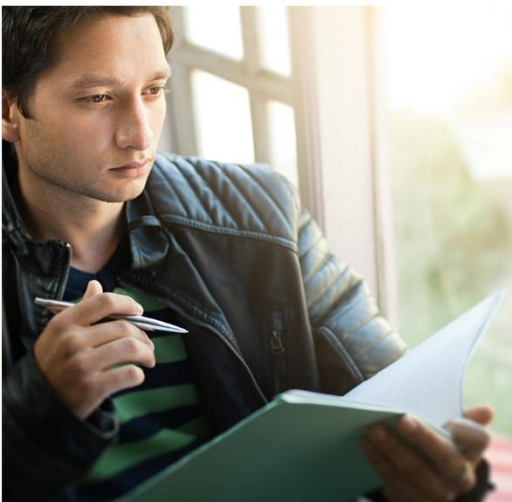
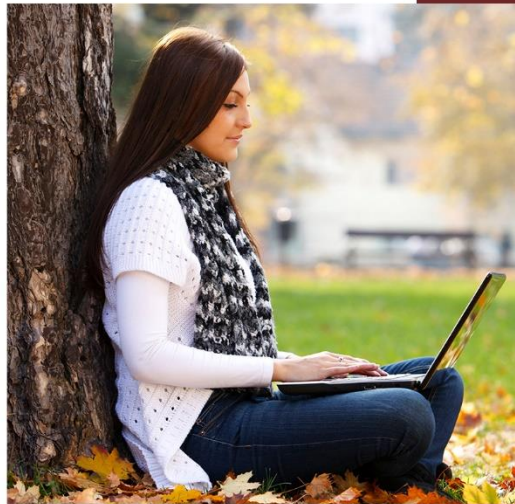
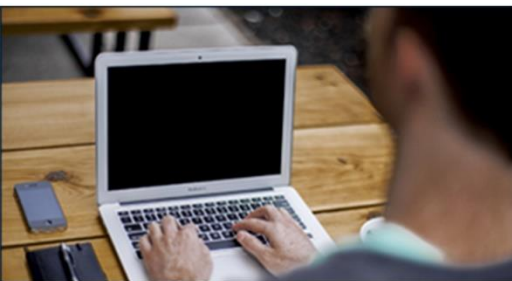


SYLLABUS



**RELT 225 Doctrines of Adventist Faith
Fall 2020**

RELT 225 Doctrines of Adventist Faith

Consortium of Adventist Colleges and Universities

Interactive Online Format

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

Instructor Contact

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

Other Assistance

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

Part 1: Course Information

Course Descriptions

This course in Christian beliefs is centered in Jesus Christ, and is designed to aid and guide you in pursuit of this double objective. It is not simply to introduce you to Bible teachings, but to encourage you in a growing, satisfying relationship with Him who is the theme of the Bible.

Required Text/Material

Seventh-day Adventists Believe, ISBN: 978-8472086463.

Your textbook is *Seventh-day Adventists Believe*, a comprehensive and readable exposition of the fundamental beliefs of our church. Each chapter begins with one of the 28 statements of belief as they appear in the *Seventh-day Adventist Yearbook*. Be sure you read each statement before you begin reading the chapter. The statements will serve as an excellent summary of the chapter content as well as refreshing your mind as to what is believed by the church.

Non-Adventist students will appreciate these readings because such readings will help the students understand Seventh-day Adventist view-points on issues and the terminology that this denomination often uses. People who work in Adventist schools will no-doubt encounter people on a regular basis who hold these beliefs and use these terms.

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

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

[Acts of the Apostles](#)

[Counsels for the Church](#)

[The Desire of Ages](#)

[The Great Controversy](#)

[Patriarchs and Prophets](#)

Selected Messages, [Books 1 and 2](#)

[Steps to Christ](#)

[Seventh-day Adventist Bible Commentary, Vol. 5](#)

This book is also optional to buy but is not available online within the course.

The Sabbath by Abraham Joshua Heschel, 9780374529758 Farrar, Straus and Giroux.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, writing essays and papers and preparing for exams.

A recommended weekly schedule to divide your time is provided:

Readings: 4 hours

Talks: 0.5 hour

Interactive Discussions: 1 hour

Essays: 0.5 hour

Weekly work on Four Projects: 2 hour

Studying for Upcoming Exams: 1 hour

Institutional Outcomes:

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

Program Learning Outcomes

Graduates of this program will be able to:

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

Student Learning Outcomes

1. Synthesize the biblical and theological foundation for the beliefs of the Seventh-day Adventist Church,
2. Apply the doctrines of the Adventist faith to situations of daily life.
3. Explain the doctrinal views of the beliefs of the Seventh-day Adventist Church in creative ways.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, interactions with the instructor and classmates via discussions, project, 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. 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

Discussion Forums

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.

Stating simply that "I agree," or "I disagree," or "this is wrong" is unsatisfactory. Use examples, personal experience, and specific references from assigned material or outside reading to explain your response. Activity and assignment details will be explained in detail within each week's corresponding lesson page. If you have any questions, please contact the instructor.

Assigned Readings: Readings are drawn from the textbook and other online materials. The course schedule below lists the reading assignments and their due dates.

Essays and Reflections: There are several Essays and Reflections (minimum 300 words) that each student must submit via the drop box throughout the term. The lessons say when each essay is to be written and submitted. See the Writing Good Essays under the Orientation to Learning Online in the online course for instructions concerning writing style for such essays, including a mock essay on an unrelated topic that shows proper form for introduction, thesis statement, body, and conclusion.

Projects: There are four types of projects in this course: PowerPoint presentation, Video, Bible Studies, and Interview. You will upload five projects (1 PowerPoint presentation, 1 video, 2 Bible studies, and 1 interview) in this course.

(1) PowerPoint Presentation: this project is due in the fourth week of this course. You will prepare a PowerPoint Presentation with 6 to 10 slides that synthesize lessons four through six. The main features expected in this synthesis are the indication of the key points of each lesson and the identification and explanation of the interconnections that you see between the lessons. Feel free to be creative in the content and graphic design of your presentation. Use tables, charts, and images to get your synthesis more clear and attractive.

(2) Video: this project is due in the sixth module of this course. You will choose one lesson studied in this module ("Death & Resurrection" or "The Great Controversy") and prepare a Video of 1 to 2 minutes, where you present the lesson topic to a nonreligious person (simply meaning, not involved with religion). Be very creative in presenting the topic to this kind of person.

(3) Bible Study 1: this project is due in the tenth module of this course. In this module, you will choose one lesson ("Unity in the Body of Christ" or "Baptism") and prepare a one-page Bible Study Guide on the topic explored in that lesson to a specific target audience. You can select and specify any target audience (you can specify the age,

gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study Guide needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. At the end of your Bible Study Guide, include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your one-page Bible Study Guide includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

(4) Interview: this project is due in the twelfth module of this course. Choose one lesson ("The Law of God" or "the Sabbath") and select one person to be interviewed by you, who you believe has a rich personal experience of the topic covered by the lesson chosen. As you prepare the questions (at least five) for the interview, look at the concepts explored in the lesson and think on how these concepts can be applied in our daily life. After the interview, prepare a one-page report where you (1) identify the lesson/topic chosen; (2) identify and briefly describe the interviewee (you may omit his/her name, if necessary); (3) report the questions and answers of the interview; and (4) in one last paragraph, reflect on how the concepts studied in that lesson can be applied in our daily life, based on the interview. Obviously, you thought about this application before the interview (when you prepared the questions), but now you can indicate if your reflection about such application was enriched by the interview.

(5) Bible Study 2: this project is due in the fourteenth module of this course. In this module, you will choose the lesson, "Christ's Ministry in the Heavenly Sanctuary" and prepare a one-page Bible Study Guide on the topic explored in that lesson to a specific target audience. You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study Guide needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. At the end of your Bible Study Guide, include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your one-page Bible Study Guide includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

**Rubrics
Discussions**

Criteria	Excellent (3)	Good (2)	Fair (1)	Poor (0)
Participation	<ol style="list-style-type: none"> 1. Posts an original discussion in the forum once per week by the specified due date. 2. Responds to two other discussions in the forum once per week by the specified due date. 	<ol style="list-style-type: none"> 1. Posts an original discussion in the forum once per week, occasionally past the specified due date without a valid excuse approved by the instructor. 2. Responds to two other discussions in the forum once per week, occasionally past the specified due date without a valid excuse approved by the instructor. 	<ol style="list-style-type: none"> 1. Does not post an original discussion in the forum. 2. Occasionally responds to two other discussions in the forum, though falls below the weekly minimum requirement. 	<ol style="list-style-type: none"> 1. Does not post an original discussion in the forum. 2. Does not respond to other discussions in the forum.
Grammar and Structure	<ol style="list-style-type: none"> 1. Each post has proper spelling and grammar. 2. Each post is one paragraph between 75 and 250 words in length, or longer. 3. Each response to another discussion focuses on the question presented. 	<ol style="list-style-type: none"> 1 Most posts have proper spelling in grammar with an occasional misspelling or poor use of grammar. 2 Most posts are between 75 and 250 words in length, with an occasional post being fewer than 75 words. 3 Most responses to another discussion focus on the question presented. 	<ol style="list-style-type: none"> 1 Several posts have misspelled words and demonstrate a poor use of grammar. 2 Several posts are fewer than 75 words in length. 3 Several responses to other discussions do not consider the question presented. 	<ol style="list-style-type: none"> 1 Most/all posts have misspelled words and demonstrate a poor use of grammar. 2 Most/all posts are fewer than 75 words in length. 3 Most/all responses to other discussions do not consider the question presented.
Demonstrated Thinking	<ol style="list-style-type: none"> 1 Each original discussion gives evidence to critical reading and interaction with the assigned material. 2 Responses to others acknowledge and make connections to the posts of others. Responses to others expand the discussion by using examples from reading, web research or personal experience as appropriate. Responses ask for clarification, affirm others, and ask thoughtful questions. 	<ol style="list-style-type: none"> 1 Most original discussions give evidence to critical reading and interaction with the assigned material, though some posts demonstrate a surface understanding/reading of the material. 2 Responses to others acknowledge and make connections to the posts of others. Responses expand the discussion by using examples from reading. Responses ask thoughtful questions. 	<ol style="list-style-type: none"> 1 Few original discussions give evidence to critical reading and interaction with the assigned material with most posts demonstrating that the assigned material was skimmed or not read. 2 Responses to others expand the discussion by using examples from reading, but have no connection or reference to what others have said. 	<ol style="list-style-type: none"> 1 Original discussions give no evidence of critical reading or interaction with the assigned material. 2 Responses to others give no evidence of connections to others or to the readings.

Essays and Reflections

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight
Introduction <ul style="list-style-type: none"> General Introduction Thesis Statement 4x5=20	Skillfully introduces the reflection and indicates the thesis statement.	Clearly introduces the reflection and indicates the thesis statement.	Introduces the reflection and indicates the thesis statement.	Somewhat introduces the reflection with attempts to indicate a thesis statement.	No clear introduction and thesis statement	4
Body <ul style="list-style-type: none"> Explains the thesis statement Uses biblical passages to support the explanation 6x5=30	Skillfully explains the thesis statement, and uses biblical passages to support the explanation.	Clearly explains the thesis statement, and uses biblical passages to support the explanation.	Explains the thesis statement, and uses biblical passages to support the explanation.	Somewhat explains the thesis statement, with attempts to include biblical passages to support the explanation.	No clear explanation of the thesis statement, and no biblical passages included.	6
Conclusion <ul style="list-style-type: none"> Summarizes what was explained in the body of the essay Reaffirms the thesis statement based on the summary. 4x5=20	Skillfully summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary.	Clearly summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary.	Summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary.	Somewhat summarizes what was explained in the body of the essay, with attempts to reaffirm the thesis statement based on that summary.	No clear summary of what was explained in the body of the essay, and no reaffirmation of the thesis statement based on the summary	4
Length <ul style="list-style-type: none"> Minimum of 300 words 3x5=15	Minimum of 300 words				Less than 300 words	3
Language <ul style="list-style-type: none"> Grammar and spelling 3x5=15	Proper use of grammar and spelling				Inadequate use of grammar and spelling.	3

Project: PowerPoint Presentation

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight
Synthesis <ul style="list-style-type: none"> Indication of the key points of each lesson Identification and explanation of interconnections between the lessons 	Skillfully indicates the key points of each lesson and identifies and explain interconnections between them.	Clearly indicates the key points of each lesson and identifies and explain interconnections between them.	Indicates the key points of each lesson and identifies and explain interconnections between them.	Somewhat indicates the key points of each lesson with attempts to identify and explain interconnections between them.	No clear indication of the key points, and no identification and explanation of interconnections between them	4
Creativity <ul style="list-style-type: none"> Clear and creative presentation of the ideas Creative use of graphic design, including tables, charts, and images. 	Skillfully organizes the ideas, with a creative graphic design (tables, charts, images)	Clearly organizes the ideas, with a creative graphic design (tables, charts, images).	Organizes the ideas with a creative graphic design (tables, charts, images).	Somewhat organizes the ideas, with attempts to present a creative graphic design (tables, charts, images).	No clear organization of ideas, and no presentation of a creative graphic design (tables, charts, images).	4
Length <ul style="list-style-type: none"> Minimum of 6 slides 	Minimum of 6 slides				Less than 6 slides	1
Language <ul style="list-style-type: none"> Grammar and spelling 	Proper use of grammar and spelling				Inadequate use of grammar and spelling.	1

Project: Video

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight
Synthesis <ul style="list-style-type: none"> • Direct or indirect identification of the topic chosen • The content of the video builds directly or indirectly on the concepts explored in the lesson chosen. 	Skillfully identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen.	Clearly identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen.	Identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen.	Somewhat identifies (direct or indirectly) the topic chosen with attempts to build the content (direct or indirectly) on the concepts explored in the lesson chosen.	No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen.	4
Application/ Creativity <ul style="list-style-type: none"> • Clear and creative presentation of the ideas • Creative application to the target audience. 	Skillfully organizes the ideas, with a creative application to the target audience	Clearly organizes the ideas, with a creative application to the target audience.	Organizes the ideas with a creative application to the target audience.	Somewhat organizes the ideas, with attempts of application to the target audience.	No clear organization of ideas, and no application to the target audience.	4
Length <ul style="list-style-type: none"> • Minimum of 1 minute 	Minimum of 1 minute				Less than 1 minute	1
Language <ul style="list-style-type: none"> • Grammar and spelling 	Proper use of grammar and spelling				Inadequate use of grammar and spelling.	1

Project: Bible Study

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight
Synthesis <ul style="list-style-type: none"> • Identification of the topic chosen • The content of the study guide (questions, biblical passages, and comments) builds directly or indirectly on the concepts explored in the lesson chosen. 	Skillfully identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen.	Clearly identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen.	Identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen.	Somewhat identifies (direct or indirectly) the topic chosen with attempts to build the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen.	No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen.	4
Creativity/Application <ul style="list-style-type: none"> • Clear and creative definition of a target audience • Consistent and creative application of the content of the study guide to the target audience selected 	Skillfully defines a target audience and consistently applies the content of the study guide to that audience.	Clearly defines a target audience and consistently applies the content of the study guide to that audience.	Defines a target audience and consistently applies the content of the study guide to that audience.	Somewhat defines a target audience, with attempts to apply the content of the study guide to that audience.	No clear definition of a target audience, and no application of the content of the study guide to a specific audience.	4
Length <ul style="list-style-type: none"> • Minimum of one page 	Minimum of one page				Less than one page	1
Language <ul style="list-style-type: none"> • Grammar and spelling 	Proper use of grammar and spelling				Inadequate use of grammar and spelling.	1

Project: Interview

Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight
Synthesis <ul style="list-style-type: none"> • Identification of the topic chosen • The content of the interview builds directly or indirectly on the concepts explored in the lesson chosen. 	Skillfully identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen.	Clearly identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen.	Identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen.	Somewhat identifies the topic chosen with attempts to build the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen.	No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen.	4
Application <ul style="list-style-type: none"> • Brief description of the interviewee • Reflection on how the concepts studied in that lesson can be applied in our daily life on the basis of the interview 	Skillfully describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life.	Clearly describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life.	Describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life.	Somewhat describes the interviewee and his/her answers, with attempts to reflect on the basis of the interview how the concepts studied in the lesson can be applied in our daily life.	No clear description of the interviewee and his/her answers, and no reflection on how the concepts studied in the lesson can be applied in our daily life.	4
Length <ul style="list-style-type: none"> • Minimum of one page • Minimum of five interview questions 	Minimum of one page Minimum of five interview questions				Less than one page Less than five interview questions	1
Language <ul style="list-style-type: none"> • Grammar and spelling 	Proper use of grammar and spelling				Inadequate use of grammar and spelling.	1

Exams

The midterm exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 10% 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. The 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	Lesson 1: The Godhead Talk: Project Clarification	Seventh-day Adventists Believe "The Godhead" Selected Messages, Book 1 (pp. 290-295) <i>Key Verses:</i> Genesis 1:1-2; Psalms 19:1; Romans 1:20	Discussion 1 Due Sept 3, 11:55pm	SLO 1, 3
2 Aug 28 - Sept 3	Lesson 2: God the Father Lesson 3: God the Son	Seventh-day Adventists Believe "God the Father" The Desire of Ages (pp. 19-21) <i>Key Verses:</i> Exodus 34:6, 7; Galatians 4:5, 6; Hebrews 1:1, 2 Seventh-day Adventists Believe "God the Son" Selected Messages, Book 1 (pp. 246-251) Seventh-day Adventist Bible Commentary, vol. 5 (pp. 1128:5-1129:2; 1131:4-5)	Lesson 2 Reflection: Survivors of Child Abuse	SLO 1, 2, 3
3 Sept 4 - 10	Lesson 4: God the Holy Spirit Talk 1	Seventh-day Adventists Believe "God the Holy Spirit" & "Spiritual Gifts and Ministries" Acts of the Apostles (pp. 35-56) <i>Key Verses:</i> John 14:16, 17; John 14:26; John 16:13; Acts 1:4, 8; 1 Corinthians 12:11	Discussion 2	SLO 1, 3
4 Sept 11 - 17	Lesson 5: The Word of God Lesson 6: The Gift of Prophecy	Seventh-day Adventists Believe "The Word of God" Selected Messages, Book 1 (pp. 15-23) <i>Key Verses:</i> Luke 1:1-4; 1 Timothy 3:16; 2 Peter 1:19-21; Revelation 1:1-4 Seventh-day Adventists Believe "The Gift of Prophecy" Selected Messages, Book 1 (pp. 24-39) <i>Key Verses:</i> Ephesians 4:31; Revelation 12:17, 19:10	Lesson 6 Reflection: Prophetic Visions Project: Power Point 1	SLO 1, 2, 3
5 Sept 18 - 24	Lesson 7: Creation Lesson 8: The Nature of Human Beings Talk 2	Seventh-day Adventists Believe "Creation" Patriarchs and Prophets (pp. 44-51) <i>Keys Texts:</i> Genesis 1:1, 2; John 1:1-3; Hebrews 11:3 Seventh-day Adventists Believe "The Nature of Man" Patriarchs and Prophets (pp. 52-70) <i>Key Texts:</i> Genesis 1:26-31; Genesis 3:15; Genesis 5:1-3; Romans 5:12-19	Discussion 3	SLO 1, 3
6 Sept 25 - Oct 1	Lesson 9: Death and Resurrection Lesson 10: The Great Controversy	Seventh-day Adventists Believe "Death and Resurrection" The Great Controversy (pp. 531-550) <i>Key Texts:</i> Genesis 3:19; Ecclesiastes 9:5, 10; Ecclesiastes 12:7; John 11:11-14; 1 Corinthians 15 Seventh-day Adventists Believe "The Great Controversy" The Great Controversy (pp. 492-504) <i>Key Texts:</i> Isaiah 14:12-15; Ezekiel 28:14, 15	Lesson 10 Reflection: State of the Dead Project: Video 1	SLO 1, 2, 3
7 Oct 2 - 8	Lesson 11: The Life, Death, and Resurrection of Jesus	Seventh-day Adventists Believe "The Life, Death, and Resurrection of Christ" Selected Messages, Book 1 (pp. 252-356; 308-310) <i>Key Texts:</i> Matthew 20:28; 2 Corinthians 5:19; 1 John 4:8	Discussion 4	SLO 1, 3

Week	Lessons	Readings	Assignments	Outcomes Met
8 Oct 9 - 15	Lesson 12: The Experience of Salvation	Seventh-day Adventists Believe "The Experience of Salvation" Steps to Christ (pp. 43-55) Key Texts: Romans 6:19; 1 Corinthians 1:30; Titus 3:5-7	Lesson 12 Reflection: God's Love	SLO 1, 2, 3
PROCTORED MIDTERM EXAM				
9 Oct 16 - 22	Lesson 13: The Church Lesson 14: The Remnant and Its Message	Seventh-day Adventists Believe (pp. 163-180) Acts of the Apostles (pp. 9-16) Key Texts: Matthew 28:19, 20; Ephesians 2:13, 17, 5:27; 1 Peter 2:9, 10 Seventh-day Adventists Believe "The Remnant and Its Message" Selected Messages, Book 2 (pp. 384-391) Key Texts: Revelation 12:17; Revelation 14:6-13	Discussion 5	SLO 1, 3
10 Oct 23 - 29	Lesson 15: Unity in the Body of Christ Sermon: See God' Power Lesson 16 : Baptism	Seventh-day Adventists Believe "Unity in the Body of Christ" Counsels for the Church (pp. 43-46) Key Texts: John 17:20-23; 1 Corinthians 12:12-31; Ephesians 4:4-6; 1 John 3:11-18 See God's Power Outline, Transcript Seventh-day Adventists Believe "Baptism" Counsels for the Church (pp. 295-297) The Desire of Ages (pp. 109-113) Key Texts: Matthew 28:19, 20; Acts 2:37, 38; Romans 6:1-6	Lesson 15 Reflection: Unity of the Church Project: Bible Study 1	SLO 1, 2, 3
11 Oct 30 - Nov 5	Lesson 17: The Lord's Supper Lesson 18: Stewardship and the Family Talk 3	Seventh-day Adventists Believe "The Lord's Supper" Counsels for the Church (pp. 298-302) Key Texts: John 13:1-20; 1 Corinthians 10:14-22, 11:23-32 Seventh-day Adventists Believe "Stewardship" "Marriage and the Family" Counsels for the Church (pp. 129-153) Key Texts: Malachi 3:8-10; Matthew 19:3-9; Luke 12:13-21; 2 Corinthians 6:14, 15	Discussion 6	SLO 1, 3
12 Nov 6 - 12	Lesson 19: The Law of God Lesson 20: The Sabbath	Seventh-day Adventists Believe "The Law of God" Patriarchs and Prophets (pp. 303-314, 363-373) Key Texts: Psalms 19:7-10; Luke 10:25-28; James 1:22-25 Seventh-day Adventists Believe "The Sabbath" The Great Controversy (pp. 433-450) Counsels for the Church (pp. 261-271) Key Texts: Exodus 20:8-11; Exodus 31:12; Isaiah 66:22, 23 Supplement: Poem about Sabbath	Lesson 20 Reflection: The Sabbath Project: Interview	SLO 1, 2, 3

Week	Lessons	Readings	Assignments	Outcomes Met
13 Nov 13 – 19	Lesson 21: Christian Behavior Lesson 22: Christ's Ministry in the Heavenly Sanctuary	Seventh-day Adventists Believe "Christian Behavior" Counsels for the Church (pp. 166-173, 214-217, 221-232) Key Texts: Romans 12:1, 2; 1 Corinthians 6:19, 10:31; Philippians 4:8 Seventh-day Adventists Believe "Christ's Ministry in the Heavenly Sanctuary" The Great Controversy (pp. 409-432) Key Texts: Exodus 25:8; Hebrews 4:14-16, 8:1, 2	Lesson 22 Reflection: Sanctuary	SLO 1, 2, 3
14 Nov 20 – 26	Lesson 23: The Second Coming of Christ	Seventh-day Adventists Believe "The Second Coming of Christ" The Great Controversy (pp. 613-652) Key Texts: Matthew 24:29-31; John 14:1-3; 1 Thessalonians 4:16-18; Revelation 6:12-17	Project: Bible Study 2 Due <u>FRIDAY</u>, Nov 27, 5:00 pm	SLO 1, 2, 3
15 Nov 27 – Dec 3	Lesson 24: The Millennium and the New Earth	Seventh-day Adventists Believe "The Millennium and the End of Sin" The Great Controversy (pp. 653-678) Key Texts: Revelation 20:1-4, 11-15, 21:1-3		SLO 1, 3
16 Dec 4 – 10	PROCTORED FINAL EXAM (must be completed by Wednesday, December 9, 11:59 pm)			SLO 1, 2, 3

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
15	Discussion Forums
15	Essays/Reflections
50	Projects
10	Midterm Exam
10	Final 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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