



SYLLABUS

RELH 400 SDE History and Prophetic Heritage

202141

RELH 400 SDA History and Prophetic Heritage

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub 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
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dilit@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 Description

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.

Course Prerequisites

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

Required Text/Material

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.

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*, Available at www.egwwritings.org.

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
- Reading/ Reflecting: 50 hours
- Blog: 20 hours
- Creative Assignment 5 hours
- Exam Preparation: 20 hours
- Total: 135 hours

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

- Class Videos 40 hours
- Reading/Reflecting: 50 hours
- Blog: 20 hours
- Creative Assignment 5 hours
- Exam preparation: 20 hours
- Research/Writing paper: 45 hours
- Total: 180 hours

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 blogs, and six exams. Regular participation in the course is essential to good performance.

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: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

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

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

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or 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 Learning Hub, 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 Learning Hub AND discipline yourself to make regular progress.

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.

Blogs: There will be eight blog assignments. You need to write a short essay (150-250 words) to answer each of the given questions. Please see the expectation for blog rubrics below.

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 chose 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 18th century?
 - a. Second great Awakening.
 - b. The French Revolution/Captivity of Pope by the French general Berthier.

Rubrics

Rubric for Blogs

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

Criteria	Excellent	Very Good	Good	Below Standard	No work	Score
Introducing the topic	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.
Argument of the critics of Ellen G. White	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.
Arguments of those defending Ellen G. White's position	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.
Conclusion	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.
Bibliography	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. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks

Modules	Lessons/Videos	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	SDA History: 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.	Blog #1 Review Assignment #1	SLO 1
	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
2	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 Blog #2	SLO 1; SLO 2; SLO 3
	Spirit of Prophecy: 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
3	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 Blog #3	SLO 2; SLO 3
	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 st Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 11-196).	SLO 2; SLO 3
4	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 Blog #4 Quiz #3 from <i>Meeting Ellen White</i>	SLO 3; SLO 4
	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
5	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.	Blog #5 Quiz #4: Reading EG White	SLO 4; SLO 5
	Walking with Ellen G. White <i>Watch:</i> Lesson # 10 Walking with EGW (cont.)	No reading assigned.	2 nd Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 745-893).	SLO 4; SLO 5

Modules	Lessons/Videos	Readings	Assignments	Outcomes Met
6	<p>Development of SDA Theology: The Dynamic Nature of “Present Truth”</p> <p><i>Watch:</i> Lesson # 11 Development of SDA Theology</p>	<p>G. Knight, <i>A Search for Identity</i>, p. 17-54.</p>	<p>Review Assignment #9 Blog #6</p> <p>Quiz #5: Walking with EGW</p>	<p>SLO 4; SLO 5</p>
	<p>What is Adventist in Adventism?</p> <p><i>Watch:</i> Lesson # 12 Development of SDA Theology (cont.)</p>	<p>G. Knight, <i>A Search for Identity</i>, p. 55-89.</p>	<p>Review Assignment #10 Creative Assignment</p>	<p>SLO 5; SLO 6</p>
7	<p>What is Christian in Adventism? What is Fundamentalist in Adventism?</p> <p><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</p>	<p>G. Knight, <i>A Search for Identity</i>, p. 89-159.</p>	<p>Review Assignment #11 Blog #7</p> <p>Please present either your paper (those who took the class for 4 credits) or the Creative Assignment of the Info Graph on SDA History.</p>	<p>SLO 2; SLO 5; SLO 6</p>
	<p>Adventism in Theological Tension</p> <p><i>Watch:</i> Lesson # 14 Dev. of SDA Theology (cont.)</p>	<p>G. Knight, <i>A Search for Identity</i>, p. 128-159.</p>	<p>Review Assignment #12</p>	<p>SLO 2; SLO 5; SLO 6</p>
8	<p>Final Exam Review</p>	<p>G. Knight, <i>A Search for Identity</i>, p. 160-197.</p>	<p>Review Assignment #13 Blog # 8</p> <p>Research Paper (4cr students)</p> <p>Quiz #6: A Search for Identity</p>	<p>SLO 2; SLO 5; SLO 6</p>
	<p>FINAL EXAM (comprehensive)</p>			

Suggested schedule for completion in 16 weeks

Modules	Lessons/Videos	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	SDA History: 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.	Blog #1 Review Assignment #1	SLO 1
2	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	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 Blog #2	SLO 1; SLO 2; SLO 3
4	Spirit of Prophecy: 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	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 Blog #3	SLO 2; SLO 3
6	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 st Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 11-196).	SLO 2; SLO 3
7	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 Blog #4 Quiz #3 from <i>Meeting Ellen White</i>	SLO 3; SLO 4
8	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	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.	Blog #5 Quiz #4: Reading EG White	SLO 4; SLO 5
10	Walking with Ellen G. White <i>Watch:</i> Lesson # 10 Walking with EGW (cont.)	No reading assigned.	2 nd Reading Report on LearningHub due: <i>Desire of Ages</i> (p. 745-893).	SLO 4; SLO 5

Modules	Lessons/Videos	Readings	Assignments	Outcomes Met
11	Development of SDA Theology: 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 Blog #6 Quiz #5: Walking with EGW	SLO 4; SLO 5
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	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 Blog #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	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	SLO 2; SLO 5; SLO 6
15	Final Exam Review	G. Knight, <i>A Search for Identity</i> , p. 160-197.	Review Assignment #13 Blog # 8 Research Paper (4cr students) Quiz #6: A Search for Identity	SLO 2; SLO 5; SLO 6
16	FINAL EXAM (comprehensive)			

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

Percent %	Description
35%	Quizzes
10%	Review Assignments
5%	Reading Reports
10%	Course Blog
10%	Creative Assignment
10%	Research Paper (for 4 credit students only)
20%	Final Exam
100	Total Percent Possible

Viewing Grades in Learning Hub

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

Letter Grade Assignment

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

Part 5: Course Policies

Withdrawal and Incomplete Policies

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

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.

Academic Accommodations

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

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

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.