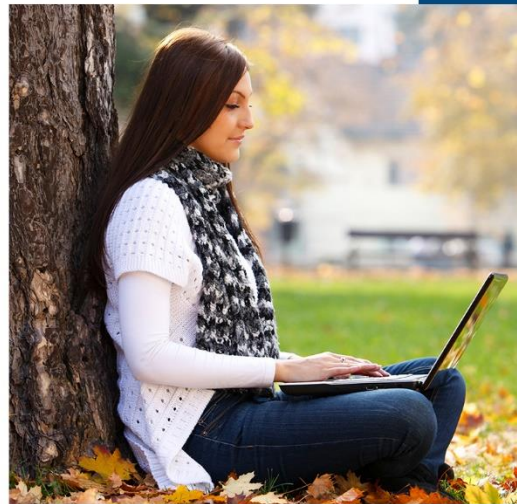
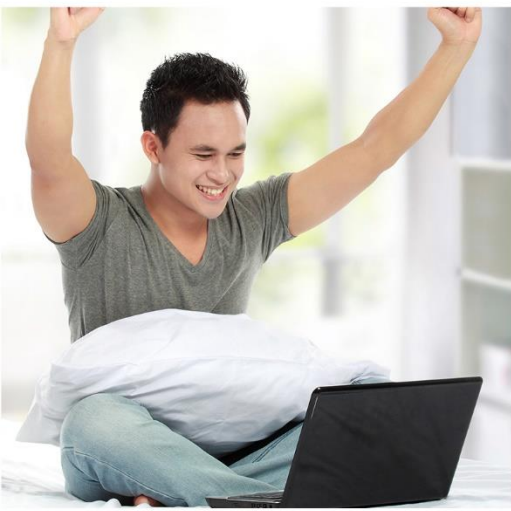




School of
Distance Education
Andrews University

SYLLABUS



**RELT 340 Religion and Ethics in Modern Society
Summer 2021**

RELT 340 Religion and Ethics in Modern Society

School of Distance Education

Interactive Online Format

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

Instructor Contact

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

Other Assistance

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

Part 1: Course Information

Course Descriptions

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT 340 or 390, but not in both.

Required Text/Material

Barnette, Henlee H. *Introducing Christian Ethics*. Nashville: B & H Publishing Group, 1961.
ISBN: 9780805418583.

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

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

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 11 assignments, 2 Papers and 2 exams.

A recommended weekly schedule to divide your time is provided:

Readings: 3.5 hours

Assignment: 2.5 hours

Interactive Discussions: 1.25 hour

Weekly work on Final Papers: 2.5 hour

Studying for Upcoming Exams: 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. Discuss the theory and practice of the Christian moral life and the centrality of the Bible as the source of its authority.
2. Develop skills in the use of Christian principles and values to analyze modern social and medical ethical issues.
3. Understand the moral standards of Christian morality and be motivated to live up to them.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, reading reports, position paper and exam with small module assignments.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

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

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

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

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

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Essays: Eleven essay assignments appear through the course. Each essay assignment has one to three questions that should be answered in 300-500 short essays. The successful student is expected to answer all of the questions in a concise, well thought through manner.

The essays are focused on evaluating, debating, and reacting to the specific issues of the given lesson.

Position papers: The students are to write two five page position papers on an ethical issue of student's choice. The papers are worth 10% of the grade. The papers will be evaluated in terms of the logical cohesiveness of the arguments, the use of Christian principles to support the conclusions reached, and the use of the general outline suggested above.

Reading Requirements: Students are expected to read all of the required materials.

- The book *Introducing Christian Ethics* by Henelee H. Barnette,
- Class lessons.
- Lesson Supplements.

Rubrics

Position Paper Rubric

		Outstanding	Excellent	Satisfactory	Emerging	Unsatisfactory
Introduction	5 %	The introduction is engaging, states your view on the topics and clearly preview the paper.		The introduction is engaging, states the main topics but does not clearly preview the paper.		Unclear and convoluted introduction
Purpose	5 %	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.		The purpose is stated but is not succinct, not very clear and has more than one sentence.		The purpose is not clearly stated and/or not understandable.
Content	30%	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.
Organization	25 %	The ideas are arranged logically to support the purpose, flowing smoothly 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.
Conclusion	10 %	The conclusion is engaging, concisely summarizes the paper and states the main conclusion.		The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged.		The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information.
Spelling, Grammar, and Formatting	10 %	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.
Citation	5 %	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.
Bibliography	10 %	Presented in the correct format with no errors. Includes more than 5 major references but no more than one internet site. Evidence that most references were used in text.		Presented in the correct format with some errors. Includes 3-5 major references but no more than 1 internet site. It is clear that some references were not used in text.		Many errors in formatting. Fewer than 2 major references, with some listed as internet sites. References are mostly unrelated to the text.

Short Essay Rubric

Criteria	Excellent	Acceptable	Substandard
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.
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.

Exams

The midterm exam is worth 25% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 25% of your grade. You are allowed 150 minutes to complete this 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.

Weeks	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 May 17 – 20	Lesson 1: Ethics and Morality	Introducing Christian Ethics pp. 3-18 (“Introduction” and “Characteristics of Hebrew Morality”). Comments on Ethics, Morality, and Approaches to Ethics.	Assignment 1 Due: Thursday May 27, 11:55pm
2 May 21 – 27	Lesson 2: Ethical Theories	Supplementary Reading: “Four Ways of Making Ethical Decisions” Comments on Ethical Theories	Assignment 2 Write a Reading Report for “Four Ways of Making Ethical Decisions”
3 May 28 – June 3	Lesson 3: Norms and Ethical Thinking	Supplementary Reading: “Christian Moral Reasoning” Read Comments on Norms and Ethical Thinking	Assignment 3 Reading Report for “Christian moral Reasoning”
4 June 4 – 10	Lesson 4: Scriptures and Christian Ethics	Supplementary Reading: “Old Testament Ethics” & “New Testament Ethics” Read Comments on the Scripture and Christian Ethics Read Introducing Christian Ethics pp. 19-41 (“Ethics of the Decalogue,” “Ethics of the Prophets,” and “Ethics of the Sages”).	Assignment 4 Reading Report: OT ethics and NT Ethics (must be two separate reports for each reading)
5 June 11 – 17	Lesson 5: Conceptual Model of Christian Ethics	Read Introducing Christian Ethics pp. 42-86 (“Essential Character of Christ’s Ethics,” “Content of Christ’s Ethics,” “Ethics of Paul,” and “Ethics of Other New Testament Writings”). Read Comments on a Preliminary Model of Christian Ethics	Assignment 5
6 June 18 – 24			Assignment 6 (Position Paper 1)
PROCTORED MIDTERM EXAM			

Weeks	Lessons	Readings	Assignments
7 June 25 – July 1	Lesson 6: War and Peace; Capital Punishment; Euthanasia	Supplementary Reading: “Criminal Punishment” Introducing Christian Ethics pp. 87-108 (“Ethics of the Holy Spirit” and “Duties to Self”). Ethical Issues: War & Peace. Capital Punishment, and Euthanasia	Assignment 7 Reading Report for Criminal Punishment
8 July 2 – 8	Lesson 7: Marriage Cohabitation; Homosexuality	Supplementary Reading: “Homosexuality” Introducing Christian Ethics pp. 111-126 (“Marriage and the Family”). Read: Ethical Issues: Marriage, Cohabitation, and Homosexuality	Assignment 8 Reading report for “Homosexuality
9 July 9 – 15	Lesson 8: Contraception; Reproductive Technics; Abortion	Supplementary Reading: “Reproductive Technologies” Read Introducing Christian Ethics pp. 128-142 (“Race Relations”). Read: Ethical Issues: Contraception, Reproductive Technics, and Abortion	Assignment 9 Reading Report: Reproductive Technologies
10 July 16 – 22	Lesson 9: Gambling; Civil Disobedience	Read: Ethical Issues: Gambling and Civil Disobedience Read Introducing Christian Ethics pp. 144-173 (“Economic Life” and “Political Life”).	Assignment 10
11 July 23 – 29	Lesson 10: Organ Transplant; Cloning	Supplementary Reading: “Changing Genes and the Individual” Read Ethical Issues; Organ Transplant; Cloning	Assignment 11 Reading Report: Changing Genes and the Individual”
12 July 30 – August 6			Assignment 12 (Position Paper 2) Conclusion
PROCTORED FINAL EXAM Needs to be completed by: Thursday, August 5, 11:59pm			

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
30	Questions and Reading Reports (Assignment 1-5, 7-11)
20	Two Position Papers (Assignment 6 and 12)
25	Midterm Exam
25	Semester Exam
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/llmsc/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/accommodationsregform.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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