

# Andrews University

College of Arts & Sciences  
Department of Religion & Biblical Languages

## RELB 210

### JESUS IN HIS TIME AND OURS

MAY EXPRESS 2020

#### COURSE DESCRIPTION

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.

#### SCHEDULE INFORMATION

Class Location: Remote Learning  
Class Time/Day: MTWRF from 11:00 - 12:50 p.m.  
Required Zoom Sessions: M T R  
Credits Offered: 3

#### INSTRUCTOR CONTACT

Instructor: Rodney Palmer, DMin, CTSS  
Telephone: 269-471-3178 (Office)  
Email: palmerr@andrews.edu

#### DISCLAIMER

This syllabus is subject to change. Subsequent versions will be made available.

#### REQUIRED COURSE MATERIAL

1. *The Bible*: (A good Bible for study; not a paraphrase.)
2. Strauss, Mark L. *Four Portraits, One Jesus: A Survey of Jesus and the Gospels*. Grand Rapids, MI: Zondervan, 2007.
3. White, Ellen. *Desire of Ages*. Any version. (You can find this online free)

#### STUDENT LEARNING OUTCOMES (SLO)

Upon successful completion of this course, the student will be able to:

1. Identify through intellectual discovery and inquiry, the geographical, historical, and social background of the 1st century Middle East and examine how this information assists in gaining a proper understanding of the Gospels. (**AUUF0: IS.FND.1; PO 1**)
2. Explain through effective writing, the life and teachings of Jesus Christ as recorded in the four gospels. (**AUUF0: IS.FND.7a; PO 3**)
3. Demonstrate through journaling, how the course material aids him/her in establishing or strengthening a personal and saving relationship with Jesus Christ. (**AUUF0: FI.FND.3; PO 4**)

**GRADING CRITERIA**

Student success in this class is evaluated according to the criteria of attendance, written assignments, quizzes and exams, and major projects. Most assignments must be typed (not handwritten) and ALL are due at the beginning of class. Some assignments will also be submitted electronically to LearningHub as TurnItIn Assignments.

The following items will make up the grading content for this class.

Assignments	Percentage of Grade	Course SLO
Attendance and Participation	10%	Formative
Journal ( <i>Desire of Ages</i> )	20%	1, 2, 3
Quizzes (Strauss, Mark and John)	15%	1, 2
Parable Group Assignment Oral Presentation	10%	1, 2
Unit 1 Exam (Lectures 1-7)	15%	1, 2
Unit 2 Exam (Lectures 8-17)	15%	1, 2
Unit 3 Exam (Lectures 18-27)	15%	1, 2
<b>TOTAL</b>	<b>100%</b>	

The grading scale is as follows:

94-100% = A	90-93% = A-
87-89% = B+	83-86% = B
80-82% = B-	77-79% = C+
73-76% = C	70-72% = C-
60-69% = D	0-59% = F

**ASSIGNMENTS AND ASSESSMENT RUBRICS****I. ATTENDANCE AND PARTICIPATION**

In addition to regular attendance at class (Zoom sessions on Mondays, Tuesdays and Thursdays), students are expected to read the assigned material and participate in group discussion and other class activities.

**II. JOURNAL**

Students will read and write a journal on the assigned chapters in Ellen White's *Desire of Ages*. The assigned chapters for reading are:

- Chapter 1: "God with Us"
- Chapter 22: "Imprisonment and Death of John"
- Chapter 38: "Come Rest Awhile"
- Chapter 45: "The Foreshadowing of the Cross"
- Chapter 74: "Gethsemane"
- Chapter 75: "Before Annas and the Court of Caiaphas"
- Chapter 76: "Judas"
- Chapter 77: "In Pilate's Judgment Hall"
- Chapter 78: "Calvary"
- Chapter 79: "It is Finished"
- Chapter 80: "In Joseph's Tomb"
- Chapter 81: "The Lord is Risen"

The Journal is to follow the format of a chapter-by-chapter reflection on the book. Please do not summarize each chapter. You are required to reflect on the reading. Please use the first person “I” as this should be a personal journal. Each reflection should not be more than 40-50 words (a short paragraph) and should indicate at least one aspect of the chapter the student enjoyed (and why) and/or something new the student learned. The completed assignment should not exceed 5 pages. Using the template below, students will submit this journal before class on May 27, 2020 through Turnitin on Learning Hub.

Date	Chapter Read	Time Spent	Personal Reflections
05/01/20	1	1 hour	It was very alarming to discover the amazing love of God for me.

DESIRE OF AGES JOURNAL GRADING RUBRIC			
CRITERIA	EXCELLENT	ACCEPTABLE	SUBSTANDARD
<b>Retelling of Experiences</b>	Clear explanation of experiences. <b>(30 points)</b>	Somewhat clear explanation of experiences. <b>(20 points)</b>	Vague explanation of experiences. <b>(10 points)</b>
<b>Analysis of Experience</b>	Comprehends deeper meanings. High level of critical thinking expressed. <b>(30 points)</b>	Average comprehension of meanings. Average level of critical thinking expressed. <b>(20 points)</b>	Comprehends surface level meanings. Poor level of critical thinking expressed. <b>(10 points)</b>
<b>Making Connections</b>	Makes many personal (or other) connections with reading material. <b>(30 points)</b>	Makes some personal (or other) connections with reading material. <b>(20 points)</b>	Makes few personal (or other) connections with reading material. <b>(10 points)</b>
<b>Organization</b>	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. <b>(5 points)</b>	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer’s intentions. <b>(3 points)</b>	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. <b>(1 point)</b>
<b>Spelling, Grammar and Formatting</b>	No errors in spelling, capitalization or formatting. <b>(5 points)</b>	Some errors in spelling, capitalization or formatting. <b>(3 points)</b>	Numerous and distracting errors in spelling, capitalization and formatting. <b>(1 point)</b>

**III. QUIZZES**

Short quizzes will be given on the assigned chapters in *Four Portraits, One Jesus* and on the assigned chapters of the Gospels of Mark and John. The quizzes must be taken on the days when they are scheduled. There are NO make up quizzes. The two lowest quiz scores will be dropped.

**IV. PARABLE GROUP ASSIGNMENT ORAL PRESENTATION**

This assignment is meant to broaden your understanding of the Gospel message and Jesus’ teachings. After reading the assigned parable, your task is to prepare:

- a. **Summary:** Write a paragraph summary of the parable. it must relay the essential details of the parable. i.e. plot, character, actions

- b. **Theme Statement:** Relate the religious truth that is revealed in the parable. ie. What moral, message or lesson is being taught.
- c. **Visual/Artistic Representation:** Create a visual extension or representation of the parable. For example, 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.

**Each group is to choose one of the following Parables:**

- The Unmerciful Slave (Matthew 18:23-35)
- The Good Samaritan (Luke 10:30-37)
- The Rich Fool (Luke 12:16-21)
- The Faithful Steward (Luke 12:42-48)
- The Barren Fig Tree (Luke 13:6-9)
- The Wedding Guest (Luke 14:7-11)
- The Great Supper (Luke 14:16-24)
- Building a Tower and Fighting an Enemy (Luke 14:28-33)
- The Lost Sheep (Luke 15:3-7)
- The Lost Coin (Luke 15:8-10)
- The Prodigal Son (Luke 15:11-32)
- The Rich Man and Lazarus (Luke 16:19-31)
- The Persistent Widow (Luke 18:1-8)
- The Pharisee and Publican Prayer (Luke 18:9-14)
- The Laborers in the Vineyard (Matthew 20:1-16)
- The Wicked Tenant Farmers (Matthew 21:33-46)
- The Ten Virgins (Matthew 25:1-13)
- The Talents (Matthew 25:14-30)

<b>PARABLE GROUP ASSIGNMENT ORAL PRESENTATION GRADING RUBRIC</b>				
<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>AVERAGE</b>	<b>SUBSTANDARD</b>
<b>Knowledge/ Understanding</b>	Demonstrates a very clear understanding as evidenced by the summary and theme statement of the assigned parable <b>(25 points)</b>	Demonstrates a clear understanding as evidenced by the summary and theme statement of the assigned parable <b>(19 points)</b>	Demonstrates some understanding as evidenced by the summary and theme statement of the assigned parable <b>(13 points)</b>	Demonstrates very little understanding as evidenced by the summary and theme statement of the assigned parable <b>(7 points)</b>
<b>Thinking</b>	Very creative and thoughtful exploration and representation of the parable in artistic form <b>(25 points)</b>	Creative and thoughtful exploration and representation of the parable in artistic form <b>(19 points)</b>	Some creative and thoughtful exploration and representation of the parable in artistic form <b>(13 points)</b>	Very little creative and thoughtful exploration and representation of the parable in artistic form <b>(7 points)</b>
<b>Communication</b>	Very clear communication of thoughts and ideas, as evidenced in the modern retelling of the parable <b>(25 points)</b>	Clear communication of thoughts and ideas, as evidenced in the modern retelling of the parable <b>(19 points)</b>	Some communication of thoughts and ideas, as evidenced in the modern retelling of the parable <b>(13 points)</b>	Very limited communication of thoughts and ideas, as evidenced in the modern retelling of the parable <b>(7 points)</b>

<b>Application</b>	Very strong application of the religious truth and moral in the modernized retelling of the parable <b>(25 points)</b>	Clear application of the religious truth and moral in the modernized retelling of the parable <b>(19 points)</b>	Some application of the religious truth and moral in the modernized retelling of the parable <b>(13 points)</b>	Very limited application of the religious truth and moral in the modernized retelling of the parable <b>(7 points)</b>
--------------------	---	---	--	---

## V. EXAMS

There will be three unit exams covering the class lectures:

- Unit Exam #1 - Lectures 1-7
- Unit Exam #2 - Lectures 8-17
- Unit Exam #3 - Lectures 18-27

## VI. WRITTEN PROJECTS

All written projects are to be handed in with 12-point font size, Times New Roman and double-spaced. Microsoft Word is the only acceptable word processing program for creating assignments. The MS word file can be saved as a pdf. Points will be deducted from a paper that exceeds the assigned page limit.

All submissions must include appropriate citations, subtitles, pagination, and a works cited page as specified in the *MLA Handbook* (8<sup>th</sup> Edition).

## CLASS POLICIES

### Student Responsibility

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue regularly.

### Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

### Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or [disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096, as soon as possible so that accommodations can be arranged.

### Late Submission of Assessment

All late assessment will incur a 20% late penalty. All assignments are due at the beginning of the class period on the due day.

**Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”. *AU Bulletin 2016-2017 – Student Responsibilities*

**Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin 2016-2017 – Student Responsibilities*

**Class Absences**

“Whenever the number of absences exceeds 20% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin 2016-2017 – Student Responsibilities*

**Excused Absence**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin 2016-2017– Student Responsibilities*

**Academic Integrity**

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University’s faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human

Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances (see the University Bulletin)."

The Andrews University faculty pledge to promote classroom experiences that foster academic integrity. In the same way, students commit to do their part to build a community of honesty. Students promise to:

1. Present assignments, lab reports, and research findings that are not falsified in any way.
2. Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate.
3. Follow the source citation guidelines outlined by the course professor.
4. Submit work that is solely created by the person to whom it is assigned.
5. Contribute equitably when participating group-work.
6. Prepare for quizzes and examinations by study and review without stealing, accepting, or using unauthorized quizzes or examination materials.
7. Follow the professor's instructions regarding allowable aids during a quiz or examination.
8. Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources.
9. Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

### **CREDIT HOUR DECLARATION**

An undergraduate 3-credit course requires a total of 135 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

- Class lectures: 38 hours
- Reading: 62 hours
- Assignments and Quizzes: 35 hours

### **COURSE ITINERARY**

DATE	CLASS TOPIC	ASSIGNMENT DUE	PERCENT
May 4	Introduction to Class (Syllabus) The Study of the Life of Jesus	<b>Attendance Reading &amp; Participation</b>	<b>10</b>
May 5	The Synoptic Gospels	Quiz #1: <i>Strauss</i> , chapters 1 & 2	<b>1</b>
	The Gospel of John	Read <i>White</i> , chapter 1	

May 6	Palestine During Inter-Testament Times	Quiz #2: <i>Strauss</i> , chapters 3 & 4	1
	The Culture & Religion of Judaism	Read <i>White</i> , chapter 22	
May 7	The Mission of John the Baptist	Quiz #3: <i>Strauss</i> , chapters 5 & 6	1
	The Birth of Christ	Read <i>White</i> , chapter 38	
May 8	<b>Unit 1 Exam</b>	<b>Lectures 1-7</b>	<b>15</b>
May 11	Youth and Baptism	Quiz #4: <i>Strauss</i> , chapters 7 & 8	1
	The Temptations	Read <i>White</i> , chapter 45	
May 12	The Ministry of Jesus in Galilee	Quiz #5: <i>Strauss</i> , chapters 9 & 10	1
	Mighty Works in Galilee	Read <i>White</i> , chapter 74	
May 13	Jesus and His Disciples	Quiz #6: <i>Strauss</i> , chapters 11 & 12	1
	The Call to Discipleship	Read <i>White</i> , chapter 75	
May 14	The Turning Point in Galilee	Quiz #7: <i>Strauss</i> , chapters 13 & 14	1
	The Sermon on the Mount Part I	Read <i>White</i> , chapter 76	
May 15	The Sermon on the Mount Part II	Quiz #8: <i>Strauss</i> , chapters 15 & 16	1
	The Character of God	Read <i>White</i> , chapter 77	
May 18	<b>Parable Group Assignment Oral Presentations</b>	Quiz #9: <i>Strauss</i> , chapters 17 & 18	1
		Read <i>White</i> , chapter 78	10
May 19	<b>Parable Group Assignment Oral Presentations</b>	Quiz #10: <i>Strauss</i> , chapters 19 & 20	1
		Read <i>White</i> , chapter 79	
May 20	<b>Unit 2 Exam</b>	<b>Lectures 8-17</b>	<b>15</b>
May 21	Priestly Opposition	Quiz #11: Mark, chapters 1-4	1
	The Teaching Ministry of Jesus	Read <i>White</i> , chapter 80	
May 22	The Kingdom of Heaven	Quiz #12: Mark, chapters 5-8	1
	The Farewell Discourses Part I	Read <i>White</i> , chapter 81	
May 25	<b>MEMORIAL DAY</b>	<b>No Class</b>	
May 26	The Farewell Discourses Part II	Quiz #13: Mark, chapters 9-12	1
	The Last Moments with His People	Quiz #14: Mark, chapters 14-16	1

May 27	The Condemnation of Jesus	<b>Desire of Ages Journal Paper</b>	<b>20</b>
	The Death and Burial of Jesus	Quiz #15: John, chapters 1-7	<b>1</b>
May 28	The Resurrection of Jesus	Quiz #16: John, chapters 8-14	-
	The Return of Christ	Quiz #17: John, chapters 15-21	-
May 29	<b>Unit 3 Exam</b>	<b>Lectures 18-27</b>	<b>15</b>
<b>TOTAL</b>			<b>100</b>

### INSTRUCTOR PROFILE



Dr. Rodney Palmer is an Assistant Professor of Religion, with special emphasis in the areas of Homiletics and Christian Ministry.

Palmer was born in Jamaica, and worked as a pastor in the Central Jamaica Conference of Seventh-day Adventists for nine years. Prior to coming to Andrews University (AU), he served for three years as a Senior Pastor in the Wisconsin Conference and as a Lake Union Conference Executive Committee member.

As an ordained minister and a Certified Trauma Support Specialist, he has amassed a wealth of experience from serving in several capacities, inclusive of Instructor in the AU Adventist Lay Seminary Program, AU Doctor of Ministry Advisor, English Language and Homiletics Instructor, evangelist, Family Life Educator, police chaplain, school board chairman, church planter, youth mentor and social justice advocate.

Palmer holds a Bachelor of Arts in Religion (2005) from Northern Caribbean University, Jamaica; a Master of Arts in Theological Studies (2009) and a Master of Divinity in Leadership (2010) from Liberty University, VA; and a Doctor of Ministry Degree in Prophetic Preaching and Praxis (2014) from United Theological Seminary, OH. He is a member of the Adventist Theology Society, the Academy of Homiletics, the Adventist Society for Religious Studies and the Society of Biblical Literature.

Dr. Palmer is married to Alyssa, a graduate of the University of Wisconsin Law School with a Juris Doctor degree. She presently serves as the Associate Dean for Student Life and the Senior Deputy Title IX Coordinator at Andrews University. The Palmers are the proud parents of Luke and Emerson.