

# SYLLABUS



**WAU: BIOL 425 Life Origins and Speciation**

**OU: BI 430 Philosophy of Science**

# WAU: BIOL 425 A Scientific Study of Creation OU: BI 430 Philosophy of Science Consortium of Adventist Colleges and Universities

## Instructor Contact

Please refer to course in Learning Hub 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

#### *Oakwood University*

A careful, critical study and discussion of both biblical and scientific evidence on origins. Particular emphasis will be given to rational, philosophical, and theological insights as a basis for arriving at a comprehensive understanding of the origins of all things.

#### *Washington Adventist University*

A comparative study of life origins and speciation from the viewpoint of contemporary creationists and evolutionists, an examination of the geological and biological evidence and consequences of the Noachian flood, and an overview of mechanisms and processes of variation and speciation.

### Prerequisite

#### *Oakwood University*

BI 132 and senior standing or permission of the instructor

#### *Washington Adventist University*

None

### Required Textbook and Course Material

Brand, Leonard. *Faith, Reason, and Earth History*. Berrien Springs: Andrews University Press, 1997. ISBN: 9781883925154.

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](https://www.amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, order through [bookstore.andrews.edu](https://bookstore.andrews.edu), then email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to assist with the payment from your account and shipping from the campus Bookstore.

**Credit Hours**

This course is offered for 2 semester credits; therefore it is expected that you will spend 90 hours total on this course. This course has 5 assignments and 1 exam; so it is recommended that you budget 15 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

**Course/Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

**Learning Hub Access**

This course is delivered online through Learning Hub 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 Learning Hub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already.

Call (269) 471-6016 or email [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu) if you need assistance

**Course Structure**

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within six months. 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.

Discipline yourself to make regular progress.

Submit your course plan to your instructor within Learning Hub.

**Part 2: Course Objectives**

To explore the history of life on earth from the beginning through Genesis while analyzing different sides of scientific arguments.

## Part 3: Assignments & Exams

**Important Note:** Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

**Note:** *Further Thought Questions* under each Lesson's *Study Questions* is not required as an assignment, but recommended as beneficial thought questions.

### Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub 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.

### Suggested schedule for completion in 8 weeks:

Week	Module(s)	Readings	Activities
Intro	Introduction and Orientation	Orientation Writing Expectations	Submit Schedule Tell About Me Academic Honesty
1	Lesson 1: The Scientific Method	Faith, Reason, and Earth History Forward, Preface, Ch. 1	Study Questions (all)
	Lesson 2: Limitations of Science	Faith, Reason, and Earth History Ch. 2	Study Questions
2	Lesson 3: Aspects of the History of Science	Faith, Reason, and Earth History Ch.3	Study Questions
	Lesson 4: Process of Scientific Revolutions	Faith, Reason, and Earth History Ch.4	Study Questions Assignment 1
3	Lesson 5: The Paradigm of Naturalism and an Alternative	Faith, Reason, and Earth History Ch.	Study Questions
	Lesson 6: Faith and Science- What is Their Relationship	Faith, Reason, and Earth History Ch.6	Study Questions
	Lesson 7: The Origin of Life	Faith, Reason, and Earth History Ch.7	Study Questions
4	Lesson 8: Microevolution and Speciation	Faith, Reason, and Earth History Ch.8	Assignment 2 Study Questions
	Lesson 9: The Case of Mega evolution	Faith, Reason, and Earth History Ch.9	Study Questions
5	Lesson 10: The Case for Informed Intervention	Faith, Reason, and Earth History Ch.10	Study Questions
	Lesson 11: Sociobiology: The Evolution Theory's Answer to Altruistic Behavior	Faith, Reason, and Earth History Ch.11	Assignment 3 Study Questions
6	Lesson 12: An interventionist Theory of Natural Selection and Biological Change Within Limits	Faith, Reason, and Earth History Ch.12	Study Questions
	Lesson 13: The Geologic Record	Faith, Reason, and Earth History Ch.13	Study Questions Assignment 4
	Lesson 14: Geologic Time	Faith, Reason, and Earth History Ch.14	Study Questions
7	Lesson 15: A Catastrophic Theory of Earth History: General Principles	Faith, Reason, and Earth History Ch.15	Study Question
	Lesson 16: A Catastrophic Theory of Earth history: Interpreting the Historical Record	Faith, Reason, and Earth History Ch.16	Study Questions
	Lesson 17: Faith, Reason, and History	Faith, Reason, and Earth History Ch.17	Study Questions Assignment 5
8	Final Exam		

**Suggested schedule for completion in 13 weeks:**

Week	Module(s)	Readings	Activities
Intro	Introduction and Orientation	Orientation Writing Expectations	Submit Schedule Tell About Me Academic Honesty
1	Lesson 1: The Scientific Method	Faith, Reason, and Earth History Ch.1, Preface, and Forward	Study Questions
	Lesson 2: Limitations of Science	Faith, Reason, and Earth History Ch.2	Study Questions
	Lesson 3: Aspects of the History of Science	Faith, Reason, and Earth History Ch.3	Study Questions
2	Lesson4: Process of Scientific Revolutions	Faith, Reason, and Earth History Ch.4	Assignment 1 Study Questions
	Lesson 5: The Paradigm of Naturalism and an Alternative	Faith, Reason, and Earth History Ch.5	Study Questions
3	Lesson 6: Faith and Science-What is their relationship	Faith, Reason, and Earth History Ch.6	Study Questions
4	Lesson 7: The Origin of Life	Faith, Reason, and Earth History Ch.7	Study Questions Assignment 2
5	Lesson 8: Microevolution and Speciation	Faith, Reason, and Earth History Ch.8	Study Questions
6	Lesson 9: The Case for Mega evolution	Faith, Reason, and Earth History Ch.9	Study Question
	Lesson 10: The Case for Informed Intervention	Faith, Reason, and Earth History Ch.10	Study Questions
7	Lesson 11: Sociobiology: The Evolution Theory's Answer to Altruistic Behavior	Faith, Reason, and Earth History Ch.11	Assignment 3 Study Questions
8	Lesson 12: An Interventionist Theory of Natural Selections and Biological Change Within Limits	Faith, Reason, and Earth History Ch.12	Study Questions
	Lesson 13: The Geologic Record	Faith, Reason, and Earth History Ch.13	Study Questions
9	Lesson 14: Geologic Time	Faith, Reason, and Earth History Ch.14	Assignment 4 Study Questions
10	Lesson 15: A Catastrophic Theory of Earth History: General Principles	Faith, Reason, and Earth History Ch.15	Study Questions
11	Lesson 16: A Catastrophic Theory of Earth History: Interpreting the Historical Record	Faith, Reason, and Earth History Ch.16	Study Questions
12	Lesson 17: Faith, Reason, and History	Faith, Reason, and Earth History Ch.17	Study Questions Assignment 5
13	Final Exam		

**Exams**

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

The exam request form will available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.

You are allowed 150 minutes to complete the final exam. You must bring your photo ID to the exam. The semester exam will be worth 50% of your grade.

An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.



All college students must present photo identification to their supervisors before taking exams.

If you cannot take your exam by the deadline date, email [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu).

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.

## Part 4: Grading Policy

### Graded Course Activities

Your final grade will be the result of three components: Study Questions Lesson 1- 17 and Assignments 1-5 (50%), and Semester Exam (50%). You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.

Percent %	Description
50	Study Questions (Lesson 1-17) and Assignments (1-5)
50	Semester 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

### 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.

### 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](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.

### Commit 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 also integrity in your behavior in and out of the classroom.

### 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.

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