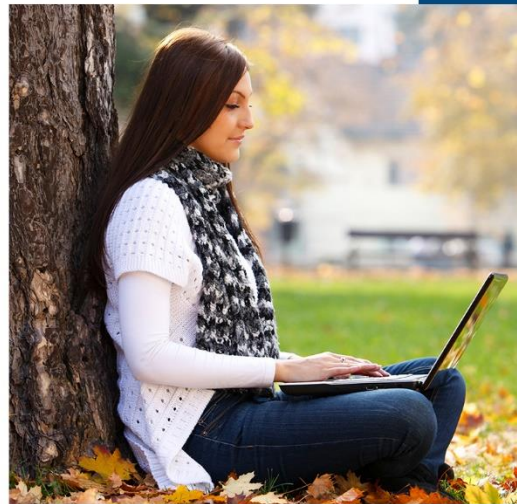
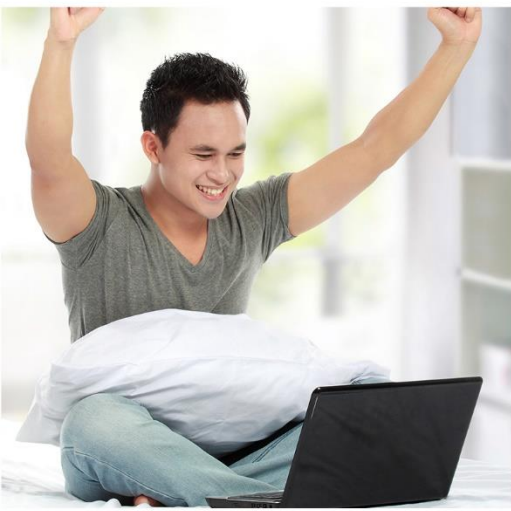




School of
Distance Education
Andrews University

SYLLABUS



**RELP 335 Foundations of Youth Ministry
Summer 2021**

REL 335 Foundations of Youth Ministry

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

A foundational study of the spiritual development of children, youth and young adults, with the primary emphasis given to high school-aged youth and young adults. The class will also consider how nurture and environment (home, church, school and popular culture) fostering or hinder the spiritual development of youth. Additionally the course seeks to begin the development of youth ministry practitioners with spiritual depth, competent knowledge and professional youth ministry skills.

Required Text/Material

Complete the reading assignments from the following required textbooks:

Almost Christian. Dean, Kenda Creasy. New York: Oxford University Press. 2010.
ISBN: 9780195314847

Getting It Right: A Power-Packed Resource for Adventist Youth Leaders General Conference
Youth Dept. Hagerstown: Review & Herald. 2005. ISBN: 9780828018050

The Complex Religion of Teens. Dudley, Roger. Review and Herald Publishing Association,
2007. ISBN: 9780828020251

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Optional Text/Material

Recommended– Not Required

Ten Years Later: A Study of Two Generations: Gillespie, V. Bailey, Michael J. Donahue. John Hancock Center for Youth Ministry, La Sierra University, 2003. ISBN: 9780974853109

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 11.25 hours each week. You'll spend your time in quizzes, Video lecture note taking, textbook reading assignment, supplemental reading responses, reading of days of conflict, book review, interviews, discussions.

A recommended weekly schedule to divide your time is provided:

Textbook readings and video lectures: 2.5 hours

Discussion: 1.25 hour

Assignments based upon readings and video lectures: 2.5 hour

Supplemental Readings: 1.5 hour

Quiz and Writing Assignments: 2.5 hours

Studying for Upcoming Exam: 1 hour

Program Learning Outcomes

University Mission	Program Outcome Objective (BA in Theology)	
	Goal No.	<i>At the end of the program the graduate should be able to</i>
Seek Knowledge	1	Document a foundational knowledge of in the areas of Bible, history, and theology, from an SDA perspective
Affirm Faith	2	Effectively communicate the global mission, beliefs and heritage of the Seventh-day Adventist Church
	3	Exhibit growth in awareness of Christian values and life skills
Change the World	4	Document experience & skills in community and cross cultural contexts

Student Learning Outcomes

After completing this course students will be able to:

1. Design a practical, biblical philosophy of youth ministry.
2. Analyze human developmental paradigms with regard to age-appropriate youth ministry.
3. Identify complex issues of lifestyle choices, at-risk behaviors, and vocational choices that impact the spiritual development of youth.
4. Analyze the ministry implications of the core dynamics of healthy relationships
5. Evaluate traditional and contemporary strategies for Adventist youth ministry
6. Develop a biblical, research-informed response to a selected current issue in SDA youth ministry;
7. Analyze the primary factors contributing to youth loss and retention.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include multiple learning exercises including short PowerPoint presentations, textbook readings, primary source analysis, online activities, quizzes, and a research/reflection essay. The PowerPoint presentations will be consistent with the textbook but will also provide additional information. In addition to video lectures and regular readings, the class will employ the use of online videos to help students visualize past peoples and events. There will also be discussions on readings and online activities. This class is designed to meet federal regulations and consume approximately nine hours of study per week or the equivalent for a self-paced course. If this is unacceptable for any reason please reconsider your enrollment in this class. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 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: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

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

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

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

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

Part 3: Course Requirements

Important Note: 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

Quizzes

There will be 7 quizzes for the course. Quizzes will cover reading assignments, online lessons, and other designated materials. Multiple choice and short answer quizzes will be administered to demonstrate your mastery of this content. Each quiz is worth 20 points. The timed online

quizzes are a measurement of what you know, not what you can look up. Therefore do not use your notes, textbook, other materials or assistance from anyone while taking the quiz.

Video Lecture Note Taking

You are required to watch and take notes on the video PowerPoint lectures. Your notes must demonstrate a mastery of the information presented in the video in order to receive full credit. This assignment is worth 20 points. You can expect exam questions to employ information from the video lectures, so plan accordingly.

Textbook Readings Assignments:

- * You will need to read **The Complex Religion of Teens** before the first unit exam. Content from this entire book will be included in the first exam.
- * You will only need to read specific assigned chapters in the book **Getting It Right**. The assigned chapters as indicated in the course calendar and in each module.

Supplemental Readings Responses

The field of youth ministry is very expansive and dynamic. In each module of the course there will be supplemental articles relating to youth and youth ministry. These articles have been selected because they may be more contemporary or more insightful than your textbook material on a certain subject. Some of the articles present secular perspectives while others provide Christian insights. Inclusion does not mean endorsement; rather these articles are included to stimulate analytical and critical thinking. You will need to read three articles from each module. Then you will need to write a thoughtful three or four paragraph response to each article explaining what you learned and how it relates to youth ministry. This assignment is worth 20 points per module.

Days of Conflict

Read the "Days of Conflict" material (Desire of Ages chapter 9). Then answer the following questions with complete sentences and thoughtful paragraphs. Support your answers with statements and ideas from the chapter. These are essay questions. Print your answers. Your answers should be about 2 pages long total. In other words, about 1/2 a page for each answer.)

Book Review

You will need to read the entire book **Almost Christian** and write a 4 page book review. The first half of the review should be a summary of the content, clearly identifying key concepts as they are developed in the book. The second half of the book review should indicate which specific insights are particularly significant to you. This second part of the book review would answer the following questions: "What difference does this make? How will I apply this to my ministry to youth?" "How can this perspective or idea make a practical difference in my ministry to youth?" The book review should include your name, the author's name, book title, and a statement that you read the entire book. The book review will be submitted through TurnItIn in the class portal in the Learning Hub.

Interviews

During the semester you will conduct two interviews. One with a child and one with an older teenager or young adult. You will develop your own interview questions which must cover following areas: 1) draw a picture of your family together and describe your family members, 2) what are three things you really enjoy doing (hobbies, sports, etc), 3) who is one of your best

friends and why do you like them so much (character qualities of your best friend), 4) a basic summary of your relationship to God (for example you might ask “If your relationship with God was compared with a fruit or vegetable, what would it be? Why?”). It is recommended that you make an audio recording of the interview. Submit the questions and responses for this assignment worth 25 points per interview.

Discussion Forum

A fundamental part of this course is the discussion forum component. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, youth characteristics, youth and relationships, culture and media, and youth ministry. Think of the exercise as an opportunity to think critically about the ministry to youth in the world around you. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 20 points. For the assignment students are required to answer *two questions* raised by the teacher.

Guidelines for Discussion Forum Participation:

1. Answers to discussions questions must be thoughtful and careful to include sufficient explanation. Stating simply that “I agree,” or “I disagree,” or “this is wrong” is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain.
2. All answers should be limited to two or three paragraphs and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
3. All posts must address the question or questions posed by including content from the module. Writing on a completely separate topic will yield no credit.
4. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it.
5. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes. If your answers in your discussion posts do not meet these criteria they will not receive full credit.
6. The discussions forum 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.).
7. 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.

Rubrics

Rubric for Grading Video Lecture Notes: Characteristics of full credit are as follows:

1. Notes must demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale Rubric for video lecture notes: (0-20 points)

- 18-20 Points: Notes demonstrate appropriate information and are well organized.
- 15-17 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
- 10-14 Points: Notes are missing important information and are disorganized.
- 6-9 Points: Notes are missing all-important information and are very disorganized.
- 0-5 Points: Notes were either not taken or nearly incomplete.

Book Review Rubric					
Category	Outstanding	Good	Needs Improvement	Unsatisfactory	
Score	10 points	8 or 9 points	6 or 7 points	1-5 points	Score
Summary of content	A clear summary of the major themes and ideas of the book.	A summary of most of the main ideas and themes. Lacked some major ideas	Summarized only a few of the basic ideas of the book.	Failed to summarize the major themes and ideas of the book. Did not demonstrate knowledge of the content.	
Analysis & Organization	Effectively states the central thesis of the book and a clear, cohesive analysis of the core supporting arguments.	Provided a general statement of the statement of the central thesis of the book but needed further analysis and organization.	Provided an incomplete analysis of the content and arguments of the book. Flow of ideas needed refinement.	Insufficient analysis of the content of the book. Lacked cohesive development of ideas. Lacked flow.	
Application:	Clearly identified specific content in the book and provided insightful applications to ministry.	State a few applications but needed more direct connection with the book's content and specific ministry.	Stated applications in terms of broad generalization without sufficient specific ministry applications	Little or no application of ideas to specific ministry.	
Mechanics: structure, spelling, format, citations	Proper format No need for editing for grammar and spelling. Proper citation of sources. Submitted on time.	Generally good format but needed some editing for spelling and grammar and use of sources. May not have been submitted on time.	Contained basic content but lacked appropriate format. Significant errors of spelling, grammar and citation.	Did not follow format instructions. Failed to cite sources or cited sources incorrectly.	
Total score out of 40 points possible					

Rubric for Article Reviews and Supplemental Reading Responses				
Points per category	5 pt	4 pt	3 pt	1 – 2 pt
Personal Response	Thoughtful personal perspective and response to article.	General response to the article.	Minimal personal perspective and response	Lacked thoughtful personal response and perspective.
Analysis & Application	Clear analysis of article. At least two insightful applications of the article's concepts.	General analysis of article. Only 1 insightful application of the article's concepts.	Only analysis and limited application	Little or no analysis and application
Article Summary: Accuracy of Facts and Concepts	Accurate summary of key ideas. All supportive facts and concepts are appropriately included.	General summary of some key ideas. Supportive facts and concepts are included.	Basic summary of some key ideas. Limited content. Few supporting facts and concepts.	No summary or presentation of key ideas. No supportive facts and concepts developed.
Citation & Mechanics	Accurately cited. No more than 1 spelling or grammatical error.	Accurately cited. No more than 2 spelling and grammatical errors.	Incorrectly cited. 3 or more spelling and grammatical errors.	No citation or multiple spelling and grammatical errors.
Total Points (out of possible 20)				

Online Discussion Forum Rubric					
Points Per Category	Always: 5 points	Usually: 4 points	Sometimes: 3 point	Seldom or never 1-2 points	Total
Focus	The entire entry is focused on the specific discussion topic.	Most of the entry is focused on one topic.	Some of the entry is focused on one topic.	The entry is not focused on the course content	
Support	Every idea is supported with detail from the course content	Most ideas are supported with detail from the course content	Few ideas are supported with detail from the course content	None of the ideas are supported.	
Organization and mechanics	Entry is organized in a cohesive, meaningful manner. No spelling or grammatical errors	Most of the entry is organized in a cohesive, meaningful manner. Only one spelling or grammar error.	Some of the entry is organized in a meaningful manner. At least 2 spelling or grammatical errors.	The entry is not organized. Multiple spelling or grammatical errors	
Creativity	Entry is well thought out. Analytical and insightful.	Entry is well thought out. Analytical and insightful.	Some of the entry is well thought out. Marginally analytical and insightful.	Entry is not well thought out. Analytical and insightful.	
Total Points (out of possible 20)					

Exams

The mid-term and final exams are worth 22.22% of your grade. You are allowed 120 minutes to complete this exam. The exams will include a variety of questions (multiple choice, true or false, short answer, essay). The midterm exam will be worth 100 points and the final exam will also be worth 100 points.

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

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

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

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	Unit	Readings & Video Presentations	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 May 17 – 20	Positive Youth Group (Unit 1)	Orientation & Assignment Expectations <u>Video Lectures</u> : Theological Framework for Youth Ministry 1 & 2 <u>Video Lectures</u> : History of Youth Ministry 1 & 2 <u>Textbook Readings</u> CR-Ch. 1 GIR- Ch. 1 & 2	Submit Lecture Notes Due Thursday, May 27	Objective #1:
2 May 21 – 27		<u>Video Lectures</u> : Models of Youth Ministry – 1 & 2 <u>Video Lecture</u> : The Process of Youth Ministry <u>Textbook Readings</u> GIR-Ch. 12 & 47 <u>Selected Supplemental Readings for Unit 1</u>	Submit Lecture Notes. Unit 1 Supplemental Readings Due Discussion Forum 1 Quiz 1	Objective #6:

Week	Unit	Readings & Video Presentations	Assignments	Outcomes Met
3 May 28 – June 3	Child and Youth Development (Unit 2)	<u>Video Lectures:</u> Adolescent Development Pt 1A& 1B – Piaget <u>Video Lectures:</u> Adolescent Development Pt 2A & 2B – Kohlberg <u>Textbook Readings</u> CR- Ch. 2 & 3 GIR- Ch. 11 <u>Video Lecture:</u> Adolescent Development Pt 2C Perry <u>Video Lectures:</u> Adolescent Development & Spirituality - Part 3A & 3B Fowler <u>Textbook Readings</u> CR- Ch. 4 AC-Ch. 1& 2 <u>Selected Supplemental Readings for Unit 2</u>	Submit Lecture Notes Submit Lecture Notes Unit 2 Supplemental Readings Due	Objective #2
4 June 4 – 10		<u>Video Lecture:</u> Adolescent Development & Spirituality - Part 4A Erickson <u>Video Lecture:</u> Adolescent Development & Spirituality - Part 4 B Erikson, Marcia, Selman, Super <u>Textbook Readings</u> CR-Ch. 5 & 6 GIR- Ch. 6 AC-Ch. 3	Submit Lecture Notes Discussion Forum 2 Quiz 2 Interview 1: Child or Earliteen	Objective #2
5 June 11 – 17	Faith Development (Unit 3)	<u>Video Lecture:</u> Spirituality - The Five Cries of Youth <u>Video Lecture:</u> Collegiate Spirituality, Todd Hall's research <u>Video Lecture:</u> Youth Ministry Research on Youth Retention - article review <u>Video Lecture:</u> Evangelicals fear loss of youth <u>Textbook Readings</u> CR - Ch. 7-9 AC - Ch. 4 <u>Selected Supplemental Readings for Unit 3</u>	Submit Lecture Notes Unit 3 Supplemental Readings Due Discussion Forum 3 Quiz 3	Objective# 2
6 June 18 – 24	Healthy Relationships (Unit 4)	<u>Video Lecture:</u> Family Life Ministry <u>Textbook Readings</u> GIR Ch. 28 & 29	Submit Lecture Notes	Objective #4
7 June 25 – July 1		<u>Audio Lecture:</u> Conflict Resolution <u>Textbook Readings</u> CR Ch. 10 & 11 <u>Selected Supplemental Readings for Unit 4</u> <u>Video Lecture:</u> Counseling in Youth Ministry <u>Textbook Readings</u> AC - Ch. 6 GIR- Ch. 37 & 42	Submit Lecture Notes Unit 4 Supplemental Readings Due Days of Conflict assignment Interview 2: Youth or Young Adult Submit Lecture Notes Discussion Forum 4 Quiz 4	Objective # 4
8 July 2 – 8	MIDTERM	REVIEW the course content and material for the class so far. Prepare for the midterm exam	PROCTORED EXAM: Midterm	

Week	Unit	Readings & Video Presentations	Assignments	Outcomes Met
9 July 9 – 15	Lifestyle Choices (Unit 5)	<u>Video Lecture:</u> ValueGenesis: Intro and Grace <u>Video Lecture:</u> ValueGenesis: At-risk Behaviors & School <u>Textbook Readings</u> CR- Ch. 12 AC - Ch. 8 <u>Selected Supplemental Readings for Unit 5:</u> <u>Video Lecture:</u> ValueGenesis: Church and Family <u>Textbook Readings</u> CR –Ch.13 AC- Ch. 5 GIR- Ch. 31	Submit Lecture Notes Unit 5 Supplemental Readings Due Submit Lecture Notes Discussion Forum 5 Quiz 5 Book Review – “Almost Christian”	Objective #3
10 July 16 – 22	Media and Pop Cultures (Unit 6)	<u>Video Lectures:</u> The Entertainment Orbit 1 & II <u>Textbook Readings</u> GIR - Ch. 54 <u>Selected Supplemental Readings for Unit 6</u>	Submit Lecture Notes. Unit 6 Supplemental Readings Discussion Forum 6 Quiz 6	Objectives #3, 4, and 6
11 July 23 – 29	Service, Vocation & Life Passion (Unit 7)	<u>Video Lectures:</u> Loss and Retentions parts 1, 2, 3 <u>Textbook Readings</u> AC - Ch. 7 GIR - Ch. 15 <u>Selected Supplemental Readings for Unit 7</u>	Submit Lecture Notes. Unit 7 Supplemental Readings Due	Objectives # 5 & 7
12 July 30 – August 6		<u>Video Lecture:</u> iCoach: Being a mentor for youth <u>Textbook Readings</u> AC - Ch. 9 CR - Ch. 14 Prepare for the Final Exam	Submit Lecture Notes. Discussion Forum 7 Quiz 7	Objectives # 5 & 7
FINAL EXAM (needs to be completed by Thursday, August 5, 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

Points for each assignment module are as follows:

MODULE POINTS	DESCRIPTION
20	Quiz
20	Video Lecture notes
20	Supplemental Readings Responses
20	Discussion Forums
80	Total points per module

Your final grade will be the result of five components: Modular Point Tabulation (You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.)

COURSE POINTS	DESCRIPTION
880	Modular Point Tabulation (7 modules)
50	Two Interviews (25 pt each)
50	Book Review – Almost Christian
40	Days of Conflict Assignment
100	Midterm Exam
100	Semester Exam
900	Total Points 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 or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

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

Commitment to Excellence

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

Honesty

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

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