



School of
Distance Education
Andrews University



SYLLABUS

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

202421

RELT 340 Religion and Ethics in Modern Society

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

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

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

This course 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? This course provides students with an overview of ethical theories and their relationship to various philosophies of life. It examines various ethical issues in contemporary modern society. Students will acquaint themselves with a range of ethical theories and learn how they impact the moral landscape. Discussions will move toward the development of an authentic Christian ethics based on Scripture. With this foundation in place, students will attend to a variety of ethical problems and issues that in many ways shape our culture and the religious debates.

The course further lays the background on ethical systems and moral reasoning by underscoring how these moral theories serve as the basis of decision making for those facing a conundrum of issues in their personal and professional lives that reflect the biblical principles outlined in Scripture. The course also provides students with opportunities to examine ethical values, critically assess them, and hopefully make informed decisions.

Required Text/Material

Rae, S. B. (2018). *Moral Choices: An Introduction to Ethics*, 4th ed. Zondervan.

Print ISBN: 9780310536420 eText ISBN: 9780310536437

Wilkins, S. (2011). *Beyond Bumper Sticker Ethics*, 2nd ed. IVP Academic.

Print ISBN: 9780830839360 eText ISBN: 9780830869077

Optional Text/Material

Tchamba, A. (2020). *Truthfulness in a Subjective World: Implications for Health Family and Relationships*. SBN 9798551833925 (Kindle edition is available as well)

Credit Hour and Commitment

This course is offered for 3 semester credits semester credits; therefore it is expected that you will spend 135 total hours on this course. This course has 16 modules with 16 lessons, 15 reading reports, 8 quizzes, 15 blog questions, 15 devotionals, 2 short answers assignments, 2 position papers, and 1 final exam. Each module is represents a week of a typical semester course. It is recommended that you budget about 9 hours for studying and completing the assigned activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Program Learning Outcomes

The class is required for the BA in Theology and counts for general education religion for other non-theology majors. The class relates to the overall goal of the theology program as follows:

University Mission	Program Outcome Objective (BA in Theology)		REL T 340 Religion and Ethics
	Goal	At the end of the program the graduate should	
Seek knowledge	1	Possess a foundational knowledge of in the areas of Bible, history, and theology, from an SDA perspective	The class builds basic knowledge of the Biblical moral principles from an SDA perspective
	2	Possess skills in the major biblical languages of Hebrew & Greek	
Affirm faith	3	Expression of faith: In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing	Class discussions, presentations, exams, and papers will train students in understanding biblical texts as a source of ethical principles
	4	Exhibit growth in Christian life skills	Various difficult texts/topics examined in class will foster trust in God and His word, and greater ability to use it for moral issues
Change the world	5	Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross-cultural context	The papers, the practice of a virtue, along with forum discussions, will provide a chance to apply the biblical moral principles to every- day life situations

Student Learning Outcomes

The student should be able to:

1. To relate the major ethical systems to the historical context of their origin within the thought world of Western civilization.
2. To articulate how various secular or religious philosophies/views of life impact the ethical choices human face in the present age and society.
3. To provide the student with methods of ethical reasoning
4. To define the contours of Christian ethics understood as a form of discipleship.
5. Familiarize with and understand the various ethical concepts and terms.
6. Identify ethical principles and begin applying them to selected ethical issues and conundrum confronting Christians and non-Christians in modern society.
7. Identify and apply broad biblical principles in dealing with ethical issues not specifically addressed in Scripture.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, video lectures, reading reports, forum interaction questions, devotionals, short answers, position papers, quizzes, and final exam.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 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: Office 2013 or newer ([Office 365 available 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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Short Answers

Two short answers assignments appear in the latter part of the course. Each short answers assignment has one to three questions that should be answered in 50-100 words each. The successful student is expected to answer all the questions in a concise, well thought through manner. The answers 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 related to any of the week's lesson. The instructor will provide the pools from which the student will chose. The papers will be evaluated in terms of the logical cohesiveness of the arguments, the use of ethical principles to support the conclusions reached, and the use of the general outline suggested below.

Devotionals

You are required to participate in the "Devotional" forum by posting your reflection to the devotional found at the beginning of each lesson. Everyone is required to participate in the devotional by reading it and reacting to it with some personal thoughts or experience. You are required to respond to at least 2 postings made there by your classmates/course facilitator. Each of your responses in the devotional must be at least 30 words and is graded.

Reading Reports

In this online course, you are expected to take part in reading reports. You are required to read the assigned section of the textbooks.

1. First, summarize the section in 2 pages double space with the most relevant information to you.
2. State three main points from the summary you could apply to your personal or professional life and give the rationale for the selections.
3. Raise one burning question from the reading.
4. Assess this reading summary by stating at least one strength and or weakness.
5. And ensure that your report is free from grammatical errors.

Blogs

In each of the 16 lessons, one major blog question will be posted. Responses must be at least 100 words.

Rubrics

Position Paper Grading Rubric

Category	Weight	Outstanding	Satisfactory	Unsatisfactory
Introduction	5%	The introduction is engaging, states your view on the topics and clearly preview the paper. (3.75)	The introduction is engaging, states the main topics but does not clearly preview the paper. (2.8125)	The introduction lacks coherence or has not been included in the paper. (0)
Purpose	5%	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking. (3.75)	The purpose is stated but is not succinct, not very clear and has more than one sentence (2.8125)	The purpose is not clearly stated and/or not understandable. (0)
Content	30%	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight. (22.50)	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight. (16.875)	Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight. (0)
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. (18.75)	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. (14.625)	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. (0)
Conclusion	10%	The conclusion is engaging, concisely summarizes the paper and states the main conclusion. (7.50)	The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged. (5.625)	The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information. (0)
Spelling, Grammar, and Formatting	10%	No errors in spelling, capitalization or formatting. Clear headings and subheadings. (7.50)	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear. (5.625)	Numerous and distracting errors in spelling, capitalization and formatting. (0)
Citation	5%	All cited works are presented in the correct format with no errors. (3.75)	Cited works are presented in a mostly correct format. Inconsistencies somewhat evident. (2.8125)	Few cited works with inconsistent formatting. (0)
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. (7.50)	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. (5.625)	Many errors in formatting. Fewer than 2 major references, with some listed as internet sites. References are mostly unrelated to the text. (0)

Short answers grading rubric

Criteria	Obtained points	Possible points
1. Answers all three questions with clear and coherent content, addressing the issues		15
2. Each question is answered with at least 50 and no more than 100 words each		6
3. Report is free from grammatical error		4
Total		25

Devotional grading rubric

Criteria	Obtained points	Possible points
1. Posting is made in direct response to the devotional (at least 100 words).		5
2. The responses made are relevant to the theme discussed in the devotional.		5
Total		10

Reading report grading rubric

Criteria	Obtained points	Possible points
1. First summarize the section in 2 pages double space.		6
2. state three main points from the summary you could apply to your personal or professional life and rationale for the selection.		3
3. Raise one question from the reading and state why you selected the question		1
4. Assess this reading summary: one weakness and or strength		2
5. Report is free from grammatical errors		1
Total		13

Blog Question grading rubric

Criteria	Possible Points
Posting	
The posting is 50-100-word long.	2
It harmonizes relevant topic(s) of the lesson.	2
It illustrates the topic(s) of the lesson with real-world examples.	2
It addresses the question completely & effectively.	1
It is backed with at least 2 of the lesson's readings (or other relevant sources), with references. It displays little to no difficulty with grammar.	2
Total	9

Exams

There is no midterm exam for this course but rather a final exam that is worth 190 points. You are allowed 150 minutes to complete this exam. The final exam must be taken under supervision of a proctor. 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. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

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. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings & Videos	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Why Morality Matters A. Categories of Ethics a) Normative b) Descriptive c) Meta-ethics d) Aretaic B. Importance of Truthfulness	<u>Read</u> <i>Moral Choices (MC)</i> , p. 11-26 Lecture notes <i>Truthfulness in a Subjective World (TSW)</i> , p. 129-170 (recommended)	Devotional 1 Forum Interaction Question 1 Reading Report 1 Quiz 1	SLO 3, 5 PO 1, 2
	Lesson 2: How to Think About Morality A. Deontological Systems of Ethics a) Divine Command b) Natural Law c) Ethical Rationalism d) Categorical Imperative B. Teleological systems of ethics a) Utilitarianism b) Ethical Egoism c) Situationism	<u>Read</u> <i>MC</i> , p. 27-67 <i>Beyond Bumper Sticker Ethics (BBSE)</i> , p. 28-58; 97-146 Lecture notes <i>TSW</i> p. 100-128 (not required but recommended)	Devotional 2 Forum Interaction Question 2 Reading Report 2 Quiz 2	SLO 1, 2, 5 PO 1, 3
2	Lesson 3: Christian Ethics A. Old and New Testament ethics B. Divine command Ethics C. Natural Law in Christian Ethics D. Connecting Divine Commands, Virtue and Natural Law	<u>Read</u> <i>MC</i> , p. 68-108 <i>BBSE</i> , p. 196-212 Lecture notes	Devotional 3 Forum Interaction Question 3 Reading Report 3 Quiz 3	SLO 4, 7 PO 3
	Lesson 4: Abortion A. The Bible and the beginning of life B. The case for abortion rights C. The personhood of the Embryo/Fetus D. Embryo Research	<u>Read</u> <i>MC</i> , p. 126-167 Lecture notes	Devotional 4 Forum Interaction Question 4 Reading Report 4 Quiz 4	SLO 6, 7 PO 1, 3
3	Lesson 5: Reproductive Technologies A. Biblical/Theological Parameters for Reproductive Technologies B. Moral questions about IUI and IVF C. Moral questions about Surrogate Motherhood	<u>Read</u> <i>MC</i> , p. 175-200 Lecture notes	Devotional 5 Forum Interaction Question 5 Reading Report 5 Quiz 5	SLO 3, 6, 7 PO 1, 3
	Lesson 6: Biotechnology, Genetics, and Human Cloning A. Genetic Information and the Human Genome Project B. Genetic Testing C. Genetic Interventions, Gene Editing, and Designer Children D. Human Cloning	<u>Read</u> <i>MC</i> , p. 201-229 Lecture notes	Devotional 6 Forum Interaction Question 6 Reading Report 6	SLO 1,3,6,7 PO 1, 5

Module	Lessons	Readings & Videos	Assignments	Outcomes Met
4	Lesson 7: Ethical Issues at the End of Life A. Legal Background to End-of-Life Issues B. The End of Life in Biblical Perspective C. Ethics and the Termination of Life Support D. Physician-Assisted Suicide and Euthanasia	<u>Read</u> MC, p. 230-263 Lecture notes	Devotional 7 Forum Interaction Question 7 Reading Report 7 Quiz 6	SLO 1,3,6,7 PO 1, 4
	Lesson 8: Capital Punishment A. Biblical Teaching on Capital Punishment B. Argument for Capital Punishment C. Arguments against Capital Punishment	<u>Read</u> MC, 264- 287	Devotional 8 Forum Interaction Question 8 Reading Report 8 Quiz 7	SLO 3, 6, 7 PO 1, 4
5	Lesson 9: War, Violence, and Morality A. War in the Bible B. Pacifism C. Just War Theory	<u>Read</u> MC, p. 288-313	Devotional 9 Forum Interaction Question 9 Reading Report 9 Short Answers 1	SLO 3, 6, 7 PO 1, 2, 3
	Lesson 10: Sexual Ethics A. The Bible and Sexual Relationships B. Sexuality in the World of the Bible C. Same-Sex Marriage D. Birth Control E. Masturbation	<u>Read</u> MC, 314-347 Lecture notes	Devotional 10 Forum Interaction Question 10 Reading Report 10 Quiz 8	SLO 3, 6, 7 PO 3, 4, 5
6	Lesson 11: Creation Care and Environmental Ethics A. The Bible and the Environment B. Animal Rights C. Food Ethics D. Climate Change	<u>Read</u> MC, p. 348-371	Devotional 11 Forum Interaction Question 11 Reading Report 11 Position Paper 1	SLO 2, 6, 7 PO 1, 5
	Lesson 12: Ethics and Economics A. Economic Life in the Bible B. Biblical Teaching on Wealth and Possessions C. Work and calling in the Bible. D. Moral/Theological Principles for Economic Life E. Moral and Theological Critique of Global Capitalism	<u>Read</u> MC, p. 372-406	Devotional 12 Forum Interaction Question 12 Reading Report 12	SLO 1, 6, 7 PO 2, 4
7	Lesson 13: Violence and Gun Control A. Violence, Self-Defense, and the Bible B. Gun Control and the Law C. Debate over Gun Control	<u>Read</u> MC, p. 407-428	Devotional 13 Forum Interaction Question 13 Reading Report 13 Short Answers 2	SLO 3, 6, 7.
	Lesson 14: Race, Gender, and Diversity A. Issues of Race and Ethnicity B. Race and the Bible C. Issues of Gender D. Gender and the Bible E. Perception of Women in the Workplace	<u>Read</u> MC, p. 429-458	Devotional 14 Forum Interaction Question 14 Reading Report 14	SLO3, 6, 7 PO 1, 3, 5

Module	Lessons	Readings & Videos	Assignments	Outcomes Met
8	Lesson 15: Immigration, Refugees, and Border Control A. Immigration and the Bible B. Immigration and Public Policy	<u>Read</u> <i>MC</i> , p. 459-479	Devotional 15 Forum Interaction Question 15 Reading Report 15 Position Paper 2	SLO 3, 6, 7 PO 1, 5
	Lesson 16: Final Exam Review	Complete the review questions in Lesson 16 to prepare for the Final Exam.	Devotional 16	SLO 2, 6, 7 PO 1, 3, 5
	PROCTORED FINAL EXAM			

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings & Videos	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Why Morality Matters C. Categories of Ethics a) Normative b) Descriptive c) Meta-ethics d) Aretaic D. Importance of Truthfulness	<u>Read</u> <i>Moral Choices (MC)</i> , p. 11-26 Lecture notes <i>Truthfulness in a Subjective World (TSW)</i> , p. 129-170 (recommended)	Devotional 1 Forum Interaction Question 1 Reading Report 1 Quiz 1	SLO 3, 5 PO 1, 2
2	Lesson 2: How to Think About Morality C. Deontological Systems of Ethics a) Divine Command b) Natural Law c) Ethical Rationalism d) Categorical Imperative D. Teleological systems of ethics d) Utilitarianism e) Ethical Egoism f) Situationism	<u>Read</u> <i>MC</i> , p. 27-67 <i>Beyond Bumper Sticker Ethics (BBSE)</i> , p. 28-58; 97-146 Lecture notes <i>TSW</i> p. 100-128 (not required but recommended)	Devotional 2 Forum Interaction Question 2 Reading Report 2 Quiz 2	SLO 1, 2, 5 PO 1, 3
3	Lesson 3: Christian Ethics E. Old and New Testament ethics F. Divine command Ethics G. Natural Law in Christian Ethics H. Connecting Divine Commands, Virtue and Natural Law	<u>Read</u> <i>MC</i> , p. 68-108 <i>BBSE</i> , p. 196-212 Lecture notes	Devotional 3 Forum Interaction Question 3 Reading Report 3 Quiz 3	SLO 4, 7 PO 3
4	Lesson 4: Abortion E. The Bible and the beginning of life F. The case for abortion rights G. The personhood of the Embryo/Fetus H. Embryo Research	<u>Read</u> <i>MC</i> , p. 126-167 Lecture notes	Devotional 4 Forum Interaction Question 4 Reading Report 4 Quiz 4	SLO 6, 7 PO 1, 3

Module	Lessons	Readings & Videos	Assignments	Outcomes Met
5	Lesson 5: Reproductive Technologies D. Biblical/Theological Parameters for Reproductive Technologies E. Moral questions about IUI and IVF F. Moral questions about Surrogate Motherhood	<u>Read</u> MC, p. 175-200 Lecture notes	Devotional 5 Forum Interaction Question 5 Reading Report 5 Quiz 5	SLO 3, 6, 7 PO 1, 3
6	Lesson 6: Biotechnology, Genetics, and Human Cloning E. Genetic Information and the Human Genome Project F. Genetic Testing G. Genetic Interventions, Gene Editing, and Designer Children H. Human Cloning	<u>Read</u> MC, p. 201-229 Lecture notes	Devotional 6 Forum Interaction Question 6 Reading Report 6	SLO 1,3,6,7 PO 1, 5
7	Lesson 7: Ethical Issues at the End of Life E. Legal Background to End-of-Life Issues F. The End of Life in Biblical Perspective G. Ethics and the Termination of Life Support H. Physician-Assisted Suicide and Euthanasia	<u>Read</u> MC, p. 230-263 Lecture notes	Devotional 7 Forum Interaction Question 7 Reading Report 7 Quiz 6	SLO 1,3,6,7 PO 1, 4
8	Lesson 8: Capital Punishment D. Biblical Teaching on Capital Punishment E. Argument for Capital Punishment F. Arguments against Capital Punishment	<u>Read</u> MC, 264- 287	Devotional 8 Forum Interaction Question 8 Reading Report 8 Quiz 7	SLO 3, 6, 7 PO 1, 4
9	Lesson 9: War, Violence, and Morality D. War in the Bible E. Pacifism F. Just War Theory	<u>Read</u> MC, p. 288-313	Devotional 9 Forum Interaction Question 9 Reading Report 9 Short Answers 1	SLO 3, 6, 7 PO 1, 2, 3
10	Lesson 10: Sexual Ethics F. The Bible and Sexual Relationships G. Sexuality in the World of the Bible H. Same-Sex Marriage I. Birth Control J. Masturbation	<u>Read</u> MC, 314-347 Lecture notes	Devotional 10 Forum Interaction Question 10 Reading Report 10 Quiz 8	SLO 3, 6, 7 PO 3, 4, 5
11	Lesson 11: Creation Care and Environmental Ethics E. The Bible and the Environment F. Animal Rights G. Food Ethics H. Climate Change	<u>Read</u> MC, p. 348-371	Devotional 11 Forum Interaction Question 11 Reading Report 11 Position Paper 1	SLO 2, 6, 7 PO 1, 5

Module	Lessons	Readings & Videos	Assignments	Outcomes Met
12	Lesson 12: Ethics and Economics F. Economic Life in the Bible G. Biblical Teaching on Wealth and Possessions H. Work and calling in the Bible. I. Moral/Theological Principles for Economic Life J. Moral and Theological Critique of Global Capitalism	<u>Read</u> MC, p. 372-406	Devotional 12 Forum Interaction Question 12 Reading Report 12	SLO 1, 6, 7 PO 2, 4
13	Lesson 13: Violence and Gun Control D. Violence, Self-Defense, and the Bible E. Gun Control and the Law F. Debate over Gun Control	<u>Read</u> MC, p. 407-428	Devotional 13 Forum Interaction Question 13 Reading Report 13 Short Answers 2	SLO 3, 6, 7.
14	Lesson 14: Race, Gender, and Diversity F. Issues of Race and Ethnicity G. Race and the Bible H. Issues of Gender I. Gender and the Bible J. Perception of Women in the Workplace	<u>Read</u> MC, p. 429-458	Devotional 14 Forum Interaction Question 14 Reading Report 14	SLO3, 6, 7 PO 1, 3, 5
15	Lesson 15: Immigration, Refugees, and Border Control C. Immigration and the Bible D. Immigration and Public Policy	<u>Read</u> MC, p. 459-479	Devotional 15 Forum Interaction Question 15 Reading Report 15 Position Paper 2	SLO 3, 6, 7 PO 1, 5
16	Lesson 16: Final Exam Review	Complete the review questions in Lesson 16 to prepare for the Final Exam.	Devotional 16	SLO 2, 6, 7 PO 1, 3, 5
PROCTORED FINAL EXAM				

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Points	Description
160	Devotional (16 @ 10 points each)
195	Reading Report (15 @ 13 points each)
195	Forum Interaction Questions (15 @ 13 points each)
160	Quizzes (8 @ 20 points each)
50	Short Answers (2 @ 25 points each)
150	Position Paper (2 @ 75 points each)
190	Final Exam
1100	Total Points Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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 andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

Part 6: Bibliography

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