AU: RELB 210 Jesus in His Time and Ours
OU: RG 102 Life and Teachings of Jesus
WAU: RELB 160 Jesus and the Gospels
Self-Paced Courses
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

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="https://www.andrews.edu/bookstore/">https://www.andrews.edu/bookstore/</a></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Learning Hub</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td>andrews.edu/hdchat/chat.php</td>
<td></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Student Services Support &amp; FAQ</td>
<td><a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a></td>
<td></td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description
Andrews University
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.

Oakwood University
A review of the life of the Master Teacher and a study of the principles and parabolic representations of Christian life and faith as revealed in the Gospels.

Washington Adventist University
Suggested background: Secondary Bible An introductory study of Jesus’ life and teaching through the close readings of the four canonical gospels.
**Course Prerequisites**

*Andrews University*
None

*Oakwood University*
Two years of high school Bible or RG 101.

*Washington Adventist University*
None

**Required Text/Material**


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


**NOTE:** 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.

**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.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Journal</td>
</tr>
<tr>
<td>10</td>
<td>Discussion/Blog</td>
</tr>
<tr>
<td>51</td>
<td>Project</td>
</tr>
<tr>
<td>32</td>
<td>Midterm Exam (including two quizzes, reading the assigned materials, and watching videos)</td>
</tr>
<tr>
<td>32</td>
<td>Final Exam (including two quizzes, reading the assigned materials, and watching videos)</td>
</tr>
<tr>
<td>135</td>
<td>Total hours</td>
</tr>
</tbody>
</table>
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)

Course 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 blogs, creative project, and two exams. Regular participation in the course is essential to good performance.

Course/Technical Requirements
  • Internet connection (DSL, LAN, or cable connection desirable).

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: 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 you will spend some time with Jesus just to connect with Him. During the week you will read a chapter of Desire of Ages four 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/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 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**
The midterm exam is worth 20% of your grade. You are allowed 60 minutes to complete this exam.

The final exam is worth 20% of your grade. You are allowed 60 minutes to complete this exam.

All exams in this course require proctoring. 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](http://www.andrews.edu/distance/students/exams.html). 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**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Emerging</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Picture Submission</strong></td>
<td>Two pictures (one for each art) is submitted. (20)</td>
<td>One picture is submitted for only one piece of art. (10)</td>
<td>-</td>
<td>No picture is submitted. (0)</td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>Two paragraphs (one for each art) describe the meaning and the symbolism of the art. The text shows critical thinking. (25-30)</td>
<td>Two paragraphs (one for each art) describe the art. The text shows critical thinking. (20-24)</td>
<td>Two paragraphs (one for each art) describe the meaning and the symbolism of the art. (10-19)</td>
<td>Two paragraphs (one for each art) describe the art without critical thinking. (0-9)</td>
</tr>
<tr>
<td><strong>Analysis and comparison</strong></td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>
## Analysis

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Emerging</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of a gospel</strong></td>
<td>Name of the gospel selected and turned in by the due date (10)</td>
<td>-</td>
<td>-</td>
<td>No gospel selected</td>
</tr>
<tr>
<td><strong>Gospel Reading</strong></td>
<td>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)</td>
<td>Entire gospel read, the reading guide all filled out. The answers interact with the biblical text. (85-92)</td>
<td>2/3 of a gospel read, the reading guide all filled out. The answers interact with the biblical text. (60-84)</td>
<td>1/5 or less of the gospel is read. The answers provided are incomplete. (0-59)</td>
</tr>
<tr>
<td><strong>Text selection</strong></td>
<td>A text is selected following the guidelines provided (6-10)</td>
<td>-</td>
<td>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)</td>
<td>Text is not selected on time or it doesn’t follow the required guidelines. (0)</td>
</tr>
<tr>
<td><strong>Leithart Reading</strong></td>
<td>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)</td>
<td>The entire gospel read, the reading guide all filled out. The answers interact with the text. (85-92)</td>
<td>2/3 of a book read, the reading guide all filled out. The answers interact with the text. (60-84)</td>
<td>1/5 or less of the book is read. The answers provided are incomplete. (0-59)</td>
</tr>
<tr>
<td><strong>Seven Analysis Assignments (7x)</strong></td>
<td>All the Analysis Assignments are filled in. The data identifies all the points. (93-100)</td>
<td>All the Analysis Assignments are filled in. The data identifies most of the points. (85-92)</td>
<td>All the Analysis Assignments are filled in. The data is insufficient. (60-84)</td>
<td>Not all the Analysis Assignments are completed. The data is insufficient or completely missing. (0-59)</td>
</tr>
<tr>
<td><strong>Synthesis Paper</strong></td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

## Detailed Synthesis Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent 90-100%</th>
<th>Satisfactory 80-89%</th>
<th>Emerging 70-79%</th>
<th>Unacceptable 0-69%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>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.</td>
<td>The introduction provides an adequate context for the paper and the central question is clear.</td>
<td>The introduction is present. Identification of the purpose and central questions is sketchy.</td>
<td>There is no introduction. The purpose is not identified.</td>
</tr>
<tr>
<td><strong>Main Body</strong></td>
<td>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.</td>
<td>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.</td>
<td>Sections do now always follow the central question. Paragraphs are not clearly connected to each other but are placed randomly.</td>
<td>Most of the text is not connected and does not follow the central question.</td>
</tr>
</tbody>
</table>
| **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 | The paper has one clear problem. | The problem of the paper is adequate and understood. However, two of the following are either missing or not | The paper doesn’t have a central question and the central question is not followed in the entire paper. Data, even if |

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Last Updated: 7/30/2020
<table>
<thead>
<tr>
<th><strong>Excellent 90-100%</strong></th>
<th><strong>Satisfactory 80-89%</strong></th>
<th><strong>Emerging 70-79%</strong></th>
<th><strong>Unacceptable 0-69%</strong></th>
</tr>
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<tbody>
<tr>
<td>single, short, one-sentence central question.</td>
<td>One of the following is missing:</td>
<td>adequate.</td>
<td>quality research and well presented, have no central unified question.</td>
</tr>
<tr>
<td>-Main body doesn’t deviate from the central question.</td>
<td>-In the introduction it is presented in the form of a single, short, one-sentence central question.</td>
<td>-In the introduction it is presented in the form of a single, short, one-sentence central question.</td>
<td></td>
</tr>
<tr>
<td>-The conclusion provides clear answer.</td>
<td>-Main body doesn’t deviate from the central question.</td>
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<td></td>
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<tr>
<td>-The conclusion provides clear answer.</td>
<td></td>
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</table>

**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**

- Excellent
- Satisfactory
- Emerging
- Unacceptable

- Clearly Stated
- 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)

- English Language
- Good grammar
- Minor Grammar Mistake

- Discussions/Blogs

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<td></td>
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<td>The question is answered but the reasoning is lacking clear analytical thinking. (2-3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Incomplete answer. (0-1)</td>
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### Suggested 16 Weeks Schedule:

<table>
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<tr>
<th>Week</th>
<th>Lessons</th>
<th>Required Readings</th>
<th>Video Lectures</th>
<th>Assignments</th>
<th>Course Objectives</th>
</tr>
</thead>
</table>
| 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 | *Strauss: Pages: 68-79* | Introduction to the Gospels | Journal #1  
Blog #1  
PROJECT: Selected Gospel | CO 1,2 |
| 2     | Reading and Understanding | *Strauss: Chapters 4, 5, 6* | Reading and Understanding | Journal #2  
Blog #2  
PROJECT: Gospel Reading | CO 1,2,3,5 |
| 3     | Matthew Plot | *Strauss: Chapter 8 “Matthew”* | Matthew Intro | Journal #3  
Blog #3  
PROJECT: Selected Text | CO 1,2,3,5 |
| 4     | Matthew Characters | | Matthew Story | | CO 2,3,5 |
| 5     | Matthew Theology | *Leithart: Chapter 4 “Matthew”* | | Journal #4  
Blog #4  
Quiz 1  
PROJECT: Assignment 1 | CO 3,4,5 |
| 6     | Mark Plot | *Strauss: Chapter 7 “Mark”* | Mark Intro Repetition | Journal #5  
Blog #5  
PROJECT: Assignment 2 | CO 1,2,3,5 |
| 7     | Mark Characters | | Mark Story | Journal #6  
Blog #6  
PROJECT: Assignment 3 | CO 2,3,4,5 |
| 8     | Mark Theology | *Leithart: Chapter 5 “Mark”* | | Journal #7  
Blog #7  
Quiz 2  
PROJECT: Assignment 4 | CO 3,4,5 |
| 9     | MIDTERM EXAM | | | Journal #8  
PROJECT: Assignment 5 | CO 2,3,4 |
Blog #9  
PROJECT: Assignment 6 | CO 1,2,3,5 |
| 11    | Lake Characters | | Lake Story Context | Journal #10  
Blog #10  
PROJECT: Assignment 7 | CO 2,3,4,5 |
Blog #11  
Quiz 3  
PROJECT: Leithart Reading | CO 3,4,5 |
| 13    | John Plot | *Strauss: Chapter 10 “John”* | John Intro | Journal #12  
Creative Project | CO 1,2,3,5 |
| 14    | John Characters | | John Story | Journal #13  
Blog #12  
PROJECT: Synthesis Paper | CO 2,3,4,5 |
| 15    | John Theology | *Leithart: Chapter 7 “John”* | | Journal #14  
Blog #12  
Quiz 4 | CO 3,4,5 |
| 16    | FINAL EXAM | | | | CO 1,2,3,4 |
**Suggested 8 Weeks Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Required Readings</th>
<th>Video Lectures</th>
<th>Assignments</th>
<th>Course Objectives</th>
</tr>
</thead>
</table>
| 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 | | | |
| 1    | Gospels                  | Strauss: Pages: 68-79                   | Introduction to the Gospels     | Schedule  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement | CO 1, 2 |
|      | Reading and Understanding | Strauss: Chapters 4, 5, 6             | Reading and Understanding       | Journal #1  
Blog #1  PROJECT: Selected Gospel | CO 1, 2, 3, 5 |
| 2    | Matthew Plot             | Strauss: Chapter 8 “Matthew”           | Matthew Intro                   | Journal #2  
Blog #2  PROJECT: Gospel Reading | CO 1, 2, 3, 5 |
|      | Matthew Characters       |                                          | Matthew Story                   | Journal #3  
Blog #3  PROJECT: Selected Text | CO 2, 3, 5 |
| 3    | Matthew Theology         | Leithart: Chapter 4 “Matthew”           |                                  | Journal #4  
Blog #4  Quiz 1  PROJECT: Assignment 1 | CO 3, 4, 5 |
|      | Mark Plot                | Strauss: Chapter 7 “Mark”              | Mark Intro Repetition           | Journal #5  
Blog #5  PROJECT: Assignment 2 | CO 1, 2, 3, 5 |
| 4    | Mark Characters          | Strauss: Chapter 7 “Mark”              | Mark Story                      | Journal #6  
Blog #6  PROJECT: Assignment 3 | CO 2, 3, 4, 5 |
|      | Mark Theology            | Leithart: Chapter 5 “Mark”             |                                  | Journal #7  
Blog #7  Quiz 2  PROJECT: Assignment 4 | CO 3, 4, 5 |
| 5    | MIDTERM EXAM             |                                          |                                 | Journal #8  PROJECT: Assignment 5 | CO 2, 3, 4 |
|      | Lake Plot                | Strauss: Chapter 9 “Luke”              | Lake Intro                      | Journal #9  
Blog #9  PROJECT: Assignment 6 | CO 1, 2, 3, 5 |
| 6    | Lake Characters          | Strauss: Chapter 9 “Luke”              | Lake Story Context              | Journal #10  
Blog #10  PROJECT: Assignment 7 | CO 2, 3, 4, 5 |
|      | Lake Theology            | Leithart: Chapter 6 “Luke”             |                                  | Journal #11  
Blog #11  Quiz 3  PROJECT: Leithart Reading | CO 3, 4, 5 |
| 7    | John Plot                | Strauss: Chapter 10 “John”             | John Intro                      | Journal #12  
Creative Project | CO 1, 2, 3, 5 |
|      | John Characters          | Strauss: Chapter 10 “John”             | John Story                      | Journal #13  
Blog #11  PROJECT: Synthesis Paper | CO 2, 3, 4, 5 |
| 8    | John Theology            | Leithart: Chapter 7 “John”             |                                  | Journal #14  
Blog #12  Quiz 4 | CO 3, 4, 5 |

**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

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<th>Percent %</th>
<th>Description</th>
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<tr>
<td>2</td>
<td>Schedule/Introduction</td>
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<tr>
<td>6</td>
<td>Journal</td>
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<tr>
<td>10</td>
<td>Discussion/Blog</td>
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<tr>
<td>5</td>
<td>Creative Project</td>
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<tr>
<td>17</td>
<td>Projects</td>
</tr>
<tr>
<td>15</td>
<td>Project Analysis</td>
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<td>5</td>
<td>Quizzes</td>
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<td>20</td>
<td>Midterm Exam</td>
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<tr>
<td>20</td>
<td>Final Exam</td>
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<tr>
<td>100</td>
<td>Total Percent Possible</td>
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Viewing Grades in Learning Hub
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

Letter Grade Assignment

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<th>Percentage</th>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>88-89%</td>
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<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

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](http://www.andrews.edu/distance/students/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](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.
**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/](https://www.andrews.edu/services/sscenter/disability/)
   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 this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the 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.