on the Bible. In general majority of the arguments are connected to the Biblical text.	Some of the arguments are not clearly connected to the text but are hypothetical and non-Biblical.	Even though clear references to the Bible are used, but these are taken out of context and do not follow the rules of Biblical interpretation.
Use of the Analysis data	All the possible arguments are explored in the text without unnecessary deviations. Only the data applicable to the central question is provided.	All the data is presented in the paper even if it is not applicable to the central question.	The paper does not include enough data. Some of the possibilities are left unexplored.	The paper uses only a limited amount of the data from the analysis.
Language and Style	-The paper contains no serious errors in grammar, spelling or mechanics. -Single format (of student's choice) is used for in-text and bibliographic references to external resources.	One of the following applies: -The paper contains minor errors in grammar, spelling or mechanics (less than 10). -There are minor mistakes (less than 5) in the use of the format (of student's choice) for in-text and bibliographic references to external resources.	Both of these apply: -The paper contains minor errors in grammar, spelling or mechanics (less than 10). -There are minor mistakes (less than 5) in the use of the format (of student's choice) for in-text and bibliographic references to external resources.	The paper contains more than 10 grammar and spelling errors. The paper is not following a single format for in-text and bibliographic references to external resources.
Main Point	Clearly Stated			
English Language	Good grammar	Minor Grammar Mistake		

Discussions/Blogs

	Excellent	Satisfactory	Emerging	Unacceptable
Initial Post	The question is answered fully. Reasoning behind the answer is clear and supported by Bible or the lecture or other sources. Students are not required to agree, no points are taken off for disagreeing with the lectures or the professor, but the reasoning for the argument must be clear. (7-10).	The question is answered fully. Reasoning behind the answer is clear. Students are not required to agree, no points are taken off for disagreeing with the lectures or the professor, but the reasoning for the argument must be clear. (4-6)	The question is answered but the reasoning is lacking clear analytical thinking. (2-3)	Incomplete answer. (0-1)

Exams

The midterm exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

The final exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested 16 Weeks Schedule:

Module	Lessons	Required Readings	Video Lectures	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity		Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Gospels	<i>Strauss: Pages: 68-79</i>	Introduction to the Gospels		SLO 1,2
2	Reading and Understanding	<i>Strauss: Chapters 4, 5, 6</i>	Reading and Understanding	Journal #1 Discussion forum #1 PROJECT: Selected Gospel	SLO 1, 2,3, 5
3	Matthew Plot	<i>Strauss: Chapter 8 "Matthew"</i>	Matthew Intro	Journal #2 Discussion forum #2 PROJECT: Gospel Reading	SLO 1, 2,3, 5
4	Matthew Characters		Matthew Story	Journal #3 Discussion forum #3 PROJECT: Selected Text	SLO 2,3, 5
5	Matthew Theology	<i>Leithart: Chapter 4 "Matthew"</i>		Journal #4 Discussion forum #4 Quiz 1 PROJECT: Leithart Reading	SLO 3,4,5
6	Mark Plot	<i>Strauss: Chapter 7 "Mark"</i>	Mark Intro Repetition	Journal #5 Discussion forum #5	SLO 1,2,3, 5
7	Mark Characters		Mark Story	Journal #6 Discussion forum #6	SLO 2,3,4, 5
8	Mark Theology	<i>Leithart: Chapter 5 "Mark"</i>		Journal #7 Discussion forum #7 Quiz 2	SLO 3,4,5
9	PROCTORED MIDTERM EXAM				SLO 2,3,4
				Journal #8	
10	Luke Plot	Journal #9 Discussion forum #8	Luke Intro	Journal #9 Discussion forum #8 PROJECT: Assignment 6	SLO 1,2,3, 5
11	Luke Characters	<i>Strauss: Chapter 9 "Luke"</i>	Luke Story Context	Journal #10 Discussion forum #9	SLO 2,3,4, 5
12	Luke Theology	<i>Leithart: Chapter 6 "Luke"</i>		Journal #11 Discussion forum #10 Quiz 3	SLO 3,4,5
13	John Plot	<i>Strauss: Chapter 10 "John"</i>	John Intro	Journal #12 Creative Project	SLO 1,2,3, 5
14	John Characters		John Story	Journal #13 Discussion forum #11 PROJECT: Video Project: Video	SLO 2,3,4, 5
15	John Theology	<i>Leithart: Chapter 7 "John"</i>		Journal #14 Discussion forum #12 Quiz 4	SLO 3,4,5
16	PROCTORED FINAL EXAM				SLO 1,2,3,4

Suggested 8 Weeks Schedule:

Module	Lessons	Required Readings	Video Lectures	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity		Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Gospels	<i>Strauss: Pages: 68-79</i>	Introduction to the Gospels		SLO 1,2
	Reading and Understanding	<i>Strauss: Chapters 4, 5, 6</i>	Reading and Understanding	Journal #1 Discussion forum #1 PROJECT: Selected Gospel	SLO 1, 2,3, 5
2	Matthew Plot	<i>Strauss: Chapter 8 "Matthew"</i>	Matthew Intro	Journal #2 Discussion forum #2 PROJECT: Gospel Reading	SLO 1, 2,3, 5
	Matthew Characters		Matthew Story	Journal #3 Discussion forum #3 PROJECT: Selected Text	SLO 2,3, 5
3	Matthew Theology	<i>Leithart: Chapter 4 "Matthew"</i>		Journal #4 Discussion forum #4 Quiz 1 PROJECT: Leithart Reading	SLO 3,4,5
	Mark Plot	<i>Strauss: Chapter 7 "Mark"</i>	Mark Intro Repetition	Journal #5 Discussion forum #5	SLO 1,2,3, 5
4	Mark Characters		Mark Story	Journal #6 Discussion forum #6	SLO 2,3,4, 5
	Mark Theology	<i>Leithart: Chapter 5 "Mark"</i>		Journal #7 Discussion forum #7 Quiz 2	SLO 3,4,5
5	PROCTORED MIDTERM EXAM				SLO 2,3,4
				Journal #8	
	Luke Plot	Journal #9 Discussion forum #8	Luke Intro	Journal #9 Discussion forum #8 PROJECT: Assignment 6	SLO 1,2,3, 5
6	Luke Characters	<i>Strauss: Chapter 9 "Luke"</i>	Luke Story Context	Journal #10 Discussion forum #9	SLO 2,3,4, 5
	Luke Theology	<i>Leithart: Chapter 6 "Luke"</i>		Journal #11 Discussion forum #10 Quiz 3	SLO 3,4,5
7	John Plot	<i>Strauss: Chapter 10 "John"</i>	John Intro	Journal #12 Creative Project	SLO 1,2,3, 5
	John Characters		John Story	Journal #13 Discussion forum #11 PROJECT: Video Project: Video	SLO 2,3,4, 5
8	John Theology	<i>Leithart: Chapter 7 "John"</i>		Journal #14 Discussion forum #12 Quiz 4	SLO 3,4,5
	PROCTORED FINAL EXAM				SLO 1,2,3,4

Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
2	Introduction
6	Journal
10	Discussion forum
5	Creative Project
32	Analysis (Total 100 pts) Select Gospel (4 pts) Gospel Reading (12 pts) Select Parable Text (4 pts) Leithart Reading (12 pts) Parable Video Project (68 pts)
5	Quizzes
20	Midterm Exam
20	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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