

# SYLLABUS



**RELH 400 SDA History and  
Prophetic Heritage  
Fall 2020**

# RELH 400 SDA History and Prophetic Heritage

## 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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White and the consequential development of SDA beliefs. Theology majors take the class for 4 credits, Religion majors for 3 credits.

### Prerequisite

The class does not have any specific prerequisites but students are advised not to take the class in their freshmen year.

### Required Text/Material

Knight, George R. *A Brief History of the Seventh-day Adventists* (R&H, 2004) ISBN 9780828014304. read pages 43-124

Knight, George R. *Ellen White's World* (Review and Herald, 1998). ISBN 9780828013567. read pages 13-140

Knight, George R. *Meeting Ellen White* (Review and Herald, 1996). ISBN 9780828010894 read pages 35-60 and 91-106

Knight, George R. *Reading Ellen White* (Review and Herald, 1997). ISBN 9780828012638 read pages 43-128

Knight, George R. *A Search for Identity* (Review and Herald, 2000). ISBN 9780828015417 read pages 17-205

White, Ellen G. *Desire of Ages*

**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

Douglass, Herbert E. *Messenger of the Lord* (Pacific Press, 1998). ISBN 9780816316229

Lake, Jud *Ellen White Under Fire* (Pacific Press, 2010). ISBN 9780816324088

### Credit Hour and Commitment

This course is offered for 3 or 4 credits; therefore it is expected that the student will spend 135 or 180 hours total on this course. For those who take the class for 3 credits, 135 hours of work are expected:

- Class Videos: 40 hours / around 3.33 hours per week
- Reading/ Reflecting: 50 hours / around 4.17 hours per week
- Discussion forum: 20 hours / around 1.67 hours per week
- Creative Assignment 5 hours / around 0.42 hours per week
- Exam Preparation: 20 hours / around 1.67 hours per week
- Total: 135 hours / 11.25 hours per week

For those who take the class for 4 credits 180 hours of work are expected:

- Class Videos 40 hours / around 3.33 hours per week
- Reading/ Reflecting: 50 hours / around 4.17 hours per week
- Discussion forum: 20 hours / around 1.67 hours per week
- Creative Assignment 5 hours / around 0.42 hours per week
- Exam Preparation: 20 hours / around 1.67 hours per week
- Research/Writing paper: 45 hours / 3.75 hours per week
- Total: 180 hours / 15 hours pre week

### Student Learning Outcomes

- To identify the history and development of the SDA church from its “infancy” to “adulthood.” SLO 1
- To discuss main personalities, their role, and their contribution in the history of the SDA church. SLO 2
- To interpret the prominent role Ellen G. White has in the SDA church with regard to its doctrines, organization, and the life-style. SLO 3
- To distinguish between books and compilations in the literary corpus of Ellen G. White and develop principles of interpreting her writings. SLO 4
- To appraise critically the claims made in regard to the ministry of Ellen G. White. SLO 5
- To formulate the development of SDA beliefs. SLO 6

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, interactions with the instructor via discussion forums, and six 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](mailto: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

**Review Assignments:** There are 16 review assignments. The purpose of these assignments is to help you to better understand the studied concepts and to prepare for the quizzes. These assignments do not require formal writing but the answers need to be to the point and concise.

**Reading requirements:** The students are required to read or listen to (from the Ellen White website) Ellen White's *Desire of Ages* book chapters 1-20 (p. 11-196) and chapters 75-87 (745-893). Due to lots of reading in this class, the student is allowed to listen to the chapters mentioned above and report them on LearningHub. Just report if you read it all (100%), partially (50%), or not at all (0%). This can be done in a devotional manner. The purpose of it is to expose the student to primary literature of Ellen G. White.

Students are also required to read the chosen pages of five of G. Knight's books on Adventist History. The content of this reading will be included in the exams throughout the semester.

**Quizzes:** There will be a quiz after each of the George Knight textbooks. The first quiz will be for *Ellen White's World*; the second quiz for *A Brief History of the SDA*; the third for *Meeting EGW*; the fourth for *Reading EGW*; the fifth for *Walking with EGW*; and the last for *A Search for Identity*. The questions on the quiz will be multiple-choice, fill in the blanks, and true or false questions.

**Discussion forum:** There will be eight discussion forums assignments. You need to write a short essay (150-250 words) to answer each of the given questions. Please see the expectation for discussion forum in the rubrics session. For more information about discussion forum, you may see below:

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**Creative Assignment:** Please create an Info Graph on the SDA History Timeline or a Power Point presentation on SDA History which you could use later on in a church or school/teaching context. The presentation should include dates, people, events, place, etc. which document the historical progression of the SDA church. See the schedule for due date.

**Research paper:** Students who take the class for four credits are required to write a 4-5 page research paper on controversial issues surrounding Ellen White and her ministry. Topics can be discussed with the professor or chosen by preference. (A good overview of the possible topics can be found in Jud Lake's *Ellen White Under Fire*). The research paper should be submitted online through LearningHub. The student is required to consult at minimum 7 sources outside of textbooks. The topic must be chosen during the first 3 weeks into the class. It is optional for the student to submit a rough draft 1 month prior to the deadline. The paper should consist of (1) an introduction in which the student informs the teacher about the topic of research. (2) The student should be familiar and research the arguments the critics of Ellen White use in arguing their position. (3) Next, the student will inform the reader of the arguments used by the supporters of Ellen G. White, such as the White Estate, etc. (4) Finally, the student will draw the conclusions he/she arrived at after their research. See the schedule for due date.

**Final Exam:** This exam will be comprehensive and based on class notes, textbooks and reading assignments. The review sheet for the final exam can be found online. Please, check it already at the beginning of the class and look for answers while reading. This will save your time when preparing for the final exam.

Sample questions:

1. Who was central to the North American Adventist beginning? William Miller.
2. What social and political events triggered an interest in Bible prophecy during the 18<sup>th</sup> century?
  - a. Second great Awakening.
  - b. The French Revolution/Captivity of Pope by the French general Berthier.

## Rubrics

### Rubric for Discussion forums

Criteria	Excellent	Very Good	Good
Content	The ideas are arranged logical to support the argument.	The ideas are arranged so that they do not make complete sense.	The ideas are not arranged in any logical sense and fail to convince.
Length	The posts are one paragraph long (150 -250 words long).	The posts are shorter than 150 words.	The posts are shorter than 150 words.
Citation	The posts use accurate citations in APA when necessary and show critical thinking.	The posts mostly use accurate citations in APA.	The posts are plagiarized. This might result in 0 points for the entire assignment.
Content	The ideas are arranged logical to support the argument.	The ideas are arranged so that they do not make complete sense.	The ideas are not arranged in any logical sense and fail to convince.

**Rubrics for Research Paper**

<b>Criteria</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Below Standard</b>	<b>No work</b>	<b>Score</b>
<b>Introducing the topic</b>	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.		Out of 15 points.
<b>Argument of the critics of Ellen G. White</b>	Presentation of relevant and legitimate information that clearly supports the central purpose or argument that shows a thoughtful, in-depth analysis of that significant view. Reader gains important insight.	Presentation provides reasonable support for the central argument and displays evidence of a basic analysis on the topic. Readers gains some insights.	Information supports the central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.		Out of 30 points.
<b>Arguments of those defending Ellen G. White's position</b>	Presentation of relevant and legitimate information that clearly supports the central purpose or argument that shows a thoughtful, in-depth analysis of that significant view. Reader gains important insight.	Presentation provides reasonable support for the central argument and displays evidence of a basic analysis on the topic. Readers gains some insights.	Information supports the central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.		Out of 30 points.
<b>Conclusion</b>	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.		Out of 15 points.
<b>Bibliography</b>	Perfect SBL style.	Some mistake in the SBL style.	Many mistakes in the SBL style.	No SBL style followed.		Out of 10 points.

**Exams**

The final exam is worth 20% of your grade (15% for those who take the class for 4 credits). You are allowed 120 minutes to complete this exam. No notes or books are allowed to be used in the final 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](http://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](mailto: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	<b>SDA History:</b> Millerite Roots; Doctrinal Development. <i>Watch:</i> Lesson # 1 Millerite Roots A Lesson # 1 Millerite Roots B Lesson # 1 Era of Doctrinal Development	G. Knight, <i>A Brief History of SDA</i> , p. 13-50. G. Knight, <i>EGW World</i> , p.13-66.	Discussion forum #1 Review Assignment #1  <b>Due Thursday, Sept 3 11:55pm</b>	SLO 1
2 Aug 28 – Sept 3	Organizational Development; Institutional/Lifestyle Development <i>Watch:</i> Lesson # 2 Doctrinal Development & Organizational Development Lesson # 2 Organizational Development (cont.) & Institutional/Lifestyle Development Lesson # 2 Institutional/Lifestyle Development (cont.) Lesson # 2 Institutional/Lifestyle Development (cont.) & Reform and Expansion	G. Knight, <i>A Brief History of SDA</i> , p. 51-86. G. Knight, <i>EGW World</i> , p. 67-104.	Review Assignment #2 Quiz#1 from <i>Ellen White’s World</i>	SLO 1 SLO 2 SLO 3
3 Sept 4 - 10	Reform and Expansion; Reorganization & Crisis <i>Watch:</i> Lesson # 3 Reform & Expansion (cont.) & Reorganization Lesson # 3 Reorganization & Crises	G. Knight, <i>A Brief History of SDA</i> , p. 87-124. G. Knight, <i>EGW World</i> , p. 104-140.	Review Assignment #3 Discussion forum #2	SLO 1 SLO 2 SLO 3
4 Sept 11 - 17	<b>Spirit of Prophecy:</b> A Biblical Foundation of the Spirit of Prophecy <i>Watch:</i> Lesson # 4 Biblical Foundation of the Spirit of Prophecy Lesson # 4 Biblical Foundation for the Spirit of Prophecy (cont.)	Heb. 1:1-3; Gen. 3; 2 Sam. 12; Dan. 12; Eze. 3; Jer. 28:9; Isa. 8:20; Matt. 7:15-20; 1 John 4:1-3; 1 Cor. 12; Eph. 4:11-13; Rom 16:7; Rev. 12:1-6; Rev. 19:10; Rev. 22:8-9; 2 Tim. 3:16; Num. 12:6; Luke 1:1-4; 2 Cor. 12:2-4; 1 Cor. 1:10-11.	Review Assignment #4 Quiz # 2 from <i>A Brief History of Seventh-day Adventists</i>	SLO 5
5 Sept 18 - 24	Prophetic Guidance from 1827-1888 <i>Watch:</i> Lesson # 5 Meeting EGW Lesson # 5 Spirit of Prophecy: Meeting EGW (cont.)	G. Knight, <i>Meeting Ellen White</i> , p. 13-60	Review Assignment #5 Discussion forum #3	SLO 2 SLO 3
6 Sept 25 – Oct 1	Prophetic Guidance from 1888-1915 <i>Watch:</i> Lesson # 6 Meeting EGW (cont.) & Reading EGW	G. Knight, <i>Meeting Ellen White</i> , p. 61-127	Review Assignment #6 1 <sup>st</sup> Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 11-196).	SLO 2 SLO 3
7 Oct 2 - 8	Principles of Interpreting E. G. White’s Writings <i>Watch:</i> Lesson # 7 Reading EGW Lesson # 7 Reading EGW (cont.)	G. Knight, <i>Reading E. White</i> , p. 13-62	Review Assignment #7 Discussion forum #4 Quiz #3 from <i>Meeting Ellen White</i>	SLO 3 SLO 4
8 Oct 9 - 15	Principles of Interpreting E. G. White’s Writings <i>Watch:</i> Lesson # 8 Reading EGW (cont.) Lesson # 8 Reading EGW (Cont. & Review)	G. Knight, <i>Reading E. White</i> , p. 63-140	Review Assignment #8	SLO 3 SLO 4
9 Oct 16 - 22	Walking with Ellen G. White <i>Watch:</i> Lesson # 9 Walking with EGW	G. Knight, <i>Walking with E. White</i> , p. 17-140.No reading assigned.	Discussion forum #5 Quiz #4: Reading EG White	SLO 4 SLO 5

Week	Lessons	Readings	Assignments	Outcomes Met
10 Oct 23 - 29	Walking with Ellen G. White <i>Watch:</i> Lesson # 10 Walking with EGW (cont.)	No reading assigned.	2 <sup>nd</sup> Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 745-893).	SLO 4 SLO 5
11 Oct 30 – Nov 5	<b>Development of SDA Theology:</b> The Dynamic Nature of “Present Truth” <i>Watch:</i> Lesson # 11 Development of SDA Theology	G. Knight, <i>A Search for Identity</i> , p. 17-54.	Review Assignment #9 Discussion forum #6 Quiz #5: Walking with EGW	SLO 5 SLO 6
12 Nov 6 - 12	What is Adventist in Adventism? <i>Watch:</i> Lesson # 12 Development of SDA Theology (cont.)	G. Knight, <i>A Search for Identity</i> , p. 55-89.	Review Assignment #10 Creative Assignment	SLO 5 SLO 6
13 Nov 13 – 19	What is Christian in Adventism? What is Fundamentalist in Adventism? <i>Watch:</i> Lesson # 13 Development of SDA Theology (cont.) A Lesson # 13 Development of SDA Theology B Lesson # 13 Development of SDA Theology C	G. Knight, <i>A Search for Identity</i> , p. 89-159.	Review Assignment #11 Discussion forum #7 Please present either your paper (those who took the class for 4 credits) or the Creative Assignment of the Info Graph on SDA History.	SLO 2 SLO 5 SLO 6
14 Nov 20 – 26	Adventism in Theological Tension <i>Watch:</i> Lesson # 14 Dev. of SDA Theology (cont.)	G. Knight, <i>A Search for Identity</i> , p. 128-159.	Review Assignment #12 <b>Due <u>FRIDAY</u>, Nov 27 5:00pm</b>	SLO 2 SLO 5 SLO 6
15 Nov 27 – Dec 3	Final Exam Review	G. Knight, <i>A Search for Identity</i> , p. 160-197.	Review Assignment #13 Discussion forum # 8 Research Paper (4cr students) Quiz #6: A Search for Identity	SLO 2 SLO 5 SLO 6
16 Dec 4 – 10	<b>FINAL EXAM (comprehensive)</b> <b>(Needs to be completed by Wednesday, December 9, by 11:59 PM)</b>			

### 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
35%	Quizzes
10%	Review Assignments
5%	Reading Reports
10%	Discussion Forums
10%	Creative Assignment
10%	Research Paper (for 4 credit students only)
20%	Final Exam
<b>100%</b>	<b>Total Percent Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

## Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

## Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

## Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.