

SYLLABUS



RELT 250 Personal Spirituality and Faith
Fall 2020

RELT 250 Personal Spirituality and Faith

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 will examine the biblical understanding of faith and the Christian life. It will address the question of how a person begins and nurtures a personal knowledge and relationship with God. The course will also study the meaning of spiritual growth through various forms particularly as found in the Christian tradition of Spiritual Disciplines.

Required Text/Material

The Bible, any translation (not paraphrase).

Edman, V. Raymond, *They Found the Secret*, 1984, Zondervan Press, 9780310240518.

Hession, Roy, *The Calvary Road*, 2009, ValdeBooks, 9781444455663.

White, Ellen G., *Steps to Christ*, Review & Herald Publishing, 9780828016995.

Knight, George, *I Used To Be Perfect: A Study of Sin and Salvation*, 2001, Andrews University Press, 9781883925314.

Whitney, Donald S., *Spiritual Disciplines for the Christian Life*, 2014, NavPress, 9781615216178.

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 13 Reading Reflection, Discussion forums, 2 Spiritual Life Reflection Essays, and 1 Creative Project.

A recommended weekly schedule to divide your time is provided:

Readings: 2 hours

Lectures: 2 hours

Interactive Discussions: 1 hour

Reflection papers and Essays: 2 hour

Weekly work on creative project: 2 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

- Set his/her own spiritual goals and work toward them.
- Experience God through personal devotional time, and class activities.
- Explore 13 Spiritual Disciplines and practice these habits as they relate to personal devotional time and daily life with God.
- Gain insight into the components and the journey of spirituality, and use that insight to enhance your personal spirituality.
- Be exposed to, and inspired by, the journeys of others who have found a deep connection with God.
- Understand biblical teachings such as justification/sanctification, law/grace, faith/works, temptation/sin, and the practical applications of these teachings.
- Regularly reflect on the content and the practice experienced in this class.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include:

1. Readings of textbooks, the Bible, and personal reflection.
2. Group discussion of the reading material and key questions.
3. Personal evaluation of your spiritual growth and intentional plan for spiritual growth both at the beginning and at the end of the semester.

One Creative Project, due near the end of class

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

Readings and Reflections: Read through each assignment carefully and meditatively, paying special attention to the implications of the reading to your own life. Please note that many readings are very short, enabling you to absorb them.

1. Each lesson will ask you to summarize your insights and learning from the reading in no less than 500 words.
2. Questions you may use to guide you:
 - a. What was the main burden of each person whose story you read?
 - b. What unlocked the secret of spiritual life to each person you read about?
 - c. What have you learned or understood better?
 - d. What has impressed you and made you think?
 - e. What view of God did the readings give you?

- f. What practical ideas can you take into your own spiritual life?
- g. Did anything impact you negatively during this module's reading?
- h. What questions do you have, if any?

Spiritual Life Reflection Essays:

These essays are your opportunity to take a careful look at your walk with God. It is intended to be an exercise in evaluating your strengths and weaknesses and ways in which you wish to improve the way you relate to God. Each essay should be 3 to 5 pages in length.

1. Spiritual Growth Plan: Personal evaluation of your spiritual life and intentional plan for spiritual growth both at the beginning and at the end of the semester.
2. Spiritual Growth Reflection: Evaluation of the growth of your spiritual life during this class. Confidentiality for personal Reflection Essays is assured.

Creative Project: Academic classes are by nature mostly reading and writing. Even though this class is more experiential there is still much reading and writing. The following Creative Project is designed to allow you to use your own learning style, and be a little more self-directed in your relationship to the material. If you think of something else you'd like to do, **contact your instructor first**. Your Creative Project should reflect at least 19 hours of research, thought, and preparation.

The creative project serve the purpose of allowing you to do one of the following:

- A) Delve deeper into content areas
- B) Enhance or work on your own spiritual life
- C) Put some of your learning and experience into practice.

Choose one of the following projects as your Creative Project for the semester:

Project Options

1. Write a 5-page double-spaced research report on a person of faith, paying special attention to their spiritual journey. This should be someone you admire (historical, biblical, renowned, etc.) that you would seek to emulate.
 2. Write a 5 page double-spaced research report covering one or two learning styles and practical ways in which they integrate with one's personal devotional life (learning styles include: Visual/Spatial, Verbal/Linguistic, Kinesthetic, Logical/Mathematical, Nature, Musical/Rhythmic, Interpersonal, Intrapersonal)
 3. Extra study on any aspect of spirituality; present with PowerPoint or video, or recorded skit presentation and script, or 5-page double-spaced research report.
- Interview at least 3 people whose walk with God you have admired. Find out how they maintain their spiritual life and what draws them close to God. These may be people you do not live near and have to phone or email. If you do not know the person, be sure to let them know that this is a class assignment. Report your conversation and your findings, along with an evaluation of how their ideas can help you in your own spiritual life, in a 5-page double-spaced report.

Rubrics

While this course contains reading and content, it is also an experiential class. As an important part of this class, you will be expected to incorporate your class insights and learning into your personal walk with God (including your devotional life), and then reflect on this integration.

You will be graded according to your completion of the assignment and your ability to show that you have reflected on it. Follow the Rubrics for Written Assignments and your Creative Project for guidance regarding what is expected. Honesty in reporting assignment completions is expected in this class.

Rubric for Written Assignments

Score	Criteria	Excellent(10 points)	Acceptable(5 point)	Substandard(0 points)
	Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
	Organization	Contains a separate Introduction, Body, and Conclusion which lead the reader through material in logical way.	Introduction, Body, and Conclusion are a little rough, but all still present, separate, and relatively well organized.	Introduction or Conclusion is unfocused or missing. Body is disorganized.
	Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
	Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
	References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
	Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
	Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
	Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
	Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
	Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Rubrics for Creative Project

Score	Criteria	Excellent (20 points)	Acceptable (10 points)	Substandard (0 points)
	Research	Appropriately utilizes 4 or more relevant sources outside of the course material.	May use 4 or more relevant sources outside of the course material, but they are only tentatively tied to themes of project	Project is sourced almost entirely from course material.
	Creativity	Project shows significant originality and inventiveness. More than 80% of the content is fresh and new. At least 2 media types are present (writing, pictures, tables, slide show, video, etc.).	Project demonstrates a moderate to limited level of originality and creative insight. At least 2 media types are present (writing, pictures, tables, slide show, video, etc.).	Project is an extensive collection and rehash of other people's ideas. There is little evidence of original thought. Only one media type is present.
	Thought-Provoking Inquiry	Asks targeted questions to clarify information and ideas. Asks powerful open-ended questions to evoke discovery, make new connections, open possibilities, or inspire new learning and growth in self and others.	Questions are sometimes unfocused or distort the meaning of the source. May ask open-ended questions but answers are probably obvious and may not be very well thought through.	Does not ask any thought provoking questions or explore beyond the material directly presented in the course.
	Time Log (Found in Module 3)	Time Logs were given to instructor prior to beginning Modules 5, 8, 11, and 14.	Most time logs were submitted on time.	Time logs were missing or significantly late.
	References	All sources are correctly referenced.	Most quotes are correctly referenced; a few mistakes may be made in some references.	Over-quotes bible/text-book(s) or uses incorrect referencing extensively.
	TOTAL SCORE			

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
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	Introduce Yourself Plagiarism Quiz Academic Integrity Statement
1 Aug 24 - 27	Lesson 1: Godliness & God's Love	SC – Chapter 1 – God's Love CR – Intro & Preface FS – Chapters 1 & 2 SD – Chapter 1 – Purpose of Godliness	Spiritual Life Evaluation Essay Reading Reflection Discussion forum 1 Personal Spiritual Inventory: Initial Evaluation Questionnaire Due Thursday, Sept 3, 11:55pm
2 Aug 28 – Sept 3	Lesson 2: Journaling & Brokenness	SC – Chapter 2 – Sinner's Need of Christ CR – Chapter 1: Brokenness FS – Chapter 3 SD – Chapter 11 – Journaling PR – Chapter 1 – Sin is Love	Reading Reflection Discussion forum 2
3 Sept 4 - 10	Lesson 3: Bible & Repentance	SC – Chapter 3 Repentance CR – Chapter 2 – Cups Running Over FS – Chapters 4 & 5 SD – Chapters 2 – Bible Intake Part 1	Reading Reflection Discussion forum 3 Creative Project Topic Submission Assignment
4 Sept 11 - 17	Lesson 4: Bible & Confession	SC – Chapter 4 – Confession CR – Chapter 4 – Way of Fellowship FS – Chapter 6 SD – Chapter 3 – Bible Intake Part 2 PR – Chapter 2 – Adventist Neglect Law	Reading Reflection Discussion forum 4
5 Sept 18 - 24	Lesson 5: Worship & Holiness	SC – Chapter 5 – Consecration CR – Chapter 5 – Highway of Holiness FS – Chapters 7 & 8 SD – Chapter 5 – Worship	Reading Reflection Discussion forum 5
6 Sept 25 – Oct 1	Lesson 6: Silence/Solitude & Faith/Acceptance	SC – Chapter 6 – Faith & Acceptance CR – Chapter 6 – Dove & Lamb FS – Chapter 9 SD – Chapter 10 – Silence & Solitude PR – Chapter 3 – Justification & Sanctification	Reading Reflection Discussion forum 6
7 Oct 2 - 8	Prepare for Creative Project		
8 Oct 9 - 15	Lesson 7: Test of Discipleship & Evangelism	SC – Chapter 7 – Test of Discipleship CR - Chapter 7 – The Mote and the Beam FS – Chapters 10 & 11 SD – Chapter 6 – Evangelism	Reading Reflection Discussion forum 7 Discuss Creative Project Selection with Instructor
9 Oct 16 - 22	Lesson 8: Stewardship & Growing Up	SC – Chapter 8 – Growing Up Into Christ CR – Chapter 8 – Willing to be a Servant? FS – Chapter 12 SD – Chapter 8 – Stewardship PR – Chapter 4 - Temptation	Reading Reflection Discussion forum 8

Week	Lessons	Readings	Assignments
10 Oct 23 - 29	Lesson 9: Serving	SC – Chapter 9 – Work and the Life CR – Chapter 9 – Power of the Blood of the Lamb FS – Chapters 13 & 14 SD – Chapter 7 – Serving	Reading Reflection Discussion forum 9
11 Oct 30 – Nov 5	Lesson 10: Learning	SC – Chapter 10 – Knowledge of God CR – Chapter 10 – Protesting Our Innocence? FS – Chapter 15 SD – Chapter 12 – Learning PR – Chapter 5 – Perfect & Sinless	Reading Reflection Discussion forum 10 Creative Project Progress Report/Time Log Submission
12 Nov 6 - 12	Lesson 11: Prayer	SC – Chapter 11 – Privilege of Prayer CR – Chapter 11 – Forty Years Later FS – Chapters 16 & 17 SD – Chapter 4 – Prayer	Reading Reflection Discussion forum 11
13 Nov 13 – 19	Lesson 12: Doubt & Fasting	SC – Chapter 12 – What to do with Doubt FS – Chapters 18 & 19 SD – Chapter 9 – Fasting PR – Chapter 6 – I Used to be Perfect	Reading Reflection Discussion forum 12
14 Nov 20 – 26	Lesson 13: Rejoicing & Perseverance	SC – Chapter 13 – Rejoicing in the Lord FS – Chapter 20 & Epilogue SD – Chapter 13 – Perseverance	Reading Reflection Discussion forum 13 Creative Project Due Student Survey of Teaching Due Friday, Nov 27, 5:00pm
15 Nov 27 – Dec 3	Prepare for Spiritual Life Evaluation		
16 Dec 4 – 10	Lesson 14: Evaluations		Spiritual Life Evaluation & Plan Personal Spiritual Inventory: Progress Check Questionnaire

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
65	13 Reading Reflection Discussion forums
10	2 Spiritual Life Reflection Essays
25	Creative Project
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/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 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.

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