

NTST 567 – Theology of the English NT: Love, Marriage and Divorce

Summer 2024

Thomas R. Shepherd, PhD, DrPH

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Andrews University, Chan Shun Hall 107
Class meeting times:	Pre-course work: <u>May 13–24</u> On site: <u>May 27–30</u> <u>Mon – Thurs: 8:00–12:00 1:00–4:30 pm</u>
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 277-9488 (8 a.m. to 8 p.m. EDT)
Instructor Email:	trs@andrews.edu
Office location:	Andrews University; Seminary Room N124
Office hours:	By Appointment via Zoom

BULLETIN DESCRIPTION OF COURSE

NTST 567 – Theology of the English NT – Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.

4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Discuss key exegetical and theological concepts and themes of the NT teaching on love, marriage, sex and divorce.
2. Hone critical thinking skills through critique of readings on the passages we will study.
3. Obtain in-depth knowledge of scriptural passages through reading and critiquing commentaries on the passages we study.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due	CLO
Mon-Fri 5/13–17	read, write reports, forum	Due Friday, 5/17, <i>Marriage</i> 25–48 report, commentary report on Eph 5:15–33	2–3
Mon-Fri 5/20–24	read, write reports, forum	Due Friday, 5/24, <i>Marriage</i> 123–141 report, commentary report on 1 Cor 6:12–20	2–3
Mon 5/27	Intro to class, Biblical View of Love	Commentary report on 1 Cor 13	1–2
Tue 5/28	Christian Marriage		1
Wed 5/29	Sex and the Christian	Commentary report on Rom 1:16–32	1–2
Thu 5/30	Divorce and the Christian	Commentary report on Matt 19:3–12	1–2
Sun 6/9/24	Take Home Final Exam Due	Final Exam	1
Sun 6/30/24	Reading Report Due	Report on the rest of <i>Marriage</i> book pp. 1–24; 49–122; 142–267	2–3

PRE-INTENSIVE COURSE REQUIREMENTS

1. **ALL ASSIGNMENTS ARE TURNED IN ON LEARNING HUB IN DROPBOXES PROVIDED THERE. THIS INCLUDES THE EXAM.**
2. **This course is 3 credits.** That represents 45 hours of contact time with the professor and an additional 90 hours in study, reading, writing, discussing for **a total of 135 hours. We are covering these hours in a 7-week period, starting 2 weeks before the intensive course, continuing with the one intensive week, and then finishing up in the next 4 weeks, ending on June 30. Please plan accordingly for your study, writing, etc.**
3. **FACULTY DIRECTED Reading Critiques and Commentary Reports** – During our time together in May we will work our way through important passages regarding love, marriage, sex and divorce. **In the two weeks before our class** you read commentaries on the passage assigned and read the assigned pages in the textbook. You make a separate single-spaced one page report on the **commentaries** and a separate single-spaced one page report on the **textbook. There are forms for these on Learning Hub.** The due dates are listed above. **Each report is worth 50 points.** You can access online commentaries at <https://www.Biblehub.com> . **Be sure to read the NT International Critical Commentary (ICC)** as one of your commentaries. It is available on Biblehub.com under commentaries. You can substitute a scholarly article for one of the commentaries if you like. Find them on the Andrews University Library website: ATLA via Andrews University Library – <https://www.andrews.edu/library/merged.html> You can also find articles at Andrews University Seminary Studies – <https://digitalcommons.andrews.edu/auss/> and at Journal of the Adventist Theological Society – <https://www.atsjats.org/publications/jats-journal-online-archive> and at Biblical Research Institute – <https://adventistbiblicalresearch.org/materials>.
4. **FACULTY DIRECTED Forums** – In conjunction with the readings and reports in the two weeks before our class, we have asynchronous forums that you participate in by making comments, asking questions, responding to questions. **The forum for each week is only open the five days of that work week. You get 30 points by making at least 3 comments/questions/answers.** These should be more than just a word or two, but do not need to be a paragraph. Don't go on and on, be succinct. The reading reports and commentary reports will be the basis for our discussions online. These forums and reports together **count for 15 hours of class time.** Watch the video Dr. Shepherd will have posted on Learning Hub to get the idea on how to do all this.

INTENSIVE COURSE REQUIREMENTS

1. **Attendance** at lectures is expected. **The professor records your attendance on Learning Hub for each class period.** Each 50-minute period counts for one class period. **More than 3 unexcused absences will result in a decrease in the final grade by one full letter, 4 tardies = 1 absence.** Excused absences are for illness or family emergency. For an absence to be excused send an e-mail to the professor with an explanation to trs@andrews.edu. If the number of unexcused absences exceeds 5, the student may be asked to drop the class.

2. **Commentary Reports** – We have commentary reports due during the intensive. You will likely want to prepare these in advance since we will be meeting 7 and a half hours a day during the intensive. These commentary reports provide information linked with our lectures.
3. **In Class Exercises** – During the class we will break out at times for discussion of questions the professor raises and reading an article or two for discussion. You get points for these exercises by being present. The professor will explain how this works.

POST-INTENSIVE COURSE REQUIREMENTS

1. **Take-Home Exam** – The exam for this course will be take-home. **It will be opened to you on Learning Hub on Friday, May 31.** The exam will involve reading an article the professor will make available on Learning Hub at the same time as the exam. In the exam you will carry out a critique of the article like you have been taught in the class. However, after that you will be asked to compare and contrast the article's concepts with those presented in class and give your assessment of both, using the critical thinking skills taught in class. **The exam will be worth 100 points. It will be due at 11:59 p.m. EDT on Sunday, June 30.** A drop box on Learning Hub will be present for you to upload it.
2. **Final Reading Report** – You have **until June 30** to read the rest of the *Marriage* book not already covered in former reading reports. You make a **two-page single-spaced report** on this reading. There is a form on Learning Hub for this report. You report what pages of the assigned reading you have completed. Then you choose **one chapter** from the book to summarize and critique, this all on page 1 of the report. On page 2 of the report you make application of the chapter's information to your ministry. This can be in the form of an education program for the church, a series of sermons, counseling you may do as a result of the information, or some other application. This second page should illustrate careful thought on the application of the book chapter to your ministry. **This report is worth 100 points.**

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Course Materials

1. An English Bible of word for word style of translation – ESV, NASB, RSV are good examples. Do not use KJV, NKJV or Clear Word for this class – ask me why.

2. Ekkehardt Mueller and Elias Brasil de Souza, eds. *Marriage: Biblical and Theological Aspects*, Biblical Research Institute Studies in Biblical Ethics, vol. 1 (Silver Spring, MD: Review and Herald Publishing Association, 2015).
3. Commentaries either you have or available on Biblehub.com. Be sure to read the NT ICC as one of your commentaries.

Recommended Course Materials

1. Excellent commentaries include the following:
 - a. Zondervan Exegetical Commentary – one of the better Evangelical commentaries
 - b. Baker Exegetical Commentary – good Evangelical commentary
 - c. Word Biblical Commentary – Older middle of road commentary, much data on Greek
 - d. New International Greek Testament Commentary – Eerdmans, lots of useful data, plenty of Greek
 - e. New International NT Commentary – also Eerdmans, Greek only in footnotes
 - f. Anchor Bible Commentary – critical, readable, Greek only in transliteration but translated
 - g. Pillar NT Commentary – critical, useful information, shorter
 - h. SDA Bible Commentary – older, but useful articles and information particularly on passages important for SDA belief.
2. Here are several useful websites for finding articles and commentaries:
 - a. Biblical Research Institute – <https://adventistbiblicalresearch.org/materials>
 - b. Journal of the Adventist Theological Society – <https://www.atsjats.org/publications/jats-journal-online-archive>
 - c. Bible Hub – <https://biblehub.com/commentaries/>
 - d. Andrews University Seminary Studies – <https://digitalcommons.andrews.edu/auss/>
 - e. ATLA via Andrews University Library – <https://www.andrews.edu/library/merged.html>

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters’ Programs

3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	30 hours
	Professor Directed Learning Experiences	15 hours
Independent Learning Activities	Reading Commentaries and Reports	20 hours
	Reading <i>Marriage: Biblical and Theological Aspects</i> and Reports	40 hours
	Take-home Exam	30 hours
Total Hours:		135 hours

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Reading <i>Marriage: Biblical and Theological Aspects</i> and Reports	30%
2. Commentary Reading Reports	20%
3. In Class Exercises	10%
4. Take-home Exam	40%
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Late Submission

Assignments are due on the due date listed above at the beginning of class. No late submissions are accepted except for illness or serious family emergency.

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on
10-15 pages/hour for heavy reading for exams
Writing time: 2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment: 0.5 hour per page

ABOUT YOUR INSTRUCTOR

Thomas R. Shepherd, PhD, DrPH, is Senior Research Professor of New Testament at the Seminary and is the pastor of the Eau Claire and Dowagiac SDA Churches in Michigan. He has taught at the Theological Seminary since 2008. From 2011–2019 he was the Director of the PhD in Religion and ThD Programs. He officially retired in 2020 but continues teaching for the seminary on contract. He became the interim pastor for the Eau Claire and Dowagiac Churches in October 2021 and was appointed the regular pastor of these two churches in April 2022. Before coming to the Seminary he taught at Union College in Lincoln, NE for 13 years as a professor in the Religion Division (1994–2007). He and his family were missionaries in Brazil in South America (1992–1994) and in Malawi in Africa (1979–1985).



Dr. Shepherd has been active in leadership within the national Society of Biblical Literature, writing proposals establishing the Mark and Methodology Consultation, the Mark Group, the Sabbath in Text, Tradition and Theology Consultation, and the Mark Passion Narrative Seminar of which he is co-chair. He has also presented scholarly papers at the annual meetings of the Society of Biblical Literature, the Evangelical Theological Society and the Adventist Theological Society. He was co-convenor of the international conference *Resurrection of the Dead: Biblical Traditions in Dialogue* held in Louvain-la-Neuve in Belgium, April 2010. The papers of that conference were published in 2012 by the academic publisher, Peeters, in Belgium with Geert van Oyen and Dr. Shepherd as co-editors. Dr. Shepherd is the editor of *The Genesis Creation Account and Its Repercussions in the New Testament* published by Andrews University Press and is the author of the forth-coming new SDA Bible commentary on the Gospel of Mark and, along with Dr. Ross Winkle, on 1 Peter. A list of Dr. Shepherd's publications is attached to this syllabus. Dr. Shepherd is a Past President of the Adventist Theological Society.

Dr. Shepherd has been married for 49 years to his best friend, Sherry Shepherd, M.D. They have two grown children (Amy and Jonathan), and six grandchildren (Malachi, Nadia, Isaiah and Nathaniel, Samantha and Alexandra). Dr. Shepherd enjoys walking, cycling and weight lifting. He is a cellist in a string quartet and for 10 years organized the twice yearly Classical Seminary Concert. He is an avid amateur astronomer with an observatory housing his 11-inch Celestron telescope in his backyard.

Academic Publications by Thomas R. Shepherd, PhD, DrPH

Academic Professional Books Published (refereed)

Markan Sandwich Stories: Narration, Definition, and Function, Andrews University Seminary Doctoral Dissertation Series, vol. 18, (Andrews University Press: Berrien Springs, 1993).

Book/Volume Edited

The Genesis Creation Account and Its Reverberations in the New Testament, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022).

Biblical Parables: Essays in Honor of Robert M. Johnston, eds. Thomas R. Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016).

Resurrection of the Dead: Biblical Traditions in Dialogue, eds. Geert Van Oyen and Tom Shepherd, *Bibliotheca Ephemeridum Theologicarum Lovaniensium*, vol. CCIL (Leuven: Peeters, 2012).

Interpreting Scripture: Bible Questions and Answers, Associate Editor. Ed. Gerhard Pfandl, Biblical Research Institute 2. Silver Spring, MD: Biblical Research Institute, 2010.

The Trial and Death of Jesus: Essays on the Passion Narrative in Mark, eds. Geert Van Oyen and Tom Shepherd, Contributions to Biblical Exegesis & Theology, vol. 45 (Leuven: Peeters, 2006).

Refereed Journal Articles

Thomas R. Shepherd, “The Textual History and Translation of Revelation 21.3b,” *The Bible Translator* 74.1 (2023): 110–125.

Joel E. Lisboa and Thomas R. Shepherd, “Comparative Narrative Analysis as a Tool in Determining the *Lectio Difficilior* in Mark 1:40-45: A Narrative Analysis of Codices Bezae, Vaticanus, and Washingtonianus,” *Neotestamentica* 49.1 (2015): 75-89.

“‘We Thank God for You’ How Thanksgiving Transforms Our Walk: A Study in the Theology of Colossians,” *Journal of the Adventist Theological Society* 25/2 (2014): 29-42.

“The Scholar and the Word of God: Reflections on 2 Peter 1:16-21,” in *Journal of the Adventist Theological Society* 24/2 (2013): 3-17.

“Narrative Analysis as a Text Critical Tool: Mark 16 in Codex W as a Test Case,” *Journal for the Study of the New Testament* 32.1 (2009): 77-98.

“The Narrative Function of Markan Intercalation,” *New Testament Studies* 41 (1995): 522-540.

Chapters Contributed to Book/Volume (refereed)

“The Sabbath in the Gospel of Mark” in *The Sabbath in the New Testament and in Theology: Implications for Christians in the Twenty-First Century*, eds. Ekkehardt Mueller and Eike Mueller (Biblical Research Institute: Silver Spring, MD, 2023), 89–106.

“Creation in the Gospel of Mark” in *The Genesis Creation Account and Its Reverberations in the New Testament*, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022), 183–201.

“Creation in the General Epistles” in *The Genesis Creation Account and Its Reverberations in the New Testament*, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022), 373–403.

“Eschatology and Everyday Life: How Paul Brings Home the Last-Day Message to Our Daily Life,” in *Eschatology from an Adventist Perspective: Proceedings of the Fourth International Bible Conference, Rome, June 11–20, 2018*, eds. Elias Brasil de Souza, A. Rahel Wells, Laszlo Gallusz and Denis Kaiser (Silver Spring, MD: Biblical Research Institute, 2021), 161–179.

“Welcoming Sinners: Redeeming the Past and Future in the Parable of the Prodigal Son (Luke 15:11-32)” in *Biblical Parables: Essays in Honor of Robert M. Johnston*, eds. Thomas R. Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016), 168-184.

“Facing Evil and Finding Atonement: The Crossroad of Jesus’ Passion in 1 Peter 2,” in *The Great Controversy and the End of Evil: Biblical and Theological Studies in Honor of Ángel Manuel Rodríguez in Celebration of His Seventieth Birthday*. Edited by Gerhard Pfandl (Silver Spring, MD: Biblical Research Institute; Review and Herald Publishing Association, 2015), 173-182.

“Resurrection, Rebirth, and the Human Being in 1 and 2 Peter,” in “*What Are Human Beings that You Remember Them?*” *Proceedings of the Third International Bible Conference, Nof GInosar and Jerusalem, June 11–21, 2012*. Edited by Clinton Wahlen (Silver Spring, MD: Biblical Research Institute, 2015), 165-182.

“The General Epistles” in *Servants and Friends: A Biblical Theology of Leadership*, ed. Skip Bell (Berrien Springs: Andrews University Press, 2014), 211-226.

“Promise and Power: A Narrative Analysis of the Resurrection Story in Mark 16 in Codex Vaticanus and Codex Washingtonianus,” in *Resurrection of the Dead: Biblical Traditions in Dialogue*, eds. Geert Van Oyen and Tom Shepherd, Bibliotheca Ephemeridum Theologicarum Lovaniensium, vol. CCIL (Leuven: Peeters, 2012), 159-182.

“Do the wicked burn forever in hell? Matthew 25:46.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 293-296.

“Does 1 John 3:9 teach that converted Christians do not sin?” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 422-424.

“Does Paul teach that all things are lawful for the Christian? 1 Corinthians 6:12.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 360-362.

“Does the Parable of the rich man and Lazarus teach the immortality of the soul? Luke 16:22, 23.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 309-312.

“Has the law of Moses been replaced by the grace of Jesus? John 1:17.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 316-320.

“Is Peter the rock on which Jesus built the church? Mathew 16:18.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 273-276.

“What does Jesus mean when he says we are to be ‘perfect’? Matthew 5:48.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 265-266.

“The Irony of Power in the Trial of Jesus and the Denial by Peter – Mark 14:53-72,” in *The Trial and Death of Jesus: Essays on the Passion Narrative in Mark*, eds. Geert Van Oyen and Tom

Shepherd, Contributions to Biblical Exegesis & Theology, vol. 45 (Peeters: Leuven, 2006), 229-245.

“The Narrative Role of John and Jesus in Mark 1.1-15,” in *Biblical Interpretation in Early Christian Gospels, Vol 1: The Gospel of Mark*, ed. Thomas Hatina, Library of New Testament Studies, no. 304 (formerly *The Journal for the Study of the New Testament Supplement Series*) (T & T Clark: London, 2006), 151-168.

“The Interpretation of Types, Allegories, and Parables” in *Understanding Scripture: An Adventist Approach*, ed. George Reid, Biblical Research Institute Studies, vol. 1 (Review and Herald Publishing Association: Hagerstown, MD, 2005), 223-244.

“Give the Poor Wretch a Drink,” in *Creation, Life, and Hope: Essays in Honor of Jacques B. Doukhan*, ed. Jiri Moskala (Old Testament Department, Seventh-day Adventist Theological Seminary, Andrews University: Berrien Springs, MI, 2000), 139-145.

Popular Books

Unmistakably Christian: Surprising Lessons from 1 & 2 Peter. Nampa, Idaho: Pacific Press Publishing Association. 2021.

Mark. Sabbath School Quarterly Companion Book. Nampa, Idaho: Pacific Press Publishing Association. 2024.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.

- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.
- Using Artificial Intelligence (AI) to create, modify or supplement assignments or tests.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

Covid-19 Guidelines and Accommodations

The COVID-19 situation remains fluid and therefore necessitates flexibility on the part of the instructor and the students. Communication is key for a successful semester. Students, please be in contact with your instructor if any situation arises that interferes with your learning. Your instructor will do the same.

Additionally, we ask the following from students:

1. If you are exhibiting symptoms or believe you may have been exposed to COVID-19, please do not physically attend class. Reach out to your instructor immediately to work out the details on how you can continue learning.
2. If this course has a remote learning element, please follow your teachers' instructions and policies for camera, microphone, and software use.
3. Students in this course commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Likewise, Christian ethics rule out disparaging faculty and classmates on social media or in virtual spaces.
4. Note that your instructor or a family member may be affected by the ongoing COVID-19 challenges. We are asking for your understanding and flexibility if classes need to be disrupted, adapted, or modified.

Incomplete Policy

Please see the following guidelines from Academic Records:

- Grades are expected to be submitted at the end of the semester.
 - An incomplete can be submitted only when the majority of the work has been completed and the student has had an extenuating circumstance that did not allow completion of the work (usually medical/severe illness).
 - Given this policy, the student should be able to complete the outstanding work well within the one semester extension period.
- Remember, these students have already been allowed at least one semester beyond the end of semester grade deadline to complete the work (and more time than their peers were allowed.)
- We want to encourage completion, therefore, ***incomplete extensions should be extremely rare.***
- If a student has not completed the work by the extension deadline, the earned grade should be entered and the student can re-register for the course in a subsequent semester.

Below is the Incomplete (I) policy from the AU Bulletin:

I—Incomplete. An Incomplete (I) can be assigned only if the following stipulations are met (*Note: Students will be charged an incomplete fee for each incomplete grade issued*):

- when the major portion of the work for the course has been completed
- student's work is incomplete because of illness or unavoidable circumstances
- incompletes cannot be assigned because of negligence or inferior performance.

Faculty must submit an incomplete contract which states:

1. the remaining work to be completed
2. a plan with timelines for completion of the work
3. the time limit
4. the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Undergraduate restrictions: Students with 8 credits of incompletes may not register for more than 12 credits of new courses; for those with 12 or more credits of incompletes the number of new credits is limited by the dean of the respective college. Incompletes must be removed before graduation.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-85%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
86-89%	B+	70-74%	C+	55-59%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: FORMS AND RUBRICS

Commentary Reading Report Form
NTST 567 Love, Marriage and Divorce 2024

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be **1 page single-spaced**, not more.

List the Commentaries Read with Pages Read:

List Time Spent in Reading:

Summary of Reading in Bullet Points:

-

Your Response in Bullet Points Demonstrating Critical Thinking:

-

Commentary Reading Report Grading Rubric
NTST 567 Love, Marriage and Divorce 2024

Name _____ Total _____/50

Notes

Provides name of commentaries
read and pages read _____/5

Minimum of 20 total pages of
commentary reading OR 2 hours _____/15

Summarizes commentaries well _____/10

Provides reasoned response
to what was read showing
critical thinking _____/20

Reading Report Form
NTST 567 Love, Marriage and Divorce 2024
Marriage: Biblical and Theological Aspects

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be **1 page single-spaced**, not more.

Bibliographic Information for pages read:

Thesis (what the author is trying to prove):

Summary in bullet points:

-

Positives in bullet points:

-

Negatives in bullet points:

-

Questions for discussion:

-

Reading Report Grading Rubric
NTST 567 Love, Marriage and Divorce 2024
Marriage: Biblical and Theological Aspects

Name _____ Total _____/50

Notes

Provides complete bibliographic information of chapter read _____/15

Includes thesis and summarizes chapter well _____/10

Provides reasoned positive and negative review of chapter read _____/20

Includes 2-3 useful questions _____/5

Note that if you read fewer pages than assigned you lose points

Final Reading Report Form
NTST 567 Love, Marriage and Divorce 2024
Marriage: Biblical and Theological Aspects

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be **2 pages single-spaced**, not more.

Bibliographic Information for pages read:

Thesis for chapter critiqued (what the author is trying to prove):

Summary of chapter in bullet points:

-

Positives in bullet points:

-

Negatives in bullet points:

-

Application to your ministry:

Grading Rubric for Final Reading Report
NTST 567 Love, Marriage and Divorce 2023
Marriage: Biblical and Theological Aspects

Name _____ Total _____/100

Notes

Provides complete bibliographic
information of all chapters
read _____/40

Includes thesis, summarizes and
critiques well the chapter chosen for
reporting _____/30

Thoughtful application
to your ministry _____/30

Note that if you read fewer pages than assigned you lose points