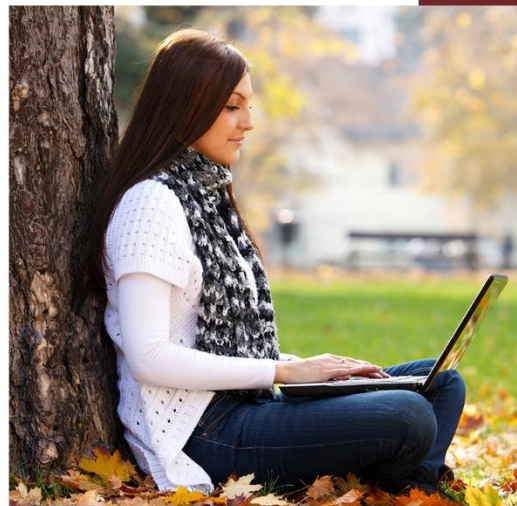
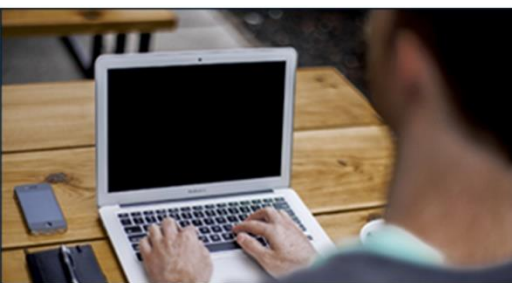


**CONSORTIUM**  
*of Adventist Colleges & Universities*

# SYLLABUS



**RELT 100 God and Human Life**  
**Fall 2020**

# RELТ 100 God and Human Life

## 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

How God confronts human beings- includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions.

### Required Text/Material

Rice, Richard (1997), *Reign of God: An Introduction to Christian Theology* (2<sup>nd</sup> Edition), Andrews University Press, ISBN: 9781883925161

Stott, John (2012), *Basic Christianity*, IVP Books, ISBN-13: 9780802864635

**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.

### Optional Text/Material

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

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

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing 11 assignments and 2 exams.

A recommended weekly schedule to divide your time is provided:

Readings: 4 hours

Lectures: 0.5 hour

Interactive Discussions: 1 hour

Essays: 0.5 hour

Weekly work on Plans Paper: 1 hour

Weekly work on Midterm Paper: 1 hour

Studying for Upcoming Exams: 1 hour

**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**

- To expedite the understanding and internalizing of the meaning of God in one's personal experience.
- To facilitate the understanding of how God expresses Himself by means of revelation, inspiration, and illumination.
- To assist in understanding and articulating the broad impact that the Trinitarian concept of God makes on human life and salvation.
- To enable application of an understanding of God to such aspects of Christian living as vocational choice, interpersonal relationships, the use of money, and the stewardship of mind, body, and time.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and book review, interactions with the instructor via discussions, two written papers, 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

#### Discussion Forums

Eight 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.

Please, follow the instructions found in the section Writing Good Essays in Learning Hub.

### **Short Essays**

There are 8 short essay assignments each consisting of several questions. Each answer should be one page, double-spaced, 12 points. You can refer to the file Writing Good Essays that you can find in LearningHub. You may use your learning materials to complete these assignments. There is no time limit, but you only have one attempt.

### **Midterm Paper**

In about four double-spaced, 12 point, typewritten pages, address the following issues as they relate to your chosen passage. Include a cover sheet.

Choose from the following Bible texts:

- Deuteronomy 6:4-9
  - Isaiah 43:10-13
  - Isaiah 53:1-3
  - John 1:1-4, 14
  - Philippians 2:5-11
  - Hebrews 1:1-3, 8, 10-12
  - 2 Timothy 3:15-17 History of the time (5 points)
  - Social issues (5 points)
  - Geography (5 points)
  - Major theme of book (5 points)
  - How passage relates to theme (5 points)
  - Authorship (5 points)
- 
- a. Read your passage in five different versions of the Bible. Then tell what five versions of the Bible you used. (10 points)
  - b. Write your own paraphrase or version of the text. (10 points)
  - c. After consulting a Bible commentary, write two or three paragraphs describing the history of the time, the social issues (living conditions, state of the government), and something about the geographical area in which your passage was written. Then add a paragraph discussing who wrote your passage. (20 points total)
  - d. Identify the major theme of the book from which the passage was taken and discuss how your passage relates to that theme. (10 points total)

- e. Choose TWO words from your passage which contribute significantly to your understanding of the passage. After consulting Bible dictionaries, write a short paragraph describing how these words are used in other parts of the Bible. (10 points)
- f. Write a paragraph discussing THREE other places where your passage is quoted or referred to in the rest of the Bible, or where a similar theme is treated. Consult a good Bible with marginal references, a concordance, or a book like Bible Readings for the Home Circle to aid you in finding these passages. (15 points)
- g. Discuss how TWO commentaries interpret your passage; be sure to tell which two commentaries you consulted. (15 points)
- h. In one paragraph, discuss how this passage can be applied to your life. (10 points)

### **Choices and Plans Paper**

Write a 5-page paper discussing how you will handle making choices throughout your life. Consider how to make proper moral decisions and overcome temptations. Include with this a model for how you plan to reach toward sanctification and/or more upright living. Discuss also making wise plans in accordance with God's will. Explore how you plan to seek and recognize God's will. Discuss, for example, decisions you might make concerning career choice, or, if you already have a career path, difficult decisions you might make in that career. Discuss also what you will do in the times when you make the wrong decision. Use Scripture and any class materials to help you.

### **Analytical Book Review**

Compare, contrast, and evaluate John Stott's Basic Christianity in the context of Ellen White's Steps to Christ. List how much of both you have read. Discuss what you like and dislike about both. Consider not just what the Bible says about the subject matter, but what you know from your own personal faith journey. How have you seen or not seen the ideas in these books real in your own life? Include bibliography. Your review should be about 5 double-spaced, 12 point, typewritten pages.

I only accept submitted assignments that are either MS Word, 2003 or 2007, RTF, (Rich Text Format) PDF, or TXT (Text). Papers submitted in other formats that have not been graded may be emailed to me if needed.

In addition, please, include the question with the answer for each essay submission. For the long papers, subs 7, 10, and 11, do not interrupt the paper with portions of the question as you go.

Instead, place the entire question either before the paper as an abstract or after as an appendix.



**Exams**

The midterm exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam. You are allowed to use your Bible during the exam.

The final exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam. You are allowed to use your Bible during the exam.

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](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	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	Lesson 1: What are the Nature and purposes of Theology?	Lesson 1 and C. S. Lewis On "Theology". Rice's <i>Reign of God</i> pp. 1-13.	Assignment 1 Discussion 1	SLO 1, 2, 3
	Lesson 2: Adventist Theology: Its Basic Christian, Protestant, etc.	Lesson 2	Due Sept 3, 11:55pm	
2 Aug 28 – Sept 3	Lesson 3: The Resources and Methods of Doing Theology	Lesson 3 Rice's <i>Reign of God</i> pp. 36-41	Assignment 2 Discussion 2	SLO 1, 2
3 Sept 4 - 10	Lesson 4: Revelation, Inspiration, and Illumination	Lesson 4 Rice's <i>Reign of God</i> pp. 23-34, 205-227.	Assignment 3 Discussion 3	SLO 1, 2, 3
4 Sept 11 - 17	Lesson 5: The Question of "Inerrancy"	Lesson 5 Rice's <i>Reign of God</i> pp. 34-36, 115-136	Assignment 4 Discussion 4	SLO 2, 3
5 Sept 18 - 24	Lesson 6: Which Bible Version Should we Be Using	Lesson 6		SLO 2, 3, 4
	Lesson 7: How to Study the Bible Theologically	Lesson 7 Rice's <i>Reign of God</i> pp. 41-44	Assignment 5 Discussion 5	SLO 1, 3, 4
6 Sept 25 – Oct 1	Lesson 8: The Trinity: Triune Unity, the Fall Deity of Christ, and the Personhood of the Holy Spirit	Lesson 8 Rice's <i>Reign of God</i> pp. 58-61, 64-71	Assignment 6	SLO 1, 2, 3
7 Oct 2 - 8	Lesson 9: What is Sin?	Lesson 9 Ellen White On "Depravity and Sin". Rice's <i>Reign of God</i> pp. 143-150, 156, 157	Assignment 7- Mid-term paper	SLO 1, 2, 3, 4
8 Oct 9 - 15	<b>PROCTORED MIDTERM EXAM</b>			SLO 1, 2, 3, 4
9 Oct 16 - 22	Lesson 10: What is the Atonement?	Lesson 10	Assignment 8	SLO 1, 3, 4
	Lesson 11: A Defense of the Satisfaction Model	Lesson 11 Rice's <i>Reign of God</i> pp. 196-199	Discussion 6	SLO 1, 3, 4
10 Oct 23 - 29	Lesson 12: Calling, Conviction, Repentance, Regeneration	Lesson 12 <i>Steps to Christ</i> Chapters 1-7 Rice's <i>Reign of God</i> pp. 265-267	Discussion 7	SLO 1, 3, 4
11 Oct 30 – Nov 5	Lesson 13: Justification: Forgiveness, New Standing, etc.	Lesson 13 Rice's <i>Reign of God</i> pp. 267-275	Assignment 9	SLO 1, 2, 3, 4
12 Nov 6 - 12	Lesson 14: Ellen White and Justification by Faith Alone	Lesson 14 Ellen White On "Objective" Justification Ellen White: Mitigating Statements		SLO 1, 2, 4
13 Nov 13 – 19	Lesson 15: Sanctification, Character Change, and Obedience	Lesson 15 Rice's <i>Reign of God</i> pp. 275-280 Begin reading John R. W. Stott's <i>Basic Christianity</i>	Assignment 10	SLO 1, 3, 4



Week	Lessons	Readings	Assignments	Outcomes Met
14 Nov 20 – 26 (Thanksgiving)	Lesson 16: Christian Perfection and the “Why” of Sanctification	Lesson 16 From the Writings of Ellen White: Perfection Is . . . Perfection and Closing Events Rice’s <i>Reign of God</i> pp. 280-282 Complete your reading of Stott’s <i>Basic Christianity</i>	Discussion 8  <b>Due FRIDAY, Nov 27, 5:00pm</b>	SLO 1, 3, 4
15 Nov 27 – Dec 3	Lesson 17: How to Know the Will of God	Lesson 17 Rice’s <i>Reign of God</i> pp. 289-305	Assignment 11	SLO 1, 2, 3, 4
16 Dec 4 – 10	<b>PROCTORED FINAL EXAM</b> <b>(needs to be due 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
10	Short Essays
10	Discussions
10	Midterm Paper ( Assignment 7)
10	Analytical Book Review (Assignment 10)
10	Choices & Plans Paper( Assignment 11)
25	Midterm Exam
25	Semester 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%

Letter Grade	Percentage
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/webimsc/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.