



SYLLABUS

**RELB 210 Jesus in His Time and Ours
Summer 2021**

RELB 210 Jesus in His Time and Ours

School of Distance Education

Interactive Online Format

This course follows a condensed accelerated interactive online format and has multiple deadlines per week. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. You are completing the work from a regular semester in half the time.

Also, please keep in mind while this online class is not self-paced, it is asynchronous. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting throughout each week in the graded discussion forums. Additionally, you will have written assignments presentations and papers due regularly each week.

Adequate Internet access and setting aside enough time each week to complete discussions and assignments during the duration of the course is critical. To be successful, plan to spend time daily on the course.

Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

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 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. May be taught with specific emphasis on one of the four gospels.

Required Text/Material

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

ISBN: 9781591280804

Strauss, M. L. (2007). *Four Portraits, One Jesus: An Introduction to Jesus and the Gospels*. Grand Rapids, Mich.: Zondervan. ISBN: 9780310226970

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

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

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 3.5 hours per week day. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings and Lectures: 6 hours
- Journal: 1.5 hours
- Discussions: 1.5 hours
- Projects: 4 hours
- Quizzes: 1 hour
- Studying for Upcoming Exams: 2 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, and interaction with the classmates via blogs, creative project, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 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 ([Office 365 available 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. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

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: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per lesson. In addition, assignments are due regularly twice a week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

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

Assessment Descriptions

Video Meeting

All the students are required to attend a video meeting through zoom at the beginning of the second week of classes. The specific time will be set by the teacher and will be announced in LearningHub. The attendance is worth 2 percent of your final grade.

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.
 - a. Give the date
 - b. Tell the chapter number of DA or the Bible passage that you read

- c. 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

Discussion forums are a fundamental part of this course in which the students and the teacher will participate. These online interactions will allow participants to consider significant questions raised by the teacher and class content. Think of the discussion forum as an opportunity to express yourself in class, a chance to share your thoughts and in the process have your perspective broadened.

Course weeks [after the first week] begin on Friday and end on Thursday. Each week essentially consists of a normal two weeks' worth of work. Note the LearningHub and schedule setup with two parts to each week. Each forum's deadlines are setup to give you more time to prepare your initial post, with at least two responses due the following day. See the schedule and LearningHub for details.

Make an initial post. Then read, substantially respond to, **and discuss** at least 2 other students' initial posts. I'm looking for discussion, not just 2 responses. This means you may be back and forth on this discussion. "Discuss" may mean several responses to someone's post as two or more of you talk about the subject. Full points given for actual discussion, not just an isolated response. An answer such as "I agree / disagree," or "Way to go!" is not considered a substantial response.

Responses are different than writing assignments. You are responding to someone else's thoughts and carrying a discussion forward. Your forum response is not a formal assignment and does not need to be written in a word processor for editing. However, it is expected that you will use the best Standard English you know how to use in your spontaneous response. No word limit is attached here – a paragraph or two may work for a substantial response that moves the discussion forward.

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. Practice discussion.

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 TEXT:** Select one section 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. **ASSIGNMENTS 1-7:** Examine your selection and complete seven analysis assignments. Full sentences are not required to answer these analysis assignments. As the main purpose is understanding the text, you can turn this in in points, which is often even better and clearer and makes it easier for me to grade. (16 percent)
6. **SYNTHESIS PAPER:** Think about the meaning of the story. There will most likely be more than one interesting points but focus only on one and write a short synthesis paper. There is no page limit. This reflection paper will be judged on the clarity of the focus and the ability to understand and present the meaning of the text. (6 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.

Exams

There are two exams to be taken throughout the course. They follow the topics for the individual sections, each covering two of the gospels. The questions will include multiple choice, short answer, and one long answer question. The questions cover the material from the lecture notes as well as material from the readings.

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. The 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.

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

	Excellent	Satisfactory	Emerging	Unacceptable
Selection of a gospel	Name of the gospel selected and turned in by the due date (10)	-	-	No gospel selected
Gospel Reading	Entire gospel read, the reading guide all filled out. The answers interact with the biblical text and show the understanding of the material. (93-100)	Entire gospel read, the reading guide all filled out. The answers interact with the biblical text. (85-92)	2/3 of a gospel read, the reading guide all filled out. The answers interact with the biblical text. (60-84)	1/5 or less of the gospel is read. The answers provided are incomplete. (0-59)
Text selection	A text is selected following the guidelines provided (6-10)	-	Text doesn't follow the guidelines for selection of the text. However, this project is possible to resubmit, as long as the original submission was received on time. (1-5)	Text is not selected on time or it doesn't follow the required guidelines. (0)
Leihart Reading	The entire book read, the reading guide all filled out. The answers interact with the text and show the understanding of the material. (93-100)	The entire gospel read, the reading guide all filled out. The answers interact with the text. (85-92)	2/3 of a book read, the reading guide all filled out. The answers interact with the text. (60-84)	1/5 or less of the book is read. The answers provided are incomplete. (0-59)
Seven Analysis Assignments (7x)	All the Analysis Assignments are filled in. The data identifies all the points. (93-100)	All the Analysis Assignments are filled in. The data identifies most of the points. (85-92)	All the Analysis Assignments are filled in. The data is insufficient. (60-84)	Not all the Analysis Assignments are completed. The data is insufficient or completely missing. (0-59)
Synthesis Paper	The paper has a focus on one-point from the narrative. The main point is clearly stated at the beginning. To support it all the data is utilized. (93-100)	The paper has a focus on one-point from the narrative. The main point is clearly stated at the beginning. Most of the data is utilized to support it. (85-92)	The paper does not have a clear main points, the focus is not on a single idea. Most of the data is utilized in the paper. (60-84)	The paper does not have a clear main points, the focus is not on a single idea. Only minimal data from the Analysis Assignments is used in the paper. (0-59)

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	<ul style="list-style-type: none"> -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. 	<p>One of the following is missing:</p> <ul style="list-style-type: none"> -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. 	<p>Two of the following are missing:</p> <ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<p>The paper has one clear problem.</p> <p>One of the following is missing:</p> <ul style="list-style-type: none"> -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. 	<p>The problem of the paper is adequate and understood. However, two of the following are either missing or not adequate.</p> <ul style="list-style-type: none"> -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.

	Excellent 90-100%	Satisfactory 80-89%	Emerging 70-79%	Unacceptable 0-69%
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)
Response One	The response is constructive, moving the discussion forward, pointing out new thoughts, and the argument is clear and Biblically based, or supported by other sources. Students may disagree with each other or with the professor. (5).	The response is constructive, moving the discussion forward, pointing out new thoughts, and however, the argument is not very clear or is not Biblically based, or supported by other sources. (3-4)	The response is not clearly connected to the post and the argument is lacking in analytical thinking or the response is just restating the post in different words but not adding to the discussion. (2)	The response doesn't add to the discussion. It simply states that the student likes/agrees or doesn't like/agree with the original post but it doesn't provide any arguments. (0-1)
Response Two	The response is constructive, moving the discussion forward, pointing out new thoughts, and the argument is clear and Biblically based, or supported by other sources. Students may disagree with each other or with the professor. (5).	The response is constructive, moving the discussion forward, pointing out new thoughts, and however, the argument is not very clear or is not Biblically based, or supported by other sources. (3-4)	The response is not clearly connected to the post and the argument is lacking in analytical thinking or the response is just restating the post in different words but not adding to the discussion. (2)	The response doesn't add to the discussion. It simply states that the student likes/agrees or doesn't like/agree with the original post but it doesn't provide any arguments. (0-1)

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

Week	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		Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1a June 14-15	Lesson 1: Gospels	<i>Strauss: Pages: 68-79</i>	Introduction to the Gospels	Mandatory Zoom Meeting Discussion #1: Initial Post Due Tues, June 15, 11:59 p.m.	SLO 1,2,3,5
1b June 16-17	Lesson 2: Reading and Understanding	<i>Strauss: Chapters 4, 5, 6</i>		Journal #1 Discussion #1: Responses PROJECT: Selected Gospel Due Thurs, June 17, 11:59 p.m.	
2a June 18-21	Lesson 3: Matthew Plot	<i>Strauss: Chapter 8 "Matthew"</i>	Matthew Intro	Discussion #2: Initial Post Due Sun, June 20, 11:59 p.m. Discussion #2: Responses PROJECT: Gospel Reading Due Mon, June 21, 11:59 p.m.	SLO 1,2,3,5
2b June 22-24	Lesson 4: Matthew Characters		Matthew Story	Discussion #3: Initial Post Due Wed, June 23, 11:59 p.m. Journal #2 Discussion #3: Responses PROJECT: Selected Text Due Thurs, June 24, 11:59 p.m.	
3a June 25-28	Lesson 5: Matthew Theology	<i>Leithart: Chapter 4 "Matthew"</i>		Discussion #4: Initial Post Due Sun, June 27, 11:59 p.m. Quiz 1 PROJECT: Assignment 1 Due Mon, June 28, 11:59 p.m.	SLO 3,4,5
3b June 29 – July 1	Mark Plot	<i>Strauss: Chapter 7 "Mark"</i>	Mark Intro Repetition	Discussion #5: Initial Post Due Wed, June 30, 11:59 p.m. Journal #3 Discussion #5: Responses PROJECT: Assignment 2 Due Thurs, July 1, 11:59 p.m.	SLO 1,2,3,5
4a July 2-5	Mark Characters		Mark Story	Discussion #6: Initial Post Due Sun, July 4, 11:59 p.m. Discussion #6: Responses PROJECT: Assignment 3 Due Mon, July 5, 11:59 p.m.	
4b July 6-8	Mark Theology	<i>Leithart: Chapter 5 "Mark"</i>		Discussion #7: Initial Post Due Wed, July 7, 11:59 p.m. Journal #4 Discussion #7: Responses Quiz 2 PROJECT: Assignment 4 Due Thurs, July 8, 11:59 p.m.	SLO 3,4,5
PROCTORED MIDTERM EXAM (Midterm Exam needs to be completed by Thursday, July 8, 11:59 p.m.)					

Week	Lessons	Required Readings	Video Lectures	Assignments	Outcomes Met
5a July 9-12				PROJECT: Assignment 5 Due Mon, July 12, 11:59 p.m.	SLO 2,3,4
5b July 13-15	Luke Plot	<i>Strauss: Chapter 9 "Luke"</i>	Luke Intro	Discussion #8: Initial Post Due Wed, July 14, 11:59 p.m. Journal #5 Discussion #8: Responses PROJECT: Assignment 6 Due Thurs, July 15, 11:59 p.m.	SLO 1,2,3,5
6a July 16-19	Luke Characters		Luke Story Context	Discussion #9: Initial Post Due Sun, July 18, 11:59 p.m. Discussion #9: Responses PROJECT: Assignment 7 Due Mon, July 19, 11:59 p.m.	SLO 2,3,4,5
6b July 20-22	Luke Theology	<i>Leithart: Chapter 6 "Luke"</i>		Discussion #10: Initial Post Due Wed, July 21, 11:59 p.m. Journal #6 Discussion #10: Responses Quiz 3 PROJECT: Leithart Reading Due Thurs, July 22, 11:59 p.m.	SLO 3,4,5
7a July 23-26	John Plot	<i>Strauss: Chapter 10 "John"</i>	John Intro	Creative Project Due Mon, July 26, 11:59 p.m.	SLO 1,2,3,5
7b July 27-29	John Characters		John Story	Discussion #11: Initial Post Due Wed, July 28, 11:59 p.m. Journal #7 Discussion #11: Responses PROJECT: Synthesis Paper Due Thurs, July 29, 11:59 p.m.	SLO 2,3,4,5
8a July 30 – August 2	John Theology	<i>Leithart: Chapter 7 "John"</i>		Discussion #12: Initial Post Due Sun, August 1, 11:59 p.m. Journal #8 Discussion #12: Responses Quiz 4 Due Mon, August 2, 11:59 p.m.	SLO 3,4,5
8b August 3 - August 5	PROCTORED FINAL EXAM (Final Exam needs to be completed by August 5, 11:59 pm)				SLO 1,2,3,4

Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed. Please, keep the deadlines that are set up in Learning Hub. Each assignment is due within the week when it is posted.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
2	Video-meeting
6	Journal
10	Discussion Forum
5	Creative Project
17	Project Assignments
15	Project Analysis
5	Quizzes
20	Midterm Exam
20	Final Exam
100	Total Percent Possible

Viewing Grades in Learning Hub

- Click into the course.2
- Click on the **Grades** link in the Settings Box 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 <http://www.andrews.edu/distance/students/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/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.

Late Work

Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated.

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.

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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.