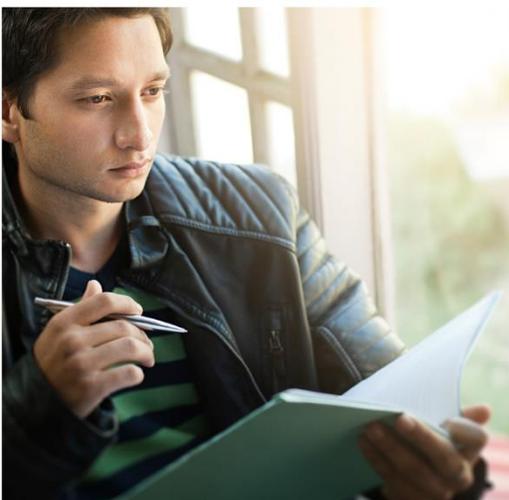


SYLLABUS



RELT 325 Theology I
Fall 2020

RELT 325 Theology I

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

A continuation of RELT 100. Study of nature, sources, and methods of theology; the doctrines of God and his works (the Trinity, creation, providence, law, and Sabbath), Christ, the Holy Spirit, and human beings. Research paper may be required. Student can earn general education credit in either RELT 225 or RELT 325, but not in both.

Prerequisite/Corequisite

RELH 400

Required Text/Material

Handbook of Seventh-day Adventist Theology, Raoul Dederen ed., (Hagerstown, MD: Review and Herald, 2000).

Norman R. Gulley, *Systematic Theology: God as Trinity*, (Berrien Springs, MI: Andrews University Press, 2011).

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

Norman R. Gulley, *Systematic Theology: Prolegomena*, (Berrien Springs, MI: Andrews University Press, 2003).

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 on Lessons, Reading, interviews, knowledge checks and exams, research paper:

A recommended weekly schedule to divide your time is provided:

Readings: 4 hours

Interview: 2.5 hours

Interactive Discussions: 1 hour

Weekly work on Final Paper: 2.25 hour

Knowledge Checks and Exams (Including study time): 1.5 hours

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

1. Analyze theological statements regarding the trinity and their works from a biblical, systematic and historical point of view.
2. Demonstrate familiarity with the Seventh-day Adventist beliefs on these topics in discussion across a spectrum of theology.
3. Articulate theological positions regarding the doctrine of God and the way the triune God interacts with creation.
4. Gain a personal understanding of a God who is directly related to and engaged with each student's individual life.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, interviews with members of the students' community based on the lessons/readings, short open book knowledge checks on the lessons/readings, interactions with the instructor via assignment feedback and a required video conference, 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 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, 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

Student Introductions and Required Video Conference: (5% of the final Grade)

- Student introduction options: You may introduce yourselves through video, audio, or text in the student introduction forum. (If you are choosing video or audio please use the recording software on learning hub.) Include the following: your name, where you are from, why are you taking this class, and what is your picture of God?
- There will be a required video conference during the 2nd week after you have registered for the class. The day and time will be arranged between the student and the instructor.

Lesson/Reading Notes: (10% of the final Grade) Take notes on the lectures/reading for each module and turn them in. The purpose of this is to help you to prepare notes which you can study from for the Knowledge Checks and exams, prepare questions for your interview assignments, and points of research for your up-coming paper. For each set of notes that you turn in make sure to include a section entitled "points that apply to my paper." Not every week will apply but there is usually something helpful that you can glean for your research. This category also includes the knowledge checks which will be included in the weekly lessons.

Interviews and Reflections: (15% of the final Grade) There will be 8 interviews which you will be required to do and turn in. For each of the 8 modules of study in the class you will need to create a list of questions about the topic that you think might be relevant to the people around you. Find a person you can ask and write down the verbatim of the conversation. That means every word that is spoken during the interview. You may want to record these and type them up later. After uploading the verbatim to the drop box post a reflective discussion forum post in the corresponding discussion forum on your experience with each interview.

Knowledge Checks: (10% of the final Grade) There will be knowledge checks at the end of every lesson. The page will not allow you to finish the knowledge check until you get every answer correct. This will mean that you master the knowledge being tested in each lesson. Knowledge checks will be made up of a mixture of matching, true and false, multiple choice, and fill in the blank.

Exams: (35% of the final Grade) The exams will be online and supervised by a proctor (see the exam section of this syllabus for more details). Exams will be made up of a mixture of matching, true and false, multiple choice, short answer, and essay.

Research Paper: (25% of the final Grade) The research paper for this course will be based on one of the topics selected from the list below. This assignment will be submitted in two phases. The first phase will be a topic proposal to demonstrate an initial engagement with the topic for the paper. The second phase will be the complete paper. Please take a look at the grading rubric for the paper for the specific requirements of this assignment and how they will be graded.

1. **Proposal of the Topic** (2-3 pages) (10% of the final Grad)
 - a. Historical Background of the topic (what has been taught about this topic historically?)
 - i. This section should be 3 paragraphs in length
 - b. Problem and purpose (why write on this topic?)
 - i. This section should consist of two well-crafted sentences.
 1. Finish this sentence “the problem this paper will address is...” The first sentence is: what is the theological problem this topic is addressing? Is there disagreement between theologians about the topic? Is there missing information about the topic?
 2. Finish this sentence “the purpose of this paper will be...” The second sentence is: how are you going to solve the problem? What contribution will you make to the discussion?
 - c. Method (What method will you use for this paper?)
 - i. This section should be 2 paragraphs in length
 - ii. Are you going to study one theologian on the topic and the describe and evaluate what he or she has to say?
 - iii. Are you going to study two theologians and compare and contrast what each of them has to say?
 - iv. Are you going to do exegetical study on a particular passage of scripture about the topic?
 - d. Bibliography (what sources have you already read to select this topic?)
 - i. You must include 5 academic sources of the 15 that you will be using in your final paper.
 - ii. These sources could include: textbooks for this class, theological dictionaries or encyclopedias, academic books (look for books with

footnotes in them), academic journal articles (use the ATLA search engine through the library website to find articles on your topic).

- iii. You are limited to only one website based source in the proposal and 3 for the final paper, and the websites need to be academic websites like carm.org or bible.org, the web articles on these sites will have footnotes showing they are research based. (these are different from the journal articles found through ATLA).

2. Complete Research Paper (minimum 12 pages) (15% of the final Grade)

- a. Format - Make sure to use the [AU Standards for Written Work](#) for your formatting
 - i. Times New Roman 12 point font
 - ii. Double Spaced (See AU Standards for Written Work for specific line spacing instructions)
 - iii. Margins: For theses and dissertations, the left-hand margin must be 1½ inches and all other margins must be at least one full inch. The initial page of a chapter or a major section (i.e., table of contents, bibliography, etc.) has a full 2-inch margin at the top of the page. For term papers, a left-hand margin of one inch is preferred. (From AU Standards for Written Work)
 - iv. Use Turabian style for footnotes and bibliography
 1. Make sure to give credit where credit is due: footnote all of the information that you gain from other sources.
 2. Make sure that you give credibility and substance to what you write by backing them up with other academic sources.
- b. Title Page (in addition to the 12 pages)
- c. Introduction (2-3 pages)
 - i. The introduction will be the proposal of the topic assignment previously submitted. The bibliography will obviously be moved to the end of the paper.
 - ii. You may wish to edit or expand the historical background and the method section as your further study on the topic will have informed you more fully about the topic you are studying. **Make sure you have made any suggested edits or expansions which have been suggested by the instructor on the previous assignment.**
- d. Body of the Paper (8-9 pages)
 - i. Descriptive research
 1. In this section, you will describe the information you have found for your research. Whether this is the information from the writings of a theologian or the exegetical material from commentaries on a specific passage.
 - ii. Evaluative research
 1. In this section, you will evaluate the material that you have described in the previous section. What do you think about what the theologian has said? Do you agree or disagree with the

theologian or exegetical writer? Why do you agree or disagree and on what basis do you agree or disagree? What is your argument on the subject and what substantial reasons can you give?

- e. Summary, Conclusion, and Suggestions (1-2 pages)
 - i. **Summarize** the work you have done in the previous section
 - ii. Offer your **conclusions** based on the work in the previous section
 - iii. Give **suggestions** for future research and study that could be done based on what you have learned.
- f. Bibliography and footnotes (the bibliography is in addition to the 12 pages)
 - i. A minimum of 15 academic sources: These sources could include: textbooks for this class, theological dictionaries or encyclopedias, academic books (look for books with footnotes in them), academic journal articles (use the ATLA search engine through the library website to find articles on your topic).
 - ii. You are limited to only 3 website based sources, and the websites need to be academic websites like carm.org or bible.org, the web articles on these sites will have footnotes showing they are research based. (these are different from the journal articles found through ATLA).
 - iii. These sources should be referenced throughout the document in footnotes. It is often a good idea to include quotes and additional detailed discussion within the footnotes so that the body of the paper flows along nicely.

3. Possible Topics

- a. God/World Relationship
- b. Pantheism/Panentheism
- c. Personhood of the Holy Spirit
- d. Nature of Christ – Divine/Human
- e. Authority of Scripture
- f. Divine Love
- g. Omnipotence of God
- h. Omnipresence of God
- i. Omniscience of God

If you have other suggestions contact your instructor for approval

Rubrics

Research Paper Rubric

Criteria Category	Exceeds Standard (5)	4	Good (3)	2	Does Not Meet Standard (1)	Absent (0)	Score	
10 % Introduction	The introduction is engaging, states the main topic and clearly previews the paper.		The introduction states the main topic but does not adequately preview the paper.		Unclear and convoluted introduction.		Out of 5 _____	Out of 10 _____
10 % Problem & Purpose	Clearly and concisely states the paper's problem (one sentence) and purpose (one sentence).		The problem is confusing, purpose is stated but is not succinct, not very clear and has more than one sentence.		The problem is not developed. The purpose is not clearly stated or not understandable.		Out of 5 _____	Out of 10 _____
25 % Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight.		Out of 5 _____	Out of 25 _____
25 % Structural Development of the Idea	The ideas are arranged logically to support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can follow the line of reasoning.		The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions.		The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		Out of 5 _____	Out of 25 _____
5 % Conclusion	The conclusion is engaging, restates the purpose, concisely summarizes the paper and states the main conclusions. Also includes significant suggestions for further research.		The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged. Includes general suggestions for further research.		The conclusion is confusing, does not re-state the purpose, is incomplete or unfocused, and introduces new information. No suggestions for future research		Out of 5 _____	Out of 5 _____
10 % Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.		Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.		Numerous and distracting errors in spelling, capitalization and formatting.		Out of 5 _____	Out of 10 _____
10 % Citation	All cited works are presented in the correct format with no errors.		Cited works are presented in a mostly correct format. Inconsistencies somewhat evident.		Few cited works with inconsistent formatting.		Out of 5 _____	Out of 10 _____
5 % Bibliography	Presented in the correct format with no errors. Includes 15+ major references no more than three internet sites. Evidence that most references were used in text.		Presented in the correct format with some errors. Includes 10-15 major references no more than 3 internet site. It is clear that some references were not used in text.		Many errors in formatting. Fewer than 8 major references, with some listed as internet sites. References are mostly unrelated or not used in the text.		Out of 5 _____	Out of 5 _____

Please Note: If any form of plagiarism is detected the paper will receives 0 marks.

Total (out of 100) _____

Research Proposal Rubric (Criteria for Assessment)

Criteria	Superior	Proficient	Emerging	Score
Historical Background	[5 pts] The historical background for the topic is well established in theological research.	[3 pts] The historical background for the topic is generally established in theological research.	[0-1 point] The historical background for the topic is poorly established in theological research.	
Problem Statement	[5 pts] The problem statement so clearly specifies the exact nature or basis of the controversy that it implies the reason why this research is needed, suggests possible methods, and thus leads logically to the purpose statement.	[3 pts] The <u>problem</u> is identified in a general way, but not with sufficient clarity to show why the research is needed, to suggest possible methods, and thus lead to the purpose statement.	[0-1] The <u>topic</u> has not been shown to contain a significant <u>problem</u> that requires research to solve. The <u>problem</u> may be too simple or too obvious, or it may be so general that it does not lead to a clear, succinct purpose statement.	
Purpose Statement	[5 pts] The purpose is stated so clearly and succinctly that it quickly reveals whether any particular datum belongs in the paper or not; thus enabling accurate, efficient decisions about gathering of sources.	[3 pts] Purpose is fairly clear and succinct, but still needs improvement.	[0-1] Purpose is unclear (vague or ambiguous) and/or overly wordy.	
Method	[5 pts] Method is clearly chosen and explained for the paper. 1. Analysis of a single theologian 2. Comparison and contrast of two theologians 3. Exegetical study of biblical passage on the topic.	[3 pts] Method is generally chosen and explained for the paper. 1. Analysis of a single theologian 2. Comparison and contrast of two theologians 3. Exegetical study of biblical passage on the topic.	[0-2 pts] Method is poorly chosen and explained for the paper. 1. Analysis of a single theologian 2. Comparison and contrast of two theologians 3. Exegetical study of biblical passage on the topic.	
Scholarly/ Professional Articles	[5 pts] Bibliography has 5 scholarly resources limit of 1 web-site based source.	[3 pts] Bibliography has 3 scholarly resources limit of 1 web-based source.	[0-2] Bibliography has 1-2 scholarly resource or more that 1 web-based source.	
Bibliography in style AU-Turabian.	[5 pts] Bibliography in AU-Turabian style, less than one mistake per entry.	[3 pts] Bib. follows AU-Turabian style, 1-3 mistakes per entry.	[0-2 pts.] Roughly AU-Turabian style, more than 3 mistakes per entry	

Exams

The mid-exam is worth 20% of your grade. You are allowed 90 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 120 minutes to complete 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. 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	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	What is Theology: Sources	Lesson 1 Material	Knowledge Check 1 Due Thursday, Sept 3, 11:55pm	SLO 2
2 Aug 28 – Sept 3	What is Theology: Methods and System	Lesson 2 Material Peckham, John C. "The Analogy of Scripture Revisited: A Final Form Canonical Approach to Systematic Theology." <i>Mid-America Journal of Theology</i> 22, (2011): 41-53.	Knowledge Check 2 Interview 1 Lesson/Reading Notes 1 Video Conference	SLO 2
3 Sept 4 - 10	Doctrine of God: God/World Spectrum Pt.1	Lesson 3 Material Norman R. Gulley, "Chapter Five: God's Eternal Relationship: Timeless and Spaceless God"; "Chapter Six: God's Eternal Relationship: Classical View" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 166-230.	Knowledge Check 3	SLO 1-4
4 Sept 11 - 17	Doctrine of God: God/World Spectrum Pt.2	Lesson 4 Material Norman R. Gulley "Chapter Seven: God's Eternal Relationship: Contemporary Views" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 231-273.	Knowledge Check 4 Interview 2 Lesson/Reading Notes 2	SLO 1-4
5 Sept 18 - 24	Doctrine of God: Divine Love Pt. 1 (Biblical View)	Lesson 5 Material Norman R. Gulley, "Chapter Two: God's Eternal Relationship: Nature and Attributes" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 43-80.	Knowledge Check 5	SLO 1-4
6 Sept 25 – Oct 1	Doctrine of God: Divine Love Pt. 2 (Spectrum)	Lesson 6 Material	Knowledge Check 6 Interview 3 Lesson/Reading Notes 3	SLO 1-4
7 Oct 2 - 8	Doctrine of God: Trinity Pt. 1 (Biblical Evidence)	Lesson 7 Material Norman R. Gulley, "Chapter One: God's Eternal Relationships: Trinity" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 3-42.	Knowledge Check 7	SLO 1-4

Week	Lessons	Readings	Assignments	Outcomes Met
8 Oct 9 - 15	Doctrine of God: Trinity Pt. 2 (Spectrum and Adventism)	Lesson 8 Material Norman R. Gulley, "Chapter Three: God's Eternal Relationship: Early Patristic Views"; "Chapter Four: God's Eternal Relationship: Trinitarian Covenant" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 81-165.	Knowledge Check 8 Interview 4 Lesson/Reading Notes 4 Research Proposal Due	SLO 1-4
PROCTORED MIDTERM EXAM				
9 Oct 16 - 22	Doctrine of God: Who is Jesus? Pt. 1 (Christology-Biblical Evidence)	Lesson 9 Material Raoul Dederen, "Christ: His Person and Work" in <i>Handbook of Seventh-day Adventist Theology</i> , Raoul Dederen ed., (Hagerstown, MD: Review and Herald, 2000), 160-204.	Knowledge Check 9	SLO 1-4
10 Oct 23 - 29	Doctrine of God: Who is Jesus? Pt. 2 (Christology)	Lesson 10 Material	Knowledge Check 10 Interview 5 Lesson/Reading Notes 5	SLO 1-4
11 Oct 30 - Nov 5	Doctrine of God: Who is the Holy Spirit? Pt. 1 (Pneumatology - Biblical Evidence)	Lesson 11 Material <i>Davidson, Jo Ann. "A Power or Person: The Nature of the Holy Spirit." JATS 27, no. 1 (2016): 24-36.</i>	Knowledge Check 11	SLO 1-4
12 Nov 6 - 12	Doctrine of God: Who is the Holy Spirit? Pt. 2 (Pneumatology - Indwelling Spectrum)	Lesson 12 Material Cory Wetterlin "Ellen White's Understanding of the Indwelling of the Holy Spirit." AUSSJ Vol. 1, 2 (Fall 2015), 35-52.	Knowledge Check 12 Interview 6 Lesson/Reading Notes 6	SLO 1-4
13 Nov 13 - 19	Doctrine of God: The Law - a reflection of God's Character	Lesson 13 Material Norman R. Gulley, "Chapter Eleven: Old and New Covenants" in <i>Systematic Theology: God as Trinity</i> , (Berrien Springs, MI: Andrews University Press, 2010), 339-380.	Knowledge Check 13 Interview 7 Lesson/Reading Notes 7	SLO 1-4
14 Nov 20 - 26	Doctrine of God: The Sabbath - presence with God	Lesson 14 Material	Knowledge Check 14 Lesson/Reading Notes 8 Interview 8 Due FRIDAY, Nov 27, 5:00PM	SLO 1-4
15 Nov 27 - Dec 3	Preparing for the Exam		Research Paper Due	
16 Dec 4 - 10	PROCTORED FINAL EXAM (needs to be due by Wednesday, December 9, 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

Percent %	Description
5	Required Video Conference
15	Interviews
10	Lesson/Reading Notes
25	Research Paper
10	Knowledge Checks
35	Exams
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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