AU: RELT 340 Religion and Ethics in Modern Society
OU: RT 321 Christian Ethics
WAU: RELT 385 Christian Ethics and Modern Society
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 LearningHub 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>Assistance</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>
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</tr>
<tr>
<td>Technical assistance with LearningHub</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>
</tbody>
</table>

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

Part 1: Course Information

Course Description
Andrews University
Consider how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT 340 or 390, but not in both.

Oakwood University
An introductory survey of Christian ethics from biblical to present times. The course includes a systematic evaluation of various approaches to Christian ethics. Consideration is given to the relationship between the Bible and the quality and character of the Christian moral life, with
special emphasis on Christ as the center of value and moral life. Students investigate and critique major ethical systems and engage in values analysis, clarification, and criticism.

Washington Adventist University
The nature and principles of the Christian life as revealed in the New Testament and historically developed in the Christian community with application to problems of personal conduct and to family and social institutions.

Prerequisite
Andrews University
None

Oakwood University
Junior Standing

Washington University
None

Course Learning Outcomes
- Discuss the theory and practice of the Christian moral life and the centrality of the Bible as the source of its authority.
- Develop skills in the use of Christian principles and values to analyze modern social and medical ethical issues.
- Understand the moral standards of Christian morality and be motivated to live up to them.

Required Text/Material

Credit Hours
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 11 assignments, 2 Papers and 2 exams; so it is recommended that you budget 9 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Objectives

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, reading reports, position paper and exam with small module assignments.
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. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

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

Part 3: Course Requirements

Course Structure

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 LearningHub, 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 LearningHub AND discipline yourself to make regular progress.

Part 3: Assignments & Exams

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

Essays: Eleven essay assignments appear through the course. Each essay assignment has one to three questions that should be answered in 300-500 short essays. The successful student is expected to answer all of the questions in a concise, well thought through manner. The essays are focused on evaluating, debating, and reacting to the specific issues of the given lesson.
**Position papers:** The students are to write two five page position papers on an ethical issue of student’s choice. The papers are worth 10% of the grade. The papers will be evaluated in terms of the logical cohesiveness of the arguments, the use of Christian principles to support the conclusions reached, and the use of the general outline suggested above.

**Reading Requirements:** Students are expected to read all of the required materials.

- The book *Introducing Christian Ethics* by Henelee H. Barnette,
- Class lessons.
- Lesson Supplements.

Position Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 100-90</th>
<th>Excellent 89-80</th>
<th>Satisfactory 79-70</th>
<th>Emerging 69-60</th>
<th>Unsatisfactory 59-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>5 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The introduction is engaging, states your view on the topics and clearly preview the paper.</td>
<td>The introduction is engaging, states the main topics but does not clearly preview the paper.</td>
<td></td>
<td>Unclear and convoluted introduction</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>5 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>The purpose is stated but is not succinct, not very clear and has more than one sentence.</td>
<td></td>
<td>The purpose is not clearly stated and/or not understandable.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.</td>
<td>Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.</td>
<td>Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>25 %</td>
<td>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.</td>
<td>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.</td>
<td>The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>10 %</td>
<td>The conclusion is engaging, concisely summarizes the paper and states the main conclusion.</td>
<td>The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged.</td>
<td>The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information.</td>
<td></td>
</tr>
<tr>
<td>Spelling, Grammar, and Formatting</td>
<td>10 %</td>
<td>No errors in spelling, capitalization or formatting. Clear headings and subheadings.</td>
<td>Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.</td>
<td>Numerous and distracting errors in spelling, capitalization and formatting.</td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td>5 %</td>
<td>All cited works are presented in the correct format with no errors.</td>
<td>Cited works are presented in a mostly correct format. Inconsistencies somewhat.</td>
<td>Few cited works with inconsistent formatting.</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>10 %</td>
<td>Presented in the correct format with no errors. Includes more than 5 major references but no more than one internet site. Evidence that most references were used in text.</td>
<td>Presented in the correct format with some errors. Includes 3-5 major references but no more than 1 internet site. It is clear that some references were not used in text.</td>
<td>Many errors in formatting. Fewer than 2 major references, with some listed as internet sites. References are mostly unrelated to the text.</td>
<td></td>
</tr>
</tbody>
</table>

**Short Essay Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short.</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
</tr>
<tr>
<td>Style</td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.</td>
<td>Veers off topic. It is difficult to follow main points or grasp writer’s meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.</td>
</tr>
</tbody>
</table>
Exams
You are allowed 150 minutes to complete the midterm exam and final exam. You must bring your photo ID to the exams. The midterm exam and final exam are worth 25% of your grade.

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

Both exams consists of 7 essay questions. Final and midterm exam reviews with the topics necessary to study for the exams can be found in LearningHub.

The exam request form will available in LearningHub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.
An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisors before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.

### Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction and Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Submit Schedule Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: Ethics and Morality</td>
<td><em>Introducing Christian Ethics</em> pp. 3-18 (&quot;Introduction&quot; and &quot;Characteristics of Hebrew Morality&quot;), cont. . .</td>
<td>Assignment 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments on Ethics. Morality. And Approaches to Ethics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 2: Ethical Theories</td>
<td>Supplementary Reading: &quot;Four Ways of Making Ethical Decisions&quot;</td>
<td>Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments on Ethical Theories</td>
<td>Write a Reading Report for &quot;Four Ways of Making Ethical Decisions&quot;</td>
</tr>
<tr>
<td></td>
<td>Lesson 3: Norms and Ethical Thinking</td>
<td>Supplementary Reading: &quot;Christian Moral Reasoning&quot;</td>
<td>Assignment 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments on Norms and Ethical Thinking</td>
<td>Reading Report for &quot;Christian Moral Reasoning&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments on the Scripture and Christian Ethics</td>
<td>Reading Reports: OT Ethics and NT Ethics (must be two separate reports for each reading)</td>
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<tr>
<td></td>
<td></td>
<td>Comments on a Preliminary Model of Christian Ethics</td>
<td>Assignment 6 (Position Paper 1)</td>
</tr>
<tr>
<td>3</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Lesson 6: War and Peace; Capital Punishment; Euthanasia</td>
<td>Supplementary Reading &quot;Criminal Punishment&quot;</td>
<td>Assignment 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Issues: War &amp; Peace. Capital Punishment, and Euthanasia</td>
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<tr>
<td></td>
<td>Lesson 7: Marriage; Cohabitation; Homosexuality</td>
<td>Supplementary Reading: “Homosexuality”</td>
<td>Assignment 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Introducing Christian Ethics</em> pp. 111-126 (&quot;Marriage and the Family&quot;).</td>
<td>Reading report for “Homosexuality”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Issues: Marriage, Cohabitation, and Homosexuality</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lesson 8: Contraception; Reproductive Technologies; Abortion</td>
<td>Supplementary Reading: &quot;Reproductive Technologies&quot;</td>
<td>Assignment 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Introducing Christian Ethics</em> pp. 128-142 (&quot;Race Relations&quot;).</td>
<td>Reading Report: Reproductive Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Issues: Contraception, Reproductive Technologies, and Abortion</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Module(s)</td>
<td>Readings</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 6    | Lesson 9: Gambling; Civil Disobedience | Ethical Issues: Gambling and Civil Disobedience  
*Introducing Christian Ethics* pp. 144-173 (“Economic Life” and “Political Life”). | Assignment 10 |
| 7    | Lesson 10: Organ Transplant; Cloning | Supplementary Reading: “Changing Genes and the Individual” 
Ethical Issues; Organ Transplant; Cloning | Assignment 11  
Reading Report: Changing Genes and the Individual  
Assignment 12: Position Paper 2  
Conclusion |

**Suggested schedule for completion in 13 weeks:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Intro | Introduction and Orientation | Orientation  
Writing Expectations | Submit Schedule  
Tell About Me  
Academic Honesty |
| 1    | Lesson 1: Ethics and Morality | *Introducing Christian Ethics* pp. 3-18 (“Introduction” and “Characteristics of Hebrew Morality”). | Assignment 1  
Comments on Ethics. Morality. And Approaches to Ethics. |
| 2    | Lesson 2: Ethical Theories | Supplementary Reading: “Four Ways of Making Ethical Decisions”  
Comments on Ethical Theories | Assignment 2  
Write a Reading Report for “Four Ways of Making Ethical Decisions” |
| 3    | Lesson 3: Norms and Ethical Thinking | Supplementary Reading: “Christian Moral Reasoning”  
Read Comments on Norms and Ethical Thinking | Assignment 3  
Reading Report for “Christian Moral Reasoning” |
Read Comments on the Scripture and Christian Ethics | Assignment 4  
OT ethics and NT Ethics (must be two separate reports for each reading)  
Reading Report: OT ethics and NT Ethics |
Assignment 6 (Position Paper 1)  
Read Comments on a Preliminary Model of Christian Ethics |
| 6    | Midterm | | |
| 7    | Lesson 6: War and Peace; Capital Punishment; Euthanasia | Supplementary Reading: “Criminal Punishment”  
Ethical Issues: War & Peace. Capital Punishment, and Euthanasia | Assignment 7  
Reading Report for Criminal Punishment |
| 8    | Lesson 7: Marriage Cohabitation; Homosexuality | Supplementary Reading: “Homosexuality”  
Read: Ethical Issues: Marriage, Cohabitation, and Homosexuality | Assignment 8  
Reading report for “Homosexuality” |
| 9    | Lesson 8: Contraception; Reproductive Technics; Abortion | Supplementary Reading: “Reproductive Technologies”  
Read *Introducing Christian Ethics* pp. 128-142 (“Race”  
Read | Assignment 9  
Reading Report: Reproductive Technologies |
## Religion and Ethics in Modern Society

### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 10   | Lesson 9: Gambling; Civil Disobedience | Read: Ethical Issues: Gambling and Civil Disobedience  

**Assignment 10**

Read Ethical Issues: Contraception, Reproductive Technics, and Abortion

| 11   | Lesson 10: Organ Transplant; Cloning | Supplementary Reading: “Changing Genes and the Individual”  

**Assignment 11**

Read Ethical Issues; Organ Transplant; Cloning  

**Assignment 11 Reading Report: Changing Genes and the Individual”**

| 12   |                                     | Assignment 12 (Position Paper 2) Conclusion |
| 13   |                                     | Semester Exam                                |

### Completing Assignments
All assignments for this course will be submitted electronically through LearningHub 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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>Questions and Reading Reports (Assignment 1-5, 7-11)</td>
</tr>
<tr>
<td>20</td>
<td>Two Position Papers (Assignment 6 and 12)</td>
</tr>
<tr>
<td>25</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>25</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

### Viewing Grades in LearningHub
- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

### Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
</tbody>
</table>
**Letter Grade** | **Percentage**  
---|---  
C | 73-77%  
C- | 70-72%  
D | 60-69%  
F | 0-59%  

**Part 5: Course Policies**

**Withdrawal and Incomplete Policies**
The current withdrawal policy can be found online at [https://www.andrews.edu/distance/students/gradplus/withdrawal.html](https://www.andrews.edu/distance/students/gradplus/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/)
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](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.

**Commit to Excellence**
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.
**Honesty**
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

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.

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.

**Part 6: Bibliography**

**Selected Biography**


