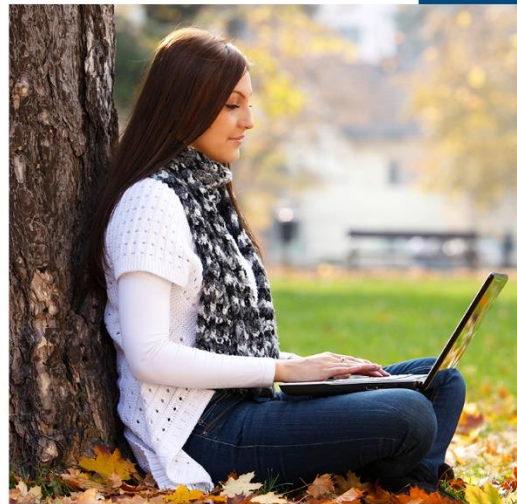




School of  
Distance Education  
Andrews University

# SYLLABUS



**RELT 100 God and Human Life  
Fall 2025**

# RELT 100 God and Human Life

## Global Campus

### 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 the 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 messages within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

Department	Email	Phone	Text
Username and Password Assistance	helpdesk@andrews.edu	(269) 471-6016	
Technical Assistance with Online Courses	dlit@andrews.edu	(269) 471-3960	
Exam Requests and Online Proctoring	onlineexams@andrews.edu	(269) 471-6566	(269) 397-4477
Distance Student Services - Any Other Questions	onlinestudents@andrews.edu	(269) 471-6566	(269) 397-4477

## Part 1: Course Information

### Course Description

This introductory religion course focuses on the fundamental aspect of Christian beliefs, emphasizing God's relational character, His incarnation as a human person in Christ, and His revelation and inspiration from the Bible. In addition, this course includes a reflection on our human identity as created and fallen beings, a study of how God reconciles and saves us through Jesus, and appropriate principles for interpreting Scripture. The class will also consider God's expectations for human beings and the practical lifestyle implications for believers.

## Required Text/Material

Required texts are essential for learning and understanding the course material. Textbooks are not included in the course cost unless specified otherwise. You can purchase your textbook from [bookstore.andrews.edu](http://bookstore.andrews.edu), [vitalsource.com](http://vitalsource.com), or any other textbook supplier. For financial aid payment, contact your financial advisor at the university where you are completing your degree.

Peckham, John C. (2023), *God With Us: An Introduction to Adventist Theology*, Andrews University Press, ISBN: 9781940980324

## Optional Text/Material

The following material is required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of this material, you may choose to order it.

White, Ellen G. [\*Steps to Christ\*](#)

## 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. This translates to a steady 9 hours each week. 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: 5 hours  
Interactive Discussions: 1 hour  
Quizzes: 1 hour  
Weekly work on written assignments: 2 hours

## Institutional Outcomes

3. Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

## Program Learning Outcomes

- Document foundational knowledge in the areas of Bible, history, and theology from an SDA perspective.
- Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church.

- Exhibit growth in awareness of Christian values and life skills.

### Student Learning Outcomes

- Demonstrate through compelling writing an understanding of God's revelation of Himself in Scripture, the Biblical concept of humankind, and its implications concerning creation, sin, and salvation from a Seventh-day Adventist perspective.
- Articulate a biblical worldview of vocation and how that applies to their own life, calling, and civic responsibility.
- Identify and practice moral, intellectual, and theological qualities (attentiveness, humility, and gratitude) that reflect God's loving character for maintaining a balanced, values- affirming lifestyle.

### 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, are unsure whether you are making the most of your time, or are 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 on the [Global Campus 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, projects and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. 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: [Username Activation](#), if you haven't already. If you need assistance, call or email us: (269) 471-6016 or [helpdesk@andrews.edu](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](mailto: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 week. In addition, assignments are due regularly each 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.

### Assessment Descriptions

#### Discussion Forums

Discussion forums help you practice explaining accounting concepts in your own words - a skill you'll use regularly when communicating with colleagues and supervisors.

**Format:** You'll engage in online conversations with your instructor and classmates about course topics. These discussions deepen your understanding through dialogue and shared perspectives.

#### Types of Discussions:

- **Formal discussions** require thorough, scholarly responses that meet the same academic standards as papers and exams. Cite any sources using your discipline's style guide (APA, MLA, etc.).
- **Informal discussions** may include introductions, personal experiences, and casual observations about course topics.

**Requirements:** Unless otherwise noted, you must:

- Post an initial response by 11:55 PM Sunday
- Reply to at least two classmates by 11:55 PM Thursday
- Course weeks run Friday through Thursday (after the first week)

Additional details are available in LearningHub.

#### Going on Vocation Activities

These activities will assist students in their vocational exploration process as they grapple with the critical questions of “Who am I? Where do I fit? What difference do I make?” to arrive at the point where their “deep gladness and the world's deep hunger meet.” This process will benefit students as they acquire knowledge and skills related to their academic development, careers, character development, relationships with God, and civic responsibility. Students will also complete a daily gratitude journal for a month.

### Quizzes

Short quizzes will be given on the assigned chapters from *God with Us*.

### Creative Project

Create a creative project that addresses anti-Trinitarian views and explains the Seventh-day Adventist understanding of the Trinity in a way that resonates with Gen Z and Gen Alpha. Your project should:

- Engage with doctrinal challenges posed by anti-Trinitarian beliefs.
- Present a biblically and theologically sound defense of the Trinity.
- Use your creativity and visuals to connect with younger audiences.

Your goal is to make the doctrine of the Trinity accessible, relatable, and compelling while respectfully addressing common misconceptions.

3. Choose one or a combination of several of the following creative presentation options:
  - *Narrative storytelling*: A modern fictional scenario where anti-Trinitarian beliefs are discussed and clarified.
  - *Documentary style*: A mix of interviews, voiceovers, and visuals presenting the biblical evidence.
  - *Debate-style*: A conversation between two individuals presenting opposing views.
  - *Animated explanation*: Using visuals and animation to break down key points.
  - *Skits/role-playing*: Dramatizing common anti-Trinitarian arguments and their biblical refutations.
  - *Social media style*: Engaging content formatted for TikTok, Instagram, or YouTube Shorts.
  - *Music or spoken word*: Expressing the truth of the Trinity creatively through performance.
  - *Poster or Tract*
4. Your creative project must include the following theological focus:
  - *The Biblical Foundation for the Trinity*: Present clear scriptural evidence, such as Matthew 28:19, John 14:16-17, 2 Corinthians 13:14, and others. Show how these passages affirm the Father, Son, and Holy Spirit as distinct persons of the same divine essence.



- *Anti-Trinitarian Claims:* Identify and respectfully refute common anti-Trinitarian beliefs (e.g., "Jesus is not God," "The Holy Spirit is not a person"). Use Scripture and theological reasoning.
- *The Role of the Trinity in Salvation:* Explain how the Father, Son and Holy Spirit work together in redemption. Emphasize how their unity and distinct roles are central to the Christian faith.
- *Seventh-day Adventist View of the Trinity:* Incorporate Fundamental Belief #2 and insights from Ellen G. White.
- *Relevance to Gen Z & Gen Alpha:* Address why the Trinity matters today, especially in the context of social media, culture, and personal faith.

#### Submission Requirements:

- Submit the assignment or link to the assignment through LearningHub. If a video, upload it to YouTube/Vimeo and share the link.
- If a video, it should be 8-10 minutes in length.

### **Gratitude Journaling**

This assignment is designed to help you cultivate and reflect on the virtue of gratitude in your daily life. By intentionally practicing gratitude for a month, you will develop a deeper awareness of life's blessings and how this virtue impacts your personal growth, relationships, and faith.

#### Part 1: Gratitude Journaling:

- Use the Journal Template provided in LearningHub to record your daily practice of gratitude for a month.

#### Part 2: Reflection Paper:

- After completing a month of journaling, reflect on your experience by writing a short paper (1-2 pages, double-spaced) answering the following questions:

##### *Personal Growth in Gratitude:*

- How well did you practice the virtue of gratitude over the past month?
- What challenges did you face in maintaining a gratitude mindset?
- How did you overcome these challenges?

##### *Impact on Daily Life & Faith:*

- How did intentionally living out gratitude affect your overall outlook, mood, and relationships?
- Did you notice any changes in your connection with God or your spiritual life?



- How can you continue incorporating gratitude into your daily routine moving forward?

#### Submission Guidelines:

- Submit the following as a single document to LearningHub:
- Your completed Gratitude Journal for the month
- Your Reflection Paper (1-2 pages)

#### **Steps to Christ 4MAT Book Review:**

The 4MAT format is broken into four distinct parts, and each part serves a specific purpose. You will respond to each of the following questions/prompts in your report, creating a well-rounded reflection on the book – *Steps to Christ* by Ellen White.

##### Part 1: What? – Summary of the Book (1-2 pages):

- **Key Concepts:** Provide a summary of the book's central themes, ideas, or arguments. This section should describe what the book is about, including the author's main points and purpose.
- **Critical Points:** Briefly describe the core ideas of the book, such as its thesis or main conclusions, and what makes the book significant in its field. Include specific examples or quotes from the book to support your summary.
- **Key Questions Addressed:** What questions does the book seek to answer? What problem or topic does the author engage with?

##### Part 2: So What? – Analysis and Reflection (1-2 pages):

- **Personal Reflection:** How does this book **resonate with you personally**? Do any of the author's ideas challenge or confirm your thinking or beliefs?
- **Key Insights:** What was the **most impactful or thought-provoking** part of the book for you? Explain why these ideas stood out.
- **Critical Engagement:** Are there areas in the book you disagree with or wish were developed differently? Critique the author's arguments or conclusions. Be respectful, but share your genuine thoughts on areas where the book could improve or where you had difficulty understanding.

##### Part 3: Now What? – Application to Your Life or Future (1 page):

- **Personal Application:** How can you apply the concepts or lessons from this book to your personal life, faith, or future career?
- **Real-Life Connections:** Relate the book's content to your own experiences. Does it provide practical guidance that you can use? How will it influence your future decisions, behaviors, or beliefs?

- *Broader Implications:* How can the ideas in the book impact others around you, such as your community, church, or workplace? If you were to recommend this book to someone, how would you explain its relevance to them?

Part 4: What If? – Future Considerations (1 page):

- *Ongoing Impact:* In what ways do you think this book will continue to influence you in the future? Are there questions left unanswered or areas that need further exploration?
- *Further Exploration:* What other books or resources would you like to read because of this book? How would you like to expand on the ideas presented?
- *Open Questions:* Are there areas in the book that you believe require further research or questions that were not fully addressed? What future directions would you take in exploring the topic?

### **Salvation Research Podcast-Style Video Project**

Create an original 10–15-minute podcast-style video exploring the theme of salvation through the lens of Scripture, *Steps to Christ* by Ellen G. White, and *God with Us* by John Peckham. Your video should provide a comprehensive, theologically sound understanding of salvation while incorporating the core values of attentiveness, humility, and gratitude.

Your video should be structured, well-reasoned, and supported by biblical references and must include the sources mentioned above. Address the following key questions:

1. The Human Problem & God's Solution:
  - What is the nature of sin, and what are its consequences?
  - How does God's redemptive plan address sin, as revealed in Scripture and Christian literature?
2. How Can Sinners Be Saved?
  - What is the role of Jesus Christ in salvation?
  - How do repentance, justification, and sanctification contribute to the salvation process?
3. What is Faith?
  - How does Scripture define faith, and what is its role in the process of salvation and daily Christian living?
4. What is Grace?
  - How does the Bible describe grace, and what role does grace play in the process of salvation?

5. Faith & Obedience in Salvation

- What is the biblical balance between faith and works?

6. Christian Ethics & Evangelism

- How should Christians embody attentiveness, humility, and gratitude when sharing the message of salvation?
- How do these values align with the Great Commission (Matthew 28:18-20)?

Submission Requirements:

- Upload to YouTube/Vimeo and share the link.
- Accompany your video with a written statement (2-3 pages, double-spaced) that includes:
  - *Creative Process*: Explain your approach and creative choices.
  - *Personal Reflection*: How has this project deepened your understanding of the process of salvation?
  - *Resources*: List all the references (including the required sources) utilized in completing the assignment.

## Rubrics

### Creative Project Rubric:

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
Theological Depth & Accuracy	Strong, biblically grounded defense of the Trinity with a clear Adventist perspective. (30 pts)	Solid biblical explanation, but could be more detailed in some areas. (22.5 pts)	Basic understanding, with minor theological inaccuracies. (15 pts)	Significant theological inaccuracies or misrepresentations. (7.5 pts)	Task not attempted. (0 pts)
Addressing Anti-Trinitarian Views	Effectively identifies and refutes common anti-Trinitarian claims with clarity and respect. (30 pts)	Addresses anti-Trinitarian views well, though lacks some depth. (22.5)	Adequately addresses anti-Trinitarian views, but lacks clarity. (15 pts)	Fails to engage with anti-Trinitarian views effectively. (7.5 pts)	Task not attempted. (0 pts)
Creativity & Engagement for Gen Z/Alpha	Highly engaging, visually appealing, and well-adapted to younger audiences. (20 pts)	Good creativity but could be more engaging for the target audience. (15 pts)	Somewhat engaging but lacks full relevance or originality. (10 pts)	Limited creativity; fails to connect with the target audience. (5 pts)	Task not attempted. (0 pts)
Presentation Quality	High production value with clear visuals, sound, and smooth editing. (20 pts)	Good production quality, with minor flaws. (15 pts)	Adequate video quality but with noticeable issues. (10 pts)	Poor production quality (audio, lighting, editing problems). (5 pts)	Task not attempted. (0 pts)

### Gratitude Journal Rubric:

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
Gratitude Journal Completion	Journal is fully completed with thoughtful, daily entries reflecting gratitude. (30 pts)	Journal is mostly complete, with some missing details or occasional inconsistency. (22.5 pts)	Journal is partially completed, with minimal effort in daily reflections. (15 pts)	Journal is incomplete or lacks meaningful engagement. (7.5 pts)	Task not attempted. (0 pts)
Depth of Reflection	Reflection paper is insightful, well-written, and demonstrates a deep understanding of gratitude. (10 pts)	Reflection is thoughtful but could explore ideas more deeply. (7.5 pts)	Reflection is basic and lacks depth in discussing personal growth. (5 pts)	Reflection lacks effort, is vague, or does not address the prompts fully. (2.5 pts)	Task not attempted. (0 pts)
Personal & Spiritual Application	Clearly connects gratitude to personal life, relationships, and faith with specific examples. (10 pts)	Makes good connections to personal life and faith but lacks some depth. (7.5 pts)	Some connections made, but they are vague or not well developed. (5 pts)	Little to no personal or spiritual connection evident. (2.5 pts)	Task not attempted. (0 pts)

**Steps to Christ 4-MAT Review:**

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
<b>Summary of the Book</b>	Provides a clear, thorough, and insightful summary with specific examples and quotes. (20 pts)	Provides a solid summary with some supporting examples but lacks depth in some areas. (15 pts)	Provides a basic summary with few details or examples from the text. (10 pts)	Summary is unclear or lacks essential details. (5 pts)	Task not attempted. (0 pts)
<b>Analysis and Reflection</b>	In-depth analysis, personal reflection, and thoughtful critique of the book's ideas. (20 pts)	Solid analysis with personal reflection but could include more depth or critical engagement. (15 pts)	Basic analysis with limited personal reflection or critique. (10 pts)	Lacks analysis or critical reflection. (5 pts)	Task not attempted. (0 pts)
<b>Application to Life</b>	Strong, clear application of the book's ideas to personal life and future goals. (20 pts)	Provides a good application but could include more practical examples or depth. (15 pts)	Basic application with limited personal connection to the content. (10 pts)	No meaningful connection to personal life or future goals. (5 pts)	Task not attempted. (0 pts)
<b>Future Considerations</b>	Thorough and thoughtful discussion of how the book will influence future actions and exploration. (20 pts)	Discusses the future implications but could be more detailed or thought-provoking. (15 pts)	Provides a basic exploration of future considerations. (10 pts)	Lacks meaningful consideration of future implications. (5 pts)	Task not attempted. (0 pts)
<b>Writing Quality &amp; Organization</b>	Clear, concise, well-organized, and free of grammatical or spelling errors. (20 pts)	Generally clear writing with some minor errors or organization issues. (15 pts)	Writing is somewhat unclear or disorganized with several errors. (10 pts)	Writing is unclear or poorly organized with frequent errors. (5 pts)	Task not attempted. (0 pts)

**Salvation Research Podcast-Style Video Project Rubric:**

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
<b>Understanding of the Human Problem &amp; God's Solution</b>	Clearly explains sin's nature, consequences, and God's redemptive plan using multiple biblical and theological sources. (10 pts)	Explains sin and salvation well but lacks depth in theological reasoning. (7.5 pts)	Covers sin and salvation but with superficial analysis or missing key details. (5 pts)	Fails to clearly define sin and God's redemptive plan; lacks biblical support. (2.5 pts)	Task not attempted. (0 pts)
<b>Explanation of How Sinners Are Saved</b>	Clearly articulates the roles of Christ, repentance, justification, and sanctification, using strong scriptural evidence. (10 pts)	Covers key aspects of salvation but lacks depth or clarity in one area. (7.5 pts)	Presents a basic but incomplete understanding of salvation. (5 pts)	Misrepresents or neglects major aspects of salvation. (2.5 pts)	Task not attempted. (0 pts)

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
<b>Faith &amp; Grace</b>	Provides a rich, biblical definition of faith and grace with clear explanations of their roles in salvation and Christian life. (10 pts)	Defines faith and grace accurately but with less depth or scriptural support. (7.5 pts)	Includes definitions but lacks strong scriptural basis or application. (5 pts)	Inadequate or incorrect explanation of faith and grace. (2.5 pts)	Task not attempted. (0 pts)
<b>Faith &amp; Obedience in Salvation</b>	Clearly explains the balance between faith and works, providing strong biblical examples. (10 pts)	Addresses faith and works but lacks depth or scriptural variety. (7.5 pts)	Mentions faith and obedience but does not fully explore their relationship. (5 pts)	Fails to discuss faith and obedience or presents an inaccurate view. (2.5 pts)	Task not attempted. (0 pts)
<b>Attentiveness, Humility, and Gratitude in Evangelism</b>	Thoughtfully integrates values into discussion of sharing salvation, with clear biblical and practical applications. (10 pts)	Addresses values well but lacks depth in connecting them to evangelism. (7.5 pts)	Mentions values but does not strongly tie them to Christian outreach. (5 pts)	Fails to meaningfully integrate values. (2.5 pts)	Task not attempted. (0 pts)
<b>Use of Supporting Evidence</b>	Effectively integrates with the required resources (Scripture, <i>Steps to Christ</i> , <i>God with Us</i> ). (10 pts)	Uses biblical and theological support but with limited variety or depth. (7.5 pts)	References Scripture and theology but with minimal integration. (5 pts)	Lacks sufficient biblical or theological evidence. (2.5 pts)	Task not attempted. (0 pts)
<b>Logical Flow of Ideas</b>	Strong introduction, clear thesis, smooth transitions, and a compelling conclusion. (20 pts)	Mostly well-organized, but transitions or structure could be smoother. (15 pts)	Basic structure but some disjointed ideas or weak transitions (10 pts)	Poor organization, difficult to follow, lacks logical progression. (5 pts)	Task not attempted. (0 pts)
<b>Presentation Quality</b>	High production value with clear visuals, sound, and smooth editing. (10 pts)	Good production quality, with minor flaws. (7.5 pts)	Adequate video quality but with noticeable issues. (5 pts)	Poor production quality (audio, lighting, editing problems). (2.5 pts)	Task not attempted. (0 pts)
<b>Written Statement</b>	Clear, detailed explanation of process, theology, and creative choices. (10 pts)	Adequate statement with reasonable detail. (7.5 pts)	Basic statement but lacks depth. (5 pts)	Unclear or incomplete statement. (2.5 pts)	Task not attempted. (0 pts)

## Exams

There is 1 exam in this course. The final exam covers material from Peckham's chapters 1-19, is made up of short answer, multiple-choice, matching and essay questions and is worth 54 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. The exam must be taken under the supervision of a proctor. 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 our [exams page](#). Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow the instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

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. Your instructor must email [onlineexams@andrews.edu](mailto:onlineexams@andrews.edu) or call 269-471-6566. No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.



## Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted. **Academy students:** You **MUST** submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings/Videos	Assignments	Outcomes Met
<b>Intro</b>	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Introduce Yourself Student Introductions Academic Integrity Quiz Academic Integrity Statement	
<b>PART ONE: The Story of God with Us: A Prelude</b>				
<b>1 &amp; 2</b> <b>Aug 25 – Sept 4</b>	Lesson 1: Presence Ruptured and Renewed	<u>Watch:</u> Part One: The Story of God with Us: A Prelude <u>Read:</u> <i>God With Us</i> , Chapter 1	Quiz 1: Chapter 1 Discussion 1 Vocation Pre-Survey GOV 1: Vocation Map	SLO 1, 2, 3 SLO 1 SLO 2, 3 SLO 2
<b>3</b> <b>Sept 5 – 11</b>	Lesson 2: Presence with Us in Truth: Coming and Coming Again	<u>Read:</u> <i>God With Us</i> , Chapters 2 & 3	Quiz 2: Chapter 2 Quiz 3: Chapter 3 Discussion 2	SLO 1, 3 SLO 1, 3 SLO 1
<b>PART TWO: God with Us in Three Persons</b>				
<b>4</b> <b>Sept 12 – 18</b>	Lesson 3: God with Us in Flesh and Spirit	<u>Watch:</u> Part Two: God with Us in Three Persons <u>Read:</u> <i>God With Us</i> , Chapters 4 & 5	Quiz 4: Chapter 4 Quiz 5: Chapter 5 Discussion 3	SLO 1, 3 SLO 1, 3 SLO 1
<b>5</b> <b>Sept 19 – 25</b>	Lesson 4: The Trinity of Love	<u>Read:</u> <i>God With Us</i> , Chapter 6 <i>Spiritual Gifts Test</i>	Quiz 6: Chapter 6 Discussion 4 GOV 2: Spiritual Gifts Test	SLO 1, 2, 3 SLO 1 SLO 2
<b>PART THREE: God for Us Who Loves, Provides &amp; Reveals</b>				
<b>6</b> <b>Sept 26 – Oct 2</b>	Lesson 5: The Ever-Present Covenantal Love of God	<u>Watch:</u> Part Three: God With Us Who Loves, Provides & Reveals <u>Read:</u> <i>God With Us</i> , Chapters 7 & 8	Quiz 7: Chapter 7 Quiz 8: Chapter 8 Discussion 5	SLO 1, 3 SLO 1, 3 SLO 1
<b>7</b> <b>Oct 3 – 9</b>	Lesson 6: Divine Providence, Cosmic Conflict, & Divine Revelation in Scripture	<u>Read:</u> <i>God With Us</i> , Chapters 9 & 10	Quiz 9: Chapter 9 Quiz 10: Chapter 10 Discussion 6	SLO 1, 3 SLO 1, 3 SLO 1
<b>8</b> <b>Oct 10 – 16</b>	Lesson 7: Midterm Assessment	<u>Read:</u> <i>God With Us</i> , Excursus	Creative Project	SLO 1, 3

Week	Lessons	Readings/Videos	Assignments	Outcomes Met
<b>PART FOUR: God for Us Who Makes Us, Saves Us &amp; Covenants with Us</b>				
<b>9</b> <b>Oct 17 – 23</b>	Lesson 8: Human Nature, Identity, & Value	<u>Watch:</u> Part Four: God for Us Who Makes Us, Saves Us, and Covenants with Us  <u>Read:</u> <i>God With Us</i> , Chapter 11 Start Reading <i>Steps to Christ</i>	Quiz 11: Chapter 11 Discussion Forum 7 GOV 3: Virtues Clarification	SLO 1, 2, 3 SLO 1 SLO 2, 3
<b>10</b> <b>Oct 24 – 30</b>	Lesson 9: Human Freedom, Sinfulness, & Conditional Immortality	<u>Read:</u> <i>God With Us</i> , Chapter 12 <i>Steps to Christ</i> Reading Gratitude Journal Template	Quiz 12: Chapter 12 Discussion 8 Begin Gratitude Journaling	SLO 1, 3 SLO 1 SLO 2, 3
<b>11</b> <b>Oct 31 – Nov 6</b>	Lesson 10: Understanding the Process of Salvation, the Covenant, and the Law	<u>Read:</u> <i>God With Us</i> , Chapters 13 & 14 <i>Steps to Christ</i> Reading	Quiz 13: Chapter 13 Quiz 14: Chapter 14 Discussion 9 Continue Gratitude Journaling	SLO 1, 3 SLO 1, 3 SLO 1 SLO 2, 3
<b>12</b> <b>Nov 7 – 13</b>	Lesson 11: The Gift of Sabbath	<u>Read:</u> <i>God With Us</i> , Chapter 15 <i>Steps to Christ</i> Reading	Quiz 15: Chapter 15 Discussion 10 GOV 4: Love-Play-Work-Health-Spiritual Balance Continue Gratitude Journaling	SLO 1, 2, 3 SLO 1 SLO 2 SLO 2, 3
<b>Part Five: God with Us Again, Forever</b>				
<b>13</b> <b>Nov 14 – 20</b>	Lesson 12: The Sanctuary	<u>Watch:</u> Part Five: God with Us Again, Forever  <u>Read:</u> <i>God With Us</i> , Chapter 16 Finish Reading <i>Steps to Christ</i>	Quiz 16: Chapter 16 Discussion 11 <i>Steps to Christ</i> 4-MAT Review Continue Gratitude Journaling	SLO 1, 3 SLO 1 SLO 1, 3 SLO 2, 3
<b>14</b> <b>Nov 21 – 27</b>	Lesson 13: The Fellowship of the Lamb and the Mission of the Church	<u>Read:</u> <i>God With Us</i> , Chapters 17 & 18	Quiz 17: Chapter 17 Quiz 18: Chapter 18 Discussion 12 GOV 5: Gratitude Journal Report & Reflection <b>Due Friday, Nov 28, 5:00 pm</b>	SLO 1, 3 SLO 1, 3 SLO 1 SLO 2, 3
<b>15</b> <b>Nov 28 – Dec 4</b>	Lesson 14: Last Things	<u>Read:</u> <i>God With Us</i> , Chapter 19 & Epilogue	Quiz 19: Chapter 19 Salvation Research Video Project Vocation Post-Survey	SLO 1, 2, 3 SLO 1, 3 SLO 2, 3
<b>16</b> <b>Dec 5 – 11</b>	Lesson 15: Final Assessment	Review <i>God With Us</i> , Chapters 1-19  <b>PROCTORED FINAL EXAM</b> (Final Exam needs to be completed by Wed, Dec 10, 11:59 p.m.)		SLO 1, 3

## Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
19	Quizzes (19)
12	Discussion Forums
10	Going on Vocation (GOV) Activities
15	Creative Project
12	Steps to Christ 4-MAT Review
15	Salvation Research Video Project
15	Final Exam (Peckham chapters 1-19)
2	Vocation Pre and Post-Surveys
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

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

### Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

#### Late Submissions

- Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.
- Late work may be accepted until the last day of the class, subject to instructor approval.
- Approved late submissions will incur a 10% deduction of the earned points.
- Acceptance of late work without prior communication is at the instructor's discretion.

#### Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.
2. Explain your situation and propose a new submission date.
3. Wait for your instructor's response and follow their guidance.

#### Extenuating Circumstances

- In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.
- Depending on the situation, the instructor may waive late penalties or grant extensions.

#### Discussion Forums

- The participatory nature of forums requires timely engagement for meaningful interaction.
- Late discussion posts will generally not be accepted.
- In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.

- If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

### **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.

### **Digital Communication Guidelines**

You'll communicate through discussion forums, email, video calls, and collaborative platforms. Here are essential guidelines for respectful and effective online interaction:

#### **Core Principles:**

1. **Match your platform to your purpose.** Use forums for course questions, email for private matters, video for complex discussions.
2. **Write clearly and concisely.** Without nonverbal cues, be explicit about your intentions. Use clear subject lines and proofread before sending.
3. **Maintain academic professionalism.** Use proper grammar and spelling. Avoid text-speak or overly casual language in academic contexts.
4. **Consider tone carefully.** Messages can be easily misunderstood. When uncertain, be more explicit rather than assuming others will understand your intent.
5. **Practice digital empathy.** Be patient with technical difficulties and remember there's a person behind each username.
6. **Assume permanence.** All digital communications can be saved and shared. Write as if anyone might read your message.
7. **Engage constructively.** Focus on ideas, not individuals when disagreeing. Ask questions before making assumptions.
8. **Be inclusive.** Use accessible language and remember classmates have diverse backgrounds and abilities.

**Quick Platform Tips:**

- **Forums:** Search before posting, use descriptive titles
- **Email:** Clear subject lines, avoid unnecessary "Reply All"
- **Video calls:** Test tech beforehand, mute when not speaking
- **Shared documents:** Use comments for feedback, coordinate editing

Effective digital communication skills extend beyond this course into your professional life.

**Academic Accommodations**

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

1. Read the [Andrews University Disability Accommodation information](#)
2. Download the [Accommodations Request Form here](#). Email the completed form and disability documentation (if any) to [disabilities@andrews.edu](mailto:disabilities@andrews.edu).
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

**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**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University [Bulletin](#) are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### **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.

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