



School of
Distance Education
Andrews University



SYLLABUS

RELB 335 Acts and Epistles

202341

RELB 335 Acts and Epistles

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **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

This course will introduce students to the life, letters, and theology of the apostle Paul, and to the various perspectives on the topics that arise within these areas.

Required Text/Material

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.

Bruce W. Longenecker and Todd D. Still, *Thinking Through Paul: A Survey of His Life, Letters, and Theology* (Grand Rapids, Mich.: Zondervan, 2014). ISBN: 9780310330868

The Bible (any translation; preferred the Andrews Study Bible).

Optional Text/Material

Michael Green, *Thirty Years that Changed the World: The Book of Acts for Today* (Grand Rapids, Mich.: Eerdmans, 2004). ISBN: 9780802827661

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 13 hours total on this course. This course has 16 modules with 17 lessons, 2 exams, chapter summaries, quizzes and blogs. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Program Learning Outcomes

- 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

SLO 1 - describe the main features of Paul's life, letters, and thoughts;

SLO 2 - demonstrate some knowledge of the wider historical and theological issues that are important in interpreting Paul's letters;

SLO 3 - assess the strengths and weaknesses of various scholarly attempts to interpret elements of Paul's life, letters, and thought;

SLO 4 - formulate Pauline ways of thinking through things that matter.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, interactions with the instructor via forums, and video assignment. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: 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. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

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

Part 3: Course Requirements

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

Your Schedule

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

Start by creating a schedule for completion of the course.

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

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

Assessment Descriptions

Acts and Pauline Epistle quizzes

These quizzes are taken from the different Bible books (worth 20%).

Textbook quizzes (TTP)

These quizzes taken from the different chapters of the Textbook used in the class (worth 20%).

Summary Reports

Students are required to submit a summary report according to the instruction that is given in the lesson page each week. Please refer to the schedule below and lesson page in the LearningHub. The report can be either in a Word file or online text.

Blogs

There are twelve blog forum questions throughout the course. The successful student is expected to respond with a well thought out response to the question with a minimum of 500 words. The student is expected to make connections to the readings, cite the sources, but also connect the information to personal experience.

Midterm Exam

The midterm exam will cover the material dealt with so far in class and consist of objective-style questions. Questions will be from both the Bible and the textbook (worth 20%).

Final Exam

The Final exam covers the materials after the midterm to the end of the semester. Questions will be from both the Bible and the textbook. (worth 20%).

The Exegetical Sermon / presentation

This will require the student to analyze 2-6 verses from a Pauline Epistle of his/her preference. The exegesis sermon presentation will be composed of an **introduction** in which the student will

introduce the topic and describe the *purpose* of the Sermon. Second, the student will do a **word study** of key words in that passage (about 4 or 5 key terms). This will be done with the aid of a *Greek concordance and Greek lexica* (those students who did not have Greek can do this with English tools). Third, the student will analyze the **meaning** of the passage and will consult other sources like *dictionaries, lexicons, commentaries, articles* (a minimum of 10 sources are required). Fourth, the student will draw the **application and conclusion** of his/her research. Lastly, the student will write the **bibliography as well as footnotes** according to SBL/Turabian standards/Andrews Standards for the written sermon submission in LearningHub. Below you will find the rubric for the exegetical sermon presentation. In module 3, students are required to submit 2-6 verses from a Pauline Epistle for a sermon presentation. In module 7, students should submit a rough draft of sermon presentation for feedback. The sermon manuscript should have a length of 8-10 pages. In module 14, students will submit the final draft of the sermon/presentation into LearningHub. The recording should not exceed the length of 30 minutes. The sermon also needs to be delivered orally. Both the written manuscript and the recorded oral presentation will be submitted into LearningHub (worth 20%). The manuscript will have the footnote as well as bibliographic references included according to the standards mentioned above.

Rubric for Exegesis Sermon / Presentation

Your sermon will be evaluated using the following grading scale:

1 - Poor 2 - Fair

3 - Good

4 - Excellent

5 – Outstanding

CONTENT AREA	GRADE
Content:	
Preacher clearly sets the context of the passage	
Main points of sermon came directly from the preaching portion/pericope	
Use of Relevant Illustrations and Practical Applications	
Structure:	
Introduction (attention-getting and in line with the main text)	
Central Theme or Big Idea (clarity; well-developed)	
Main points of the sermon were fully developed	
Transition points (clear, flowed easily)	
Conclusion (appropriate, relevant)	
Clear Appeal (presented clear way to respond to message)	
Delivery, Style and Appearance:	
Appropriate Voice Inflection (voice clarity; projection; rate of speaking)	
Dynamic delivery and ease of communication	
Pronunciation, grammar (avoid filler words – ‘uh, um, okay, like, right...’)	
Posture and Gestures	
Use of Notes (preacher not stuck to manuscript)	
Eye contact with the people (not staring at the ceiling, etc.)	
Attire	
Effect:	
Sermon was Christ-centered or Gospel-focused	
Sermon was relevant to the needs of the people	
Aided in Christian growth (enabled change in behavior and thinking)	
I would love if my non-Christian friend(s) could hear this sermon	
TOTAL POINTS EARNED	

Exams

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. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

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

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Video Lecture	Assignment	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity		Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 & 2: Introduction to Acts and the Epistles of Paul Overview of the book of Acts	Syllabus Read Acts in one setting. Read Acts 1-14 (not in one setting)	Lecture 1.1 Lecture 1.2 Lecture 1.3	Blog 1 Acts 1-14 Chapter Summaries	SLO 1,2,3,4
	Lesson 3 & 4: Overview of the Book of Acts; Survey of Paul's Life and Ministry	Read Acts 15-28 (not in one setting) <i>Thinking Through Paul (TTP)</i> pp. 20-47 Read 1 & 2 Thessalonians	Lecture 2.1 Lecture 2.2	Blog 2 Acts 15-28 Chapter Summaries Bible Quiz 1 – Acts TTP Quiz Chapter 1	SLO 1,2,3,4
2	Lesson 5 & 6: 1 & 2 Thessalonians	Galatians <i>TTP</i> pp. 54-82	Lecture 3.1 Lecture 3.2	Blog 3 1 & 2 Thessalonians Summaries Presentation Preparation (verse choice) Bible Quiz 2 – 1 & 2 Thessalonians	SLO 1,2,3,4
	Lesson 7: Galatians	<i>TTP</i> pp. 88-104 Read 1 Corinthians	Lecture 4.1 Lecture 4.2	Blog 4 Galatians Summaries Bible Quiz 3 – Galatians TTP Quiz Chapter 2	SLO 1,2,3,4
3	Lesson 8: 1 & 2 Corinthians	<i>TTP</i> pp. 109-160 Read 2 Corinthians	Lecture 5.1 Lecture 5.2	Blog 5 1 & 2 Corinthians Summaries Bible Quiz 4 – 1 Corinthians TTP Quiz Chapter 3	SLO 1,2,3,4
	Lesson 9: Romans	Read Romans <i>TTP</i> pp. 165-190	Lecture 6.1 Lecture 6.2	Blog 6 Romans Summaries Bible Quiz 5 – 2 Corinthians TTP Quiz Chapter 4 TTP Quiz Chapter 5	SLO 1,2,3,4

Module	Lessons	Readings	Video Lecture	Assignment	Outcomes Met
4	Lesson 10: Philippians	Read Philippians <i>TTP</i> pp. 195-208	Lecture 7.1 Lecture 7.2	Blog 7 Philippians Summaries Presentation Preparation (Rough Draft) Bible Quiz 6 – Romans TTP Quiz Chapter 6	SLO 1,2,3,4
	Lesson 11: Philemon and Colossians	Read Philemon & Colossians Review for Midterm <i>TTP</i> Chapters 1-7	Lecture 8.1 Lecture 8.2	Blog 8 Philemon & Colossians Summaries Bible Quiz 7 – Philippians TTP Quiz Chapter 7	SLO 1,2,3,4
5	Review for the Midterm all TTP quizzes and Lectures	PROCTORED MIDTERM EXAM			SLO 1,2,3,4
	Lesson 12: Ephesians	Read Ephesians <i>TTP</i> pp. 239-260	Lecture 9.1 Lecture 9.2	Blog 9 Ephesians Summaries Bible Quiz 8 – Philemon & Colossians TTP Quiz Chapter 8	SLO 1,2,3,4
6	Lesson 13: The Pastoral Letters Q & A Session	Read Pastoral Epistles – 1 & 2 Timothy and Titus <i>TTP</i> pp. 261-294	Lecture 10.1	Blog 10 Pastoral Epistles Summaries Bible Quiz 9 – Ephesians TTP Quiz Chapter 9	SLO 1,2,3,4
	Lesson 14: Hebrews Hebrews 3 & 4	Read Hebrews	Lecture 11.1 Lecture 11.2	Blog 11 Hebrews Summaries Bible Quiz 10 – Pastoral Epistles TTP Quiz Chapter 10	SLO 1,2,3,4
7	Lesson 15: The Apocalyptic Narrative of Paul	Read <i>TTP</i> pp. 299-319	Lecture 12.1 Lecture 12.2	Blog 12 Apocalyptic Narrative of Paul Lecture Summaries Bible Quiz 11 – Hebrews	SLO 1,2,3,4
	Lesson 16: Paul's Theol. Narrative and other Macro-Narratives	Read <i>TTP</i> pp. 322-346	Lecture 13.1 Lecture 13.2	TTP Chapter 12 Summaries TTP Quiz Chapter 11 The Exegetical Sermon/Presentation	SLO 1,2,3,4
8	Lesson 17: Paul's Theol. Narrative and other Micro-Narratives	Read <i>TTP</i> pp. 350-374 Review for the Final Exam <i>TTP</i> chapters 8-13 and the lectures	Lecture 14.1 Lecture 14.2 Lecture 15	TTP Chapter 13 Summaries TTP Quiz Chapter 12 TTP Quiz Chapter 13	SLO 1,2,3,4
	PROCTORED FINAL EXAM				SLO 1,2,3,4

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings	Video Lecture	Assignment	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity		Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 & 2: Introduction to Acts and the Epistles of Paul Overview of the book of Acts	Syllabus Read Acts in one setting. Read Acts 1-14 (not in one setting)	Lecture 1.1 Lecture 1.2 Lecture 1.3	Blog 1 Acts 1-14 Chapter Summaries	SLO 1,2,3,4
2	Lesson 3 & 4: Overview of the Book of Acts; Survey of Paul's Life and Ministry	Read Acts 15-28 (not in one setting) <i>Thinking Through Paul (TTP)</i> pp. 20-47 Read 1 & 2 Thessalonians	Lecture 2.1 Lecture 2.2	Blog 2 Acts 15-28 Chapter Summaries Bible Quiz 1 – Acts TTP Quiz Chapter 1	SLO 1,2,3,4
3	Lesson 5 & 6: 1 & 2 Thessalonians	Galatians <i>TTP</i> pp. 54-82	Lecture 3.1 Lecture 3.2	Blog 3 1 & 2 Thessalonians Summaries Presentation Preparation (verse choice) Bible Quiz 2 – 1 & 2 Thessalonians	SLO 1,2,3,4
4	Lesson 7: Galatians	<i>TTP</i> pp. 88-104 Read 1 Corinthians	Lecture 4.1 Lecture 4.2	Blog 4 Galatians Summaries Bible Quiz 3 – Galatians TTP Quiz Chapter 2	SLO 1,2,3,4
5	Lesson 8: 1 & 2 Corinthians	<i>TTP</i> pp. 109-160 Read 2 Corinthians	Lecture 5.1 Lecture 5.2	Blog 5 1 & 2 Corinthians Summaries Bible Quiz 4 – 1 Corinthians TTP Quiz Chapter 3	SLO 1,2,3,4
6	Lesson 9: Romans	Read Romans <i>TTP</i> pp. 165-190	Lecture 6.1 Lecture 6.2	Blog 6 Romans Summaries Bible Quiz 5 – 2 Corinthians TTP Quiz Chapter 4 TTP Quiz Chapter 5	SLO 1,2,3,4
7	Lesson 10: Philippians	Read Philippians <i>TTP</i> pp. 195-208	Lecture 7.1 Lecture 7.2	Blog 7 Philippians Summaries Presentation Preparation (Rough Draft) Bible Quiz 6 – Romans TTP Quiz Chapter 6	SLO 1,2,3,4
8	Lesson 11: Philemon and Colossians	Read Philemon & Colossians Review for Midterm <i>TTP</i> Chapters 1-7	Lecture 8.1 Lecture 8.2	Blog 8 Philemon & Colossians Summaries Bible Quiz 7 – Philippians TTP Quiz Chapter 7	SLO 1,2,3,4
9	Review for the Midterm all TTP quizzes and Lectures	PROCTORED MIDTERM EXAM			SLO 1,2,3,4
10	Lesson 12: Ephesians	Read Ephesians <i>TTP</i> pp. 239-260	Lecture 9.1 Lecture 9.2	Blog 9 Ephesians Summaries Bible Quiz 8 – Philemon & Colossians TTP Quiz Chapter 8	SLO 1,2,3,4
11	Lesson 13: The Pastoral Letters Q & A Session	Read Pastoral Epistles – 1 & 2 Timothy and Titus <i>TTP</i> pp. 261-294	Lecture 10.1	Blog 10 Pastoral Epistles Summaries Bible Quiz 9 – Ephesians TTP Quiz Chapter 9	SLO 1,2,3,4

Module	Lessons	Readings	Video Lecture	Assignment	Outcomes Met
12	Lesson 14: Hebrews Hebrews 3 & 4	Read Hebrews	Lecture 11.1 Lecture 11.2	Blog 11 Hebrews Summaries Bible Quiz 10 – Pastoral Epistles TTP Quiz Chapter 10	SLO 1,2,3,4
13	Lesson 15: The Apocalyptic Narrative of Paul	Read <i>TTP</i> pp. 299-319	Lecture 12.1 Lecture 12.2	Blog 12 Apocalyptic Narrative of Paul Lecture Summaries Bible Quiz 11 – Hebrews	SLO 1,2,3,4
14	Lesson 16: Paul's Theol. Narrative and other Macro-Narratives	Read <i>TTP</i> pp. 322-346	Lecture 13.1 Lecture 13.2	TTP Chapter 12 Summaries TTP Quiz Chapter 11 The Exegetical Sermon/Presentation	SLO 1,2,3,4
15	Lesson 17: Paul's Theol. Narrative and other Micro-Narratives	Read <i>TTP</i> pp. 350-374 Review for the Final Exam <i>TTP</i> chapters 8-13 and the lectures	Lecture 14.1 Lecture 14.2 Lecture 15	TTP Chapter 13 Summaries TTP Quiz Chapter 12 TTP Quiz Chapter 13	SLO 1,2,3,4
16	PROCTORED FINAL EXAM				SLO 1,2,3,4

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

Percent %	Description
3	Summary Reports
20	Acts & Pauline Epistle Quizzes (Total: 11 quizzes)
20	Textbook quizzes (TTP) (Total: 13 quizzes)
17	Exegesis paper/Sermon presentation (Max: 100 point)
20	Midterm Exam
10	Final Exam
10	Blogs (Total: 10)
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

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

Part 5: Course Policies**Withdrawal and Incomplete Policies**

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

Maintain Professional Conduct Both in the Classroom and Online

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

Academic Accommodations

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

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

Commitment to Integrity

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

Commitment to Excellence

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

Honesty

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

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

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.