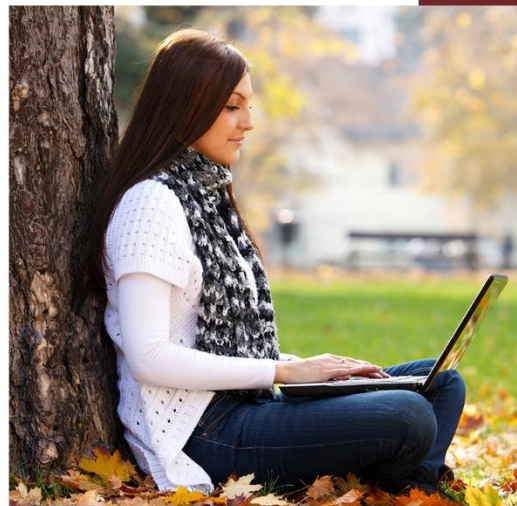
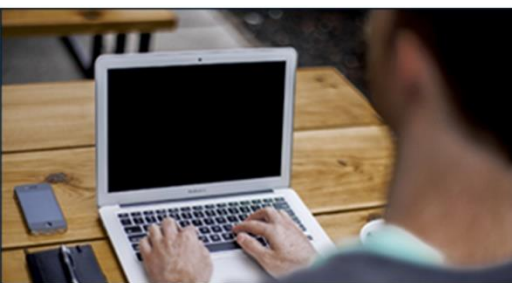


**CONSORTIUM**  
*of Adventist Colleges & Universities*

# SYLLABUS



**RELB 112 Intro to the New Testament  
Fall 2020**

# RELB 112 Intro to the New Testament

## Consortium of Adventist Colleges and Universities

### 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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds.

### Required Text/Material

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. Grand Rapids, MI: Zondervan, 2005. ISBN: 9780310238591

*The Seventh-Day Adventist Bible Commentary*. Vols. 5-7. Hagerstown, MD: Review and Herald Publ. Assoc., 1980.

V5. ISBN: 9780828011525

V6. ISBN: 9780828011532

V7. ISBN: 9780828000192

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time in quizzes, short answer, reading requirement.

A recommended weekly schedule to divide your time is provided:

Readings: 3 hours

Short Answer 2 hours

Interactive Discussions: 1 hour

Quizzes: 1 hour

Studying for Upcoming Exams: 2 hours

**Institutional Outcomes:**

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

**Program Learning Outcomes**

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

**Student Learning Outcomes**

By the end of the course, you will demonstrate the following competencies:

- To gain a deeper understanding of the respective New Testament books; learn about the authors, the settings and circumstances, and when they were written; understand their broad outline; and capture their main message.
- To provide background knowledge that will enable us to interpret the New Testament in a way that does justice to the text and prevents us from reading our own agenda, our own time, and our own culture, language, and context back into the text.
- To better appreciate the text and the message of the New Testament and apply it to our present situation.
- To experience a closer relationship with the Lord of the New Testament and have a closer walk with him.
- To be able to share the acquired knowledge and experience with others in a meaningful way, for instance, in Bible studies and Bible study groups, in Sabbath School, and in sermons.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short open book knowledge checks and short answers on the readings, and two exams. Regular participation in the course is essential to good performance

### Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <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

#### Knowledge Checks

There are fourteen one to five-question, multiple-choice Bible knowledge checks to be taken throughout the course. They follow the topics for the individual weeks. The questions are designed to guide the student to important points of knowledge in the New Testament books and are open-book in form. They cover the material from the lecture notes as well as material from the readings.

#### Short Answer

There are fifteen 10-15-question short answer assignments. The questions, similarly as with the quizzes are designed to guide the student to important points of knowledge in the New Testaments books and are open-book in form. They cover the material from the lecture notes as well as material from the readings. The students are expected to show not only the knowledge of the study material but also its understanding.

## Reading Requirements

Students are expected to read the materials listed below.

- The New Testament especially portions emphasized in the course or that are unfamiliar to the student.
- Online lectures.

Assigned parts of the *The Seventh-Day Adventist Bible Commentary* and *An Introduction to the New Testament*. (See individual lectures for more information.)

## Rubrics

### Written Assignments Rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.



**Exams**

There are two exams in this course. The midterm exam covers material from Lessons 1-8, is made up of multiple-choice questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from Lessons 9-15, is made up of multiple-choice questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). 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](mailto: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.

**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.

Week	Lessons	Readings	Activities
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	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Aug 24 - 27	Lesson 1: The Background of the New Testament	Reading Assignment found in Lesson 1	Assignment 1 Knowledge Check Assignment 1 Short Answers Due Thursday, Sept 3, 11:55pm
2 Aug 28 – Sept 3	Lesson 2: The Synoptic Gospels	Reading Assignment found in Lesson 2	Assignment 2 Knowledge Check Assignment 2 Short Answers
3 Sept 4 - 10	Lesson 3: The Gospel of Mark	Reading Assignment found in Lesson 3	Assignment 3 Knowledge Check Assignment 3 Short Answers
4 Sept 11 - 17	Lesson 4: The Gospel of Luke	Reading Assignment found in Lesson 4	Assignment 4
5 Sept 18 - 24	Lesson 5: The Gospel of John	Reading Assignment found in Lesson 5	Assignment 5 Knowledge Check Assignment 5 Short Answers
6 Sept 25 – Oct 1	Lesson 6: The Acts of Apostles	Reading Assignment found in Lesson 6	Assignment 6 Knowledge Check Assignment 6 Short Answers
7 Oct 2 - 8	Lesson 7: The Letter to the Romans	Reading Assignment found in Lesson 7	Assignment 7 Knowledge Check Assignment 7 Short Answers
8 Oct 9 - 15	Lesson 8: First and Second Corinthians	Reading Assignment found in Lesson 8	Assignment 8 Knowledge Check Assignment 8 Short Answers
<b>Proctored Midterm Exam</b>			
9 Oct 16 - 22	Lesson 9: The Earlier Pauline Letters	Reading Assignment found in Lesson 9	Assignment 9 Knowledge Check Assignment 9 Short Answers
10 Oct 23 - 29	Lesson 10: The Prison Letters	Reading Assignment found in Lesson 10	Assignment 10 Knowledge Check Assignment 10 Short Answers
11 Oct 30 – Nov 5	Lesson 11: The Pastoral Letters	Reading Assignment found in Lesson 11	Assignment 11 Knowledge Check Assignment 11 Short Answers
12 Nov 6 - 12	Lesson 12: The Epistles to the Hebrews and the Epistle of James	Reading Assignment found in Lesson 12	Assignment 12 Knowledge Check Assignment 12 Short Answers
13 Nov 13 – 19	Lesson 13: The Epistles of Peter and Jude	Reading Assignment found in Lesson 13	Assignment 13 Knowledge Check Assignment 13 Short Answers
14 Nov 20 – 26	Lesson 14: The Johannine Letters	Reading Assignment found in Lesson 14	Assignment 14 Knowledge Check Assignment 14 Short Answers Due FRIDAY, Nov 27, 5:00pm
15 Nov 27 – Dec 3	Lesson 15: The Book of Revelation	Reading Assignment found in Lesson 15	Assignment 15
16 Dec 4 – 10	<b>Proctored Final Exam</b> (needs to be completed by Wednesday December 9, 11:59 PM)		

**Completing Assignments**

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

## Part 4: Grading Policy

### Graded Course Activities

Your final grade will be the result of four components: Assignments 1-15 (50%), and Midterm Exam (25%) and Semester Exam (25%). You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.

Percent %	Description
50	Assignments 1-15
25	Midterm Exam
25	Semester Exam
100	Total Percent Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### 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/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### 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.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

**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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.