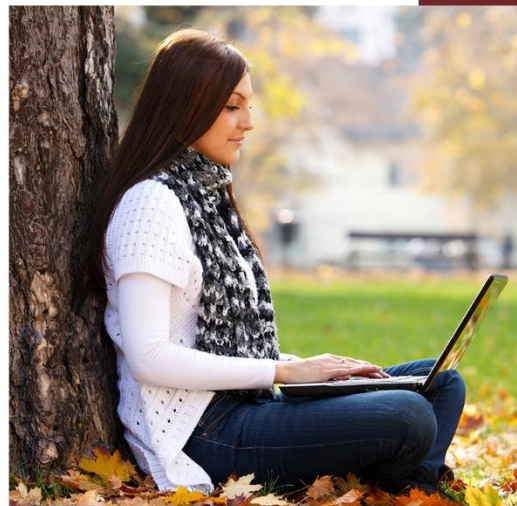
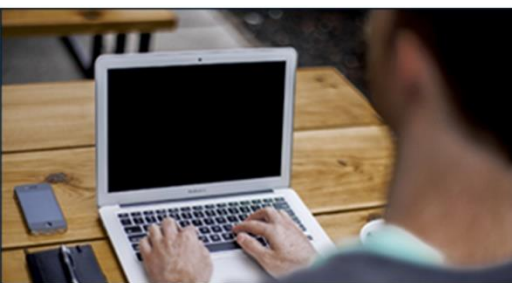


**CONSORTIUM**  
*of Adventist Colleges & Universities*

# SYLLABUS



**REB 210 Jesus in His Time and Ours**  
**Fall 2020**

# RELB 210 Jesus in His Time and Ours

## 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

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels.

### Required Text/Material

Leithart, P. J. (2010). *The Four: A Survey of the Gospels*. Moscow, Idaho: Canon Press.  
ISBN: 9781591280804

Strauss, M. L. (2007). *Four Portraits, One Jesus: An Introduction to Jesus and the Gospels*. Grand Rapids, Mich.: Zondervan. ISBN: 9780310226970

(following required reading is free on-line at: [https://egw writings.org/?ref=en\\_DA.15&para=130.4](https://egw writings.org/?ref=en_DA.15&para=130.4), optional hard copy available)

White, E. G. (1898). *The Desire of Ages*. Oakland, Cal: Pacific Press.

**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 journal, discussion, project, exams.

Following is a suggested breakdown of hours needed to complete the course well.

Hours	Description
10	Journal
10	Discussion forum
51	Project
32	Midterm Exam (including two quizzes, reading the assigned materials, and watching videos)
32	Final Exam (including two quizzes, reading the assigned materials, and watching videos)
135	Total hours

A recommended weekly schedule to divide your time is provided:

Journal: 1 hours  
Project: 3.5 hours  
Interactive Discussions: 1 hour  
Quizzes: 1 hour  
Weekly work on Final Paper: 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**

1. Identify the geographical, historical, and social background of the 1<sup>st</sup> century Middle East.
2. Examine the need for the knowledge of the geographical, historical, and social background of the 1<sup>st</sup> century Middle East as it relates to the understanding of the Gospels.
3. Explain the teaching of Jesus.
4. Analyze the text of the gospels, with special emphases on the narrative sections.
5. Demonstrate the understanding of the lectures in weekly discussions.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, watching videos, short essays and reflections on the reading, short quizzes on the readings, interaction with the classmates /instructor via discussion forums, creative project, 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

#### Journal

1. **Each day** you will spend some time with Jesus just to connect with Him. During the week you will read a chapter of *Desire of Ages* four days a week, and one passage from the Gospels the remaining day.
2. You will **write at least one sentence** for **each** week day, sharing what has been meaningful to you during your time with Jesus and the reading.
  - a. Give the date
  - b. Tell the chapter number of DA or the Bible passage that you read
  - c. Then write in 1-2 sentences what was meaningful in that chapter or passage
3. **Turn this in every week.** You are given points simply for doing the assignment. The points are purely accountability for your devotional time. This is an important part of this class.
4. Do NOT bunch this assignment up and read several chapters in one day. Only one chapter or passage every day of the week.

**Discussion Forums**

Make an initial post. Reflections are content-driven; the forum opens the floor for discussion on a more personal level. Remember to be respectful of others at all times in your interaction. The following will never be tolerated: foul language, put-downs, badgering, forcing someone to believe your way. For more information about discussion forums, please see below:

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**Creative Project**

The main point of this project is to understand the connection and the influence of the life and teaching of Jesus on the world around us, more specifically on the art.

Find two art pieces (this can include paintings, sculptures, music, architecture etc.). They may contrast each other in style, centuries or country of origin, or their view of the Bible.

1. Submit a picture for each art.
2. Write a one paragraph critique of each art you've selected. Remember that your critique does not have to be negative. As this is a university level you will need to go beyond simple sentences such as "I think this painting is nice," or "The painting is made dark and has angles in it." Go deeper into the meaning of the art, its symbolism, its quality, your thoughts and feelings when you see the art or even the possible thoughts of the author.
3. Analyze and compare the two pieces of art. Pay special focus to their use of the Biblical text. How are they using the Bible? Are they symbolic or more literal? Are they faithful to the time period or is the setting contemporary or even abstract? Are they looking at the text from the perspective of faith or skepticism or even mockery? Try to be as detailed as possible. This written assignment should be a minimum of 400 words. There is no limit on the maximum length.



## Analysis

From the beginning of the course you will work on a project consisting of several parts, which is due in stages. The project will **NOT** be accepted if submitted at once at the end of the class.

1. **SELECT GOSPEL:** Select one of the four gospels and write an explanation why you chose that particular gospel over the other three. Do not make up reasons. If your selection is made purely because the gospel is the shortest or it is completely random let me know. However, I hope that you will give it a little thought before committing to this gospel for the entire semester. (1 percent)
2. **GOSPEL READING:** Look through the gospel-reading guide and read the entire gospel. Complete the reading guide and turn it in. (4 percent)
3. **SELECT TEXT:** Select one section from the same gospel. It cannot include the text selected for this class by your presenters in the video lecture. Follow the guidelines for the text selection. Turn in your selection. (1 percent)
4. **LEITHART READING:** Read Leithart, *The Four: A Survey of the Gospels* chapter on the gospel you selected. Complete the analysis and turn it in. (4 percent)
5. **ASSIGNMENTS 1-7:** Examine your selection and complete seven analysis assignments. Full sentences are not required to answer these analysis assignments. As the main purpose is understanding the text, you can turn this in in points, which is often even better and clearer and makes it easier for me to grade. (16 percent)
6. **SYNTHESIS PAPER:** Think about the meaning of the story. There will most likely be more than one interesting points but focus only on one and write a short synthesis paper. There is no page limit. This reflection paper will be judged on the clarity of the focus and the ability to understand and present the meaning of the text. (6 percent)

## Quizzes

There are four quizzes to be taken throughout the course. They follow the topics for the individual sections, each covering one of the gospels. The questions are designed to guide the student to important points of knowledge of Jesus, his time and ministry. The questions cover the material from the lecture notes as well as material from the readings.

## Rubrics

### Creative Project

	Excellent	Satisfactory	Emerging	Unacceptable
<b>Picture Submission</b>	Two pictures (one for each art) is submitted. (20)	One picture is submitted for only one piece of art. (10)	-	No picture is submitted. (0)
<b>Critique</b>	Two paragraphs (one for each art) describe the meaning and the symbolism of the art. The text shows critical thinking. (25-30)	Two paragraphs (one for each art) describe the art. The text shows critical thinking. (20-24)	Two paragraphs (one for each art) describe the meaning and the symbolism of the art. (10-19)	Two paragraphs (one for each art) describe the art without critical thinking. (0-9)
<b>Analysis and comparison</b>	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. Special attention is paid to the influence of the Gospels on the society in the time-period of the art. The text shows critical thinking. Min. 400 words. (44-50)	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. The influence of the Gospels on the society in the time-period of the art is adequate. Min. 400 words. (33-43)	The two pieces of art are analyzed and compared. Their use of the Biblical text is examined and critiqued. The influence of the Gospels on the society in the time-period of the art is minimal not showing critical thinking. Min. 250 words. (20-32)	The two pieces of art are analyzed and compared. Their use of the Biblical text is minimal. The influence of the Gospels on the society in the time-period of the art is missing. Less than 250 words. (0-19)

**Analysis**

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unacceptable</b>
<b>Selection of a gospel</b>	Name of the gospel selected and turned in by the due date (10)	-	-	No gospel selected
<b>Gospel Reading</b>	Entire gospel read, the reading guide all filled out. The answers interact with the biblical text and show the understanding of the material. (93-100)	Entire gospel read, the reading guide all filled out. The answers interact with the biblical text. (85-92)	2/3 of a gospel read, the reading guide all filled out. The answers interact with the biblical text. (60-84)	1/5 or less of the gospel is read. The answers provided are incomplete. (0-59)
<b>Text selection</b>	A text is selected following the guidelines provided (6-10)	-	Text doesn't follow the guidelines for selection of the text. However, this project is possible to resubmit, as long as the original submission was received on time. (1-5)	Text is not selected on time or it doesn't follow the required guidelines. (0)
<b>Leithart Reading</b>	The entire book read, the reading guide all filled out. The answers interact with the text and show the understanding of the material. (93-100)	The entire gospel read, the reading guide all filled out. The answers interact with the text. (85-92)	2/3 of a book read, the reading guide all filled out. The answers interact with the text. (60-84)	1/5 or less of the book is read. The answers provided are incomplete. (0-59)
<b>Seven Analysis Assignments (7x)</b>	All the Analysis Assignments are filled in. The data identifies all the points. (93-100)	All the Analysis Assignments are filled in. The data identifies most of the points. (85-92)	All the Analysis Assignments are filled in. The data is insufficient. (60-84)	Not all the Analysis Assignments are completed. The data is insufficient or completely missing. (0-59)
<b>Synthesis Paper</b>	The paper has a focus on one-point from the narrative. The main point is clearly stated at the beginning. To support it all the data is utilized. (93-100)	The paper has a focus on one-point from the narrative. The main point is clearly stated at the beginning. Most of the data is utilized to support it. (85-92)	The paper does not have a clear main points, the focus is not on a single idea. Most of the data is utilized in the paper. (60-84)	The paper does not have a clear main points, the focus is not on a single idea. Only minimal data from the Analysis Assignments is used in the paper. (0-59)

**Detailed Synthesis Paper Rubric**

	<b>Excellent 90-100%</b>	<b>Satisfactory 80-89%</b>	<b>Emerging 70-79%</b>	<b>Unacceptable 0-69%</b>
Introduction	The introduction provides a well-developed context for the project. The significance of central question is illustrated by references to course materials and Biblical text.	The introduction provides an adequate context for the paper and the central question is clear.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.
Main Body	All the paragraphs are connected to the main problem. They provide step by step answers to the main question. Each new paragraph provides new arguments that are connected to the previous and conclusions that build up the foundation for the final answer.	The main body of the text adequately explains the central question. Minor sections deviate from the central question or the flow and progression of arguments is not always clear.	Sections do not always follow the central question. Paragraphs are not clearly connected to each other but are placed randomly.	Most of the text is not connected and does not follow the central question.
Conclusion	-The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	One of the following is missing: -The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	Two of the following are missing: -The central theme is restated. -Short summary of the main arguments is summarized. -Clear answer to the central question is given. -Short application and an answer to the question "so what?" is included.	The paper is missing the conclusion or it is inadequate or not connected to the rest of the paper.

	<b>Excellent 90-100%</b>	<b>Satisfactory 80-89%</b>	<b>Emerging 70-79%</b>	<b>Unacceptable 0-69%</b>
Clarity of the problem	-The paper has one clear problem. -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The paper has one clear problem.  One of the following is missing: -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The problem of the paper is adequate and understood. However, two of the following are either missing or not adequate. -In the introduction it is presented in the form of a single, short, one-sentence central question. -Main body doesn't deviate from the central question. -The conclusion provides clear answer.	The paper doesn't have a central question and the central question is not followed in the entire paper. Data, even if quality research and well presented, have no central unified question.
Use of the Bible	The entire paper is based on the Bible. Every argument is connected to the Biblical text.	The entire paper is based on the Bible. In general majority of the arguments are connected to the Biblical text.	Some of the arguments are not clearly connected to the text but are hypothetical and non-Biblical.	Even though clear references to the Bible are used, but these are taken out of context and do not follow the rules of Biblical interpretation.
Use of the Analysis data	All the possible arguments are explored in the text without unnecessary deviations. Only the data applicable to the central question is provided.	All the data is presented in the paper even if it is not applicable to the central question.	The paper does not include enough data. Some of the possibilities are left unexplored.	The paper uses only a limited amount of the data from the analysis.
Language and Style	-The paper contains no serious errors in grammar, spelling or mechanics. -Single format (of student's choice) is used for in-text and bibliographic references to external resources.	One of the following applies: -The paper contains minor errors in grammar, spelling or mechanics (less than 10). -There are minor mistakes (less than 5) in the use of the format (of student's choice) for in-text and bibliographic references to external resources.	Both of these apply: -The paper contains minor errors in grammar, spelling or mechanics (less than 10). -There are minor mistakes (less than 5) in the use of the format (of student's choice) for in-text and bibliographic references to external resources.	The paper contains more than 10 grammar and spelling errors. The paper is not following a single format for in-text and bibliographic references to external resources.
Main Point	Clearly Stated			
English Language	Good grammar	Minor Grammar Mistake		

### Discussion forums

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unacceptable</b>
Initial Post	The question is answered fully. Reasoning behind the answer is clear and supported by Bible or the lecture or other sources. Students are not required to agree, no points are taken off for disagreeing with the lectures or the professor, but the reasoning for the argument must be clear. (7-10).	The question is answered fully. Reasoning behind the answer is clear. Students are not required to agree, no points are taken off for disagreeing with the lectures or the professor, but the reasoning for the argument must be clear. (4-6)	The question is answered but the reasoning is lacking clear analytical thinking. (2-3)	Incomplete answer. (0-1)



**Exams**

The midterm exam is worth 20% of your grade. You are allowed 60 minutes to complete this exam.

The final exam is worth 20% of your grade. You are allowed 60 minutes to complete this exam.

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	Required Readings	Video Lectures	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity		Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Gospels	<i>Strauss: Pages: 68-79</i>	Introduction to the Gospels		SLO 1,2
2 Aug 28 – Sept 3	Reading and Understanding	<i>Strauss: Chapters 4, 5, 6</i>	Reading and Understanding	Journal #1 Discussion forum #1 PROJECT: Selected Gospel	SLO 1, 2,3, 5
3 Sept 4 - 10	Matthew Plot	<i>Strauss: Chapter 8 “Matthew”</i>	Matthew Intro	Journal #2 Discussion forum #2 PROJECT: Gospel Reading	SLO 1, 2,3, 5
4 Sept 11 - 17	Matthew Characters		Matthew Story	Journal #3 Discussion forum #3 PROJECT: Selected Text	SLO 2,3, 5
5 Sept 18 -24	Matthew Theology	<i>Leithart: Chapter 4 “Matthew”</i>		Journal #4 Discussion forum #4 Quiz 1 PROJECT: Assignment 1	SLO 3,4,5
6 Sept 25 – Oct 1	Mark Plot	<i>Strauss: Chapter 7 “Mark”</i>	Mark Intro Repetition	Journal #5 Discussion forum #5 PROJECT: Assignment 2	SLO 1,2,3, 5
7 Oct 2 - 8	Mark Characters		Mark Story	Journal #6 Discussion forum #6 PROJECT: Assignment 3	SLO 2,3,4, 5
8 Oct 9 - 15	Mark Theology	<i>Leithart: Chapter 5 “Mark”</i>		Journal #7 Discussion forum #7, Quiz 2 PROJECT: Assignment 4	SLO 3,4,5
9 Oct 16 - 22	<b>PROCTORED MIDTERM EXAM</b>				SLO 2,3,4
				Journal #8 PROJECT: Assignment 5	
10 Oct 23 - 29	Luke Plot	<i>Strauss: Chapter 9 “Luke”</i>	Luke Intro	Journal #9 Discussion forum #8 PROJECT: Assignment 6	SLO 1,2,3, 5
11 Oct 30 – Nov 5	Luke Characters		Luke Story Context	Journal #10 Discussion forum #9 PROJECT: Assignment 7	SLO 2,3,4, 5
12 Nov 6 - 12	Luke Theology	<i>Leithart: Chapter 6 “Luke”</i>		Journal #11 Discussion forum #10 Quiz 3 PROJECT: Leithart Reading	SLO 3,4,5
13 Nov 13 –19	John Plot	<i>Strauss: Chapter 10 “John”</i>	John Intro	Journal #12 Creative Project	SLO 1,2,3, 5
14 Nov 20 -26	John Characters		John Story	Journal #13 Discussion forum #11 PROJECT: Synthesis Paper <b>Due FRIDAY, Nov 27, 5:00pm</b>	SLO 2,3,4, 5
15 Nov 27 – Dec 3	John Theology	<i>Leithart: Chapter 7 “John”</i>		Journal #14 Discussion forum #12 Quiz 4	SLO 3,4,5
16 Dec 4 – 10	<b>PROCTORED FINAL EXAM</b> <b>(needs to be completed by Wednesday, December 9, 11:59 PM)</b>				SLO 1,2,3,4

### 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
2	Introduction
6	Journal
10	Discussion forum
5	Creative Project
17	Projects
15	Project Analysis
5	Quizzes
20	Midterm Exam
20	Final Exam
<b>100</b>	<b>Total Percent Possible</b>

### 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/web/msc/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.