CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS

RELT 115 Introduction to Christian Discipleship Fall 2020

RELT115 Introduction to Christian Discipleship
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	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
This course covers fundamental theories of human psycho-social, moral, and faith development, transformational theology and theory, and foundational principles of discipleship as found in both the Old and New Testaments of Scripture.

Required Text/Material

To purchase
1. Hull, B. (2006). *The complete book of discipleship: On being and making followers of Christ*. Colorado Springs, CO: NavPress. ISBN: 9781576838976

2. Cloud, H., & Townsend, J. S. (2001). *How people grow: What the Bible reveals about personal growth*. Grand Rapids, MI: Zondervan. ISBN: 9780310257370

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.

Free download / Available online
1. White, E. G. (1893). *Steps to Christ*. Boise, ID: Pacific Press Publishing Association.
   https://text.egwwritings.org/publicationtoc.php?bookCode=SC&lang=en

2. Anthony, G. (2016). *One ambition: how was I designed to live?* [PDF FILE] Hollywood, Ireland: Self-published. Download through LearningHub or
   http://www.reflectingjesus.org/discipleship-resources-individuals/

Recommended books
1. Wilkins, Michael (1992). Following the master: a biblical theology of discipleship.
   https://www.amazon.com/Following-Master-Michael-J-Wilkins/dp/0310521513/ref=sr_1_1?ie=UTF8&qid=1509359239&sr=8-1&keywords=michael+wilkins

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 the 16 modules with 16 lessons, weekly online coaching sessions with your instructor, and peer mentoring. Each module represents a typical semester course.

A recommended weekly schedule to divide your time is provided:

> Readings: 3 hours
> Lectures: 2 hours
> Weekly Assignment: 1 hour
> Interactive Discussions: 1 hour
> Weekly work on Papers: 2 hour

Please note the following:
Below are **3 important factors** for being successful in this discipleship course
1. You have the **desire for personal growth**. This is a journey in discipleship and it not just an academic activity.
2. That you **attend the weekly coaching session** with the instructor. This will provide you with the tools that you need to share with others.
3. You **find a peer mentee**. This is someone in which you will share what you are learning in the class. This person must have the desire for personal growth. It is important that you have a good relationship with this person. The mentee will need to be able to write answers at the end of the class about the process. You will be the one to upload the evaluation into LearningHub.

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. Design an individual discipleship plan.
2. Apply key biblical concepts of Christian discipleship to your own life and a friend.
3. Identify how God works to make disciples and the essential characteristics that discipleship to Jesus includes.
4. Integrate theories of human psycho-social, moral, and faith development into your discipleship journey.
5. Evaluate your own progress as a disciple, both by yourself, and in community, and be able to make relevant adjustments to your discipleship journey.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, essay, individual reflections on the reading via discussion forum posts, interactions with the instructor and fellow students via discussion forum posts and weekly video conference. 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 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

1. **Theological paper—The character and qualities of a disciple in the gospel of Matthew.** Read the gospel of Matthew, and write a paper that describes the qualities and character traits of a disciple that you observe in the life of Jesus focusing on his life as a model disciple. This should focus on who Jesus is, rather than what he was doing—unless Jesus' actions reveal something about who he is. A final section should explore the implication of your findings to your own life as a disciple of Jesus (2000 words). Submitted in the final module.

2. **Discipleship glossary—**Throughout the class you will develop a discipleship glossary that will contain a list of discipleship concepts for which you will provide definitions. For each definition your write, add one or two sentences that explains how you think this concept could impact your own discipleship to Jesus. You can update this glossary as you progress through the modules and grow in your understanding. Submitted in the final module.

3. **Individual Discipleship Plan (IDP)—**This is a personal discipleship plan you will develop at the beginning of the course and implement throughout. You will be provided with a form to guide you in this. The IDP will incorporate personal devotional activities of your own choosing to grow as a disciple of Jesus. You will need to find a peer mentor to join you in this discipleship journey with whom you will share what you are learning for approximately 15 minutes a week. They will need to agree to provide a response to this process at the end of the class which is valued as 5% of your final grade. You submit your IDP in module 1, update it throughout, and then provide a personal evaluation of it at the end of the course when you will re-submit your IDP.

4. **Discussion forum posts (video or written) for reading and participating in the IDP—**At the end of each module, write or record a discussion forum post that should cover 3 specific areas with a paragraph written for each (up to 500 words total or 5 minutes).
   - One paragraph should be a personal reflection on a key idea you found from each of the assigned readings/videos.
   - The second paragraph should be a reflection on what you have discovered when completing the current section of your IDP.
   - A third paragraph should be a reflection on your discussion with your peer mentor.

   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.

   Each discussion forum post should only cover the material for the current module. Have this discussion forum post available to share for the next video conference.

Remember that the discussion forum post should be written only after all the other work has been completed for the current module. This is enable you to reflecting on all your learning together.

The discussion forum holds 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.

5. **Weekly coaching video conference**—A one hour online video mentoring session will be held for all students taking the class each week, no matter what module they are currently taking. The focus will be on 1) our personal growth as disciples using the IDP and the authentic sharing of our journey in community. This would also include 2) verbal reflections on your discussion forum posts and assignments worked on during the previous week, and 3) any questions concerning the course. Where something happens outside of your control that prevents your attending the video session, you can watch the recording and submit a minimum of 300 word response to what was discussed and how it relates to your own discipleship journey.

6. **Final reflection exercise—**Create a Keynote or Powerpoint presentation that you will share with others, or a video (5-10 minutes) that you will post on your own social media, that casts a vision for being disciple of Jesus. This exercise gives you the opportunity to summarize your own discipleship learning during the course. So it is partly a summary of concepts that have been helpful and partly a personal testimony of your own discipleship journey. Questions to consider should include: 1) What are the most important discipleship concepts I have learned during this class that I want to pass on? 2)   How successful have I been so far in integrating these concepts into my life, and how do intend to further integrate them in the future? 3) What areas of discipleship to Jesus have caused me the most problems and challenges, and how do I plan to address these in the future? There are no right or wrong answers to these questions. Your primary task is be as honest and transparent as you can, because authenticity builds trust and community as you are sharing with others, and it also gives you a clearer understanding of your strengths and weaknesses going forwards as a disciple of Jesus.

Rubrics

Discussion forum Posts on reading and your current experience of your Individual Discipleship Plan (IDP) during the current module

Each discussion forum post is worth 10 points. Zero marks will be given for a missing post or if the post does not reflect your own thoughts.

	Met 3	Partial 2	Not met 0	Possible points
Academic interaction with the course material.				3
Explain how the above interaction is impacting your personal discipleship, IDP development, or both.				3
Connected interaction with other students discussion forum posts.				2
Correct spelling, grammar, post length and accurate citation.				2

Video coaching session

Points for the coaching session is based on attendance: 10 points for attendance, 0 points for non-attendance. In exceptional circumstances, if it is not possible to attend the video conference, a personal reflection to watching the video recording may be submitted, of a minimum of 300 words. The purpose of the coaching session is to provide an encouraging and nurturing discipleship community where we address both academic and personal questions and challenges.

	Met 10	Not met 0	Possible points
Attendance / reflection summary.			10

Discipleship glossary

The discipleship glossary which is developed during the course is worth 10 points. These points are awarded based on quality and accuracy (7 points) and written style and presentation (3 points). You may cite other people's definitions if you believe that they provide the best definition you have found. In such a case, you would need to write a one or two sentence explanation as to why you think their definition is worth presenting.

	Excellent 4	Good 3	Average 2	Poor 1	Not met 0	Points
Quality and accuracy of definitions	Terms demonstrate good research and insightful theological reflection.	Terms are accurate without mistakes.	Shows a few inaccuracies.	Shows poor accuracy and understanding of the terms		4
Application of the glossary word to your own discipleship to Jesus	A thoughtful, and authentic personal response to the word/s that demonstrates growth in understanding.	Clearly connects the word/s with personal experience but could do more to demonstrate the personal implications.	Demonstrates a vague connection between the word/s and personal experience.	Demonstrates a lack of thoughtfulness and authenticity and fails to connect the word/s to personal experience.		4
Written style and presentation	Met / Not met 2/0					2

Individual discipleship plan (IDP)

A draft of this plan will be submitted during the first module and then resubmitted in the final module with your personal evaluation of your plans.

	Met 5	Partial 3	Not met 0	Possible points
Personal vision statement with a clear theological foundation (3) in a coherent sentence (2)				5
Plans and evidence for growth				5
Final personal evaluation (in last module)				5
Personal response from a peer mentor				5

Essay rubrics

Theological paper (20 points)

	Excellent 3	Good 2	Minimal 1	Non-proficient 0	Points
Organization	There is a clear focus, logical progression of ideas that fully supports the main thesis.	There is a clear focus and logical progression of ideas but may demonstrate occasional weaknesses in the linking of ideas around the main thesis.	The main thesis is weak and the organization struggles to support and build on the thesis.	The main thesis is poor or missing and demonstrates little effort in organizing ideas.	3
Format	Grammar, punctuation, style and citations are all accurate and according to standards.	Contains few mistakes.	Contains many mistakes.	Appears that little or no effort has been made to achieved accepted standards.	3
Identification of theological issues	Identification and clearly described understanding of the theological issues at stake demonstrating spiritual depth and thoughtfulness.	Identification and clearly described understanding of the theological issues at stake.	Identification of the theological issues is made but is partial or patchy.	No or little understanding of the theological issues.	6
Implications	A clear and insightful analysis of the implications of the theological issue that can be generalized to the human condition.	The implications are discussed thoughtfully but not generalized adequately to the human condition.	Little thoughtful analysis.	No analysis.	6
Bibliography	Demonstrates adequate reading Yes / No				2

Reflection exercise—presentation or video (20 points)

	Excellent (3)	Good (2)	Minimal (1)	Non-proficient (0)	Points
Organization	There is a clear focus, logical progression of ideas that fully supports the main thesis.	There is a clear focus and logical progression of ideas but may demonstrate occasional weaknesses in the linking of ideas around the main thesis.	The main thesis is weak and the organization struggles to support and build on the thesis.	The main thesis is poor or missing and demonstrates little effort in organizing ideas.	3
Format	Presentation is has been carefully and thoughtfully crafted with no mistakes.	Contains very few mistakes and is well presented.	Contains many mistakes with little thought to the presentation.	Appears that little or no effort has been made.	3
Identification of theological issues	Identification and clearly described understanding of the theological issues at stake demonstrating spiritual depth and thoughtfulness.	Identification and clearly described understanding of the theological issues at stake.	Identification of the theological issues is made but is partial or patchy.	No or little understanding of the theological issues.	3
Analysis	A clear and insightful analysis of the implications of the theological issue that can be generalized to the human condition.	The implications are discussed thoughtfully but not generalized adequately to the human condition.	Little thoughtful analysis.	No analysis.	3
Response	A thoughtful, and authentic personal response to the theological issues that demonstrates growth in understanding.	Clearly connects the theological issues with personal experience but could do more to demonstrate the personal implications.	Demonstrates a vague connection between the theological issues and personal experience.	Demonstrates a lack of thoughtfulness and authenticity and fails to connect the theological issues to personal experience.	3
Creation of recommendations	Creation of recommendations for the future based on conclusions are clearly practical and useful.	Recommendations are solidly based on the conclusions.	Recommendations are made but not connected adequately to the conclusions.	Recommendations missing or not connected to the conclusions.	3
Keeps to length?	Yes / No				2

Schedule for RELT 115 Introduction to Christian Discipleship:

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	**Biblical Foundations 1** God's purpose for discipleship	*Hull 15-49* *Cloud & Townsend 15-25, 41-62, 189-205* *One Ambition 1-2*	DUE a) Discussion forum post b) IDP draft c) Video coaching attendance START WORKING ON a) Discipleship glossary Due Thursday, Sept 3, 11:55pm	2 1 4, 5 3
2 Aug 28 – Sept 3	**Biblical Foundations 2** The image of God and discipleship	*Image of God specific readings / videos* *1. Diane Chandler discussion forum post—The image of God in historical perspective* *http://renewaldynamics.com/2010/07/14/the-imago-dei-in-historical-perspective/* *2. NT Wright—What it means to be an image bearer (3 minutes)* *https://www.youtube.com/watch?v=yp-Ku-_ekAY* *3. Ravi Zacherias—The Image of God on you (3 minutes)* *https://www.youtube.com/watch?v=yDRWttzYjG4* *4. John Piper—Created in God's Image (5 minutes)* *https://www.youtube.com/watch?v=CN96ct3vDGU* *5. Bible Project—The Image of God (6 minutes)* *https://www.youtube.com/watch?v=YbipxLDtY8c* *General readings* *Hull 113-152* *Cloud & Townsend 63-93* *One Ambition 3-6* *Image of God handouts*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing	4, 5 2 3 1
3 Sept 4-10	**Biblical Foundations 3** Discipleship in the context of the biblical metanarrative	*Biblical Metanarrative* *1. One Ambition 13-15* *General Reading* *1. Cloud & Townsend 26-40*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing	4, 5 2 3 1
4 Sept 11-17	**Early background for discipleship**	*1. Hull 51-72* *2. Wilkins 51-94. (handout)*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3

Week	Lessons	Readings	Assignments	Outcomes Met
5 Sept 18-24	**History of discipleship**	1. *Hull 73-111* 2. *Willard "Discipleship"* *http://www.dwillard.org/articles/artview.asp?artID=134* *Biblical foundations of manhood and womanhood (Grudem ed.) - Handout*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
6 Sept 24 – Oct1	**Characteristics of a disciple 1** Open	1. *Hull 153-162* 2. *One Ambition, scan topics in the table of contents "section 1: Desiring openness"* 3. *Steps to Christ Chapter 1-4*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
7 Oct 2-8	**Characteristics of a disciple 2** Faith-full	1. *Cloud & Townsend 278-292, 317-331* 2. *One Ambition, scan topics in the table of contents "section 2: Deepening faith"* 3. *Steps to Christ Chapter 5-6*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
8 Oct 9-15	**Characteristics of a disciple 3** Dead to the sinful nature	1. *Cloud & Townsend 293-316* 2. *One Ambition 97-98, scan topics in section 3 Depending on Divine Power* 3. *Steps to Christ Chapter 7*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
9 Oct 16-22	**Characteristics of a disciple 4** Filled with the Holy Spirit	1. *Cloud & Townsend 94-114* 2. *One Ambition 99-100* 3. *Steps to Christ Chapter 8*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
10 Oct 23-29	**Characteristics of a disciple 5** Mission hearted	1. *Cloud & Townsend 332-345* 2. *One Ambition 129-130. Scan topics in section 4 Joining God's Work* 3. *Steps to Christ Chapter 9*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3

Week	Lessons	Readings	Assignments	Outcomes Met
11 Oct 30 – Nov 5	**The environment for discipleship 1** Communion with God	1. *Hull 187-207* 2. *One Ambition 41-4*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
12 Nov 6-12	**The environment for discipleship 2** Life as God's school	1. *Cloud & Townsend 206-263, 346-360* 2. *Steps to Christ Chapter 10*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
13 Nov 13-19	**The environment for discipleship 3** Community relationships	1. *Hull 209-250* 2. *Cloud & Townsend 117-146* 3. *Steps to Christ Chapter 11* *Jo Saxton* *https://www.youtube.com/watch?v=mvTCsaLw9p4*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
14 Nov 20-26	**Stages of maturity**	1. *Infographics on 5 stages of maturity—please also read the video transcript for related Bible texts.* 2. *Hull 251-277* 3. *Cloud & Townsend 147-183* 4. *Steps to Christ Chapter 12* 5. *Putnam* *https://www.youtube.com/watch?v=A_CR7k3OurA* *Putnam* *https://www.youtube.com/watch?v=PZg1kiAK6Yc*	DUE a) Video coaching attendance b) Discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper Due Friday, Nov 27 at 5pm	4, 5 2 3 1 3
15 Nov 27 – Dec 3	**Disciple-making & multiplication**	*Hull 279-288* *Steps to Christ Chapter 13*	DUE a) Video coaching attendance b) Final discussion forum post KEEP WORKING ON a) Discipleship glossary b) IDP and peer sharing c) Theological paper	4, 5 2 3 1 3
16 Dec 4-10	DUE: a) Reflection exercise (Start only in this module) b) Discipleship glossary c) IDP with personal and peer evaluations d) Theological paper on the Gospel of Matthew			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
1	20	Theological paper on discipleship in the Gospel of Matthew.
2	10	Discipleship glossary.
3	20	Individual discipleship plan (IDP).
4	15	Weekly discussion forum post reflections on readings and IDP.
5	20	Final reflection paper.
6	15	Weekly coaching video conference.
	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 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.