Part 1: Course Information

Course Descriptions

Andrews University

The purpose of this course is to provide students with a thorough knowledge of the Old Testament and to inspire students to see the importance of the Old Testament for Christian teaching and culture. The course will focus on the Old Testament texts in their geographical, historical, and cultural context, on its literary forms and their significance, and on its theological themes in their relation both to the New Testament and to Christian life and teaching of today.

Course Learning Outcomes

At the end of the course students should be able to

1. Recognize the most important geographical features of the Middle East as pertaining to the Old Testament texts, recognize significant cultural traits in the Old Testament unique for the Middle East culture of Antiquity, and position the events described in the Old Testament in their political and chronological historical context;

2. Know the basic content of the Old Testament texts, identify the features of the different literary genres of the Old Testament in their cultural context, and articulate the significance of these literary categories for establishing the meaning and theological
impact of the texts.

3. Describe the most important theological themes of the Old Testament within the meta-narrative of the Bible, recognize Old Testament themes in the culture of Western civilization, and apply them to the Christian life of today.

**Required Text/Material**


(The primary text is any translation, not a paraphrase.)


**Electronic Resources**

Bible: BibleGateway.com

This site has the Bible in multiple translations and languages. You can select several translations for side by side review either verses or chapters. It is free.

**Optional Text/Material**


Ellen G White online books: http://www.whiteestate.org/books/books.asp

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Credit Hour and Commitment**

You are expected to spend about 3 hours/day not including Sabbath. This course is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 8 weeks; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and online lessons, weekly interactions with the instructor and peers in the discussion, written assignments, a paper, and two exams. Regular participation in the course is essential to good performance.

**Course/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 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.

Assessment Descriptions

Blogs: Four blogs forum questions appear throughout the course. They are posted in the lesson to which they best correspond. The successful student is expected to post a two-paragraph, well-thought-out response to the question and respond to other student posts. Further instructions appear in the forums.

One should maintain Professional Conduct in the online blogs. The forum 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 in online communication as you would in a face-to-face environment.

Essays: There are four essay assignments in this course. You are to write one page double spaced answer to a given questions. Please, check the essay example in Learning Hub to be sure your answer reaches the required level.

Reading Requirements: Students are expected to spend fifty (50) hours reading and writing on the sources listed below.

- The Old Testament, especially portions emphasized in the course or that are unfamiliar to the student.
- Sample SDA Commentary Readings for Vol. 1
  - Genesis (201-204)
  - Exodus (491-493)
  - Leviticus (693-696)
  - Numbers (821-822)
  - Deuteronomy (953-954)
Response to Readings: Students are expected to submit a 10-12 page double-spaced summary of their experience with these readings before taking the final examination. The summaries are to conform to the essay guidelines in the News Items for this course. The essay body is to contain a one-paragraph summary of each of the thirty-nine books of the OT. Each paragraph is to mention what seem as the most important Messages of the book and the relevance for the book in today's world. Then, the student is to list a few relevant points learned from the SDA Bible Commentary readings.

Quizzes: There are four 40-question, multiple-choice Bible quizzes to be taken throughout the course. They cover, respectively, Genesis-Deuteronomy, Joshua-Esther, Job-Song of Solomon, and Isaiah-Malachi. The questions are designed to guide the student to important points of knowledge in these books and are open-book in form. They cover material in the lecture notes as well as material that must be looked up in the Bible.

Analytical Term Paper: Students are expected to submit a 5-page research report on a topic or passage relevant to the study of the OT. Each report is to contain a Bibliography alphabetically listing at least five sources. The paper is to follow the essay guidelines below. The student is to submit to the instructor the passage/topic by the end of the study on Deuteronomy and an outline by the end of the study on Esther.

For a Passage Paper

a. Choose a passage in the Hebrew Bible: Read your passage in five different versions of the Bible. Then tell what five versions of the Bible you used.

b. Write your own paraphrase or version of the text.

c. After consulting a Bible commentary or two, write two or three paragraphs describing the history of the time, the social issues (living conditions, state of the government), and something about the geographical area in which your passage was written. Then add a paragraph discussing who wrote your passage (authorship).

d. Identify the major theme of the book from which the passage was taken and discuss how your passage relates to that theme.

e. Choose TWO words from your passage which contribute significantly to your understanding of the passage. After consulting Bible dictionaries, write a short paragraph describing how these words are used in other parts of the Bible.

f. Write a paragraph discussing THREE other places where your passage is quoted or referred to in the rest of the Bible, or where a similar theme is treated. Consult a good Bible with marginal references, a concordance, or a book like Bible Readings for the Home Circle to aid you in finding these passages.

g. Discuss how TWO commentaries interpret your passage; be sure to tell which two commentaries you consulted.

h. In one paragraph, discuss how this passage can be applied to your life.
i. Format: Include introduction, thesis statement, body, conclusion and alphabetized bibliography.

For a Topic Paper

a. Read 8-12 verses/passages in your Bible that address your topic. List the references for these verses/passages.

b. Write, in your own words, what the topic means to you.

c. After consulting a Bible commentary or two, write two or three paragraphs describing the history of the time when this topic was discussed, the social issues (and something about the geographical area) in which your topic was discussed.

d. Discuss how your topic fits in with the major themes of the Bible.

e. After consulting a Bible dictionary or two, choose two words involved in or related to your topic and show how they contribute significantly to your understanding of the topic.

f. Discuss how two Bible encyclopedia articles or magazine/journal articles treat your topic.

g. In one paragraph, discuss how this topic can be applied to your life.

h. Format: Include introduction, thesis statement, body, conclusion and alphabetized bibliography.

Extra Credit: A student may raise his/her total grade percentage five points by memorizing up to twelve verses in the OT. These verses should be made up of one or two small passages essentially new to the student. On the day of the final, students who memorized may have their exam proctor evaluate the reciting of the verses based on the Bible the student brings to the examination. One point is to be given for the first three verses nearly-perfectly recited, and another point for the next three so done. After that it’s two verses for a point.

Exams

The midterm exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.
Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html

**Schedule with start, midterm, final and completion dates in RED.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Course Objectives Met</th>
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</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction and Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Tell About Me Academic Honesty</td>
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<tr>
<td>1 May 13-19</td>
<td>Lesson 1: How Do We Know &amp; Understand the Old Testament?</td>
<td>SDA Commentary Vol. 1 Genesis (201-204)</td>
<td>Blog 1</td>
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<tr>
<td>2</td>
<td>Lesson 2: Genesis</td>
<td>SDA Commentary Vol.1 Exodus (491-493)</td>
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<tr>
<td>3</td>
<td>Lesson 3: Exodus</td>
<td>SDA Commentary Vol.1 Leviticus (693-696)</td>
<td>Essay 1</td>
<td></td>
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<tr>
<td>4</td>
<td>Lesson 4: Leviticus</td>
<td>SDA Commentary Vol.1 Numbers (821-822) Deuteronomy (953-954)</td>
<td>Quiz 1 Analytical Term Paper Passage/Topic</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lesson 6: Joshua, Judges, Ruth</td>
<td>SDA Commentary Vol.2 Samuel (447-455) Kings (715-722) SDA Commentary Vol.3 Chronicles (115-128)</td>
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<tr>
<td>7</td>
<td>Lesson 7: Samuel, Kings, Chronicles</td>
<td>SDA Commentary Vol.3 Ezra (319-324) Esther (457-462)</td>
<td>Quiz 2 Essay 2 Analytical Term Paper Outline</td>
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<tr>
<td>8 June 17-20</td>
<td>Lesson 8: Ezra, Nehemiah, Esther</td>
<td>SDA Commentary Vol. 3 Job (493-497) Psalms (615-619)</td>
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**MIDTERM EXAM**
(needs to be completed by Thursday June 20, 11:59 PM)

| 9 | Lesson 9: Job, Psalms | SDA Commentary Vol. 3 Job (493-497) Psalms (615-619) | |
## Doctrines of the Adventist Faith

### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| 10   | Lesson 10: Proverbs, Ecclesiastes, Song of Solomon | SDA Commentary Vol.3  
Proverbs (945-946)  
Ecclesiastes: (1057-1067)  
Song of Solomon (1109-1112) | Quiz 3  
Blog 3 | |
| 11   | Lesson 11: Isaiah | SDA Commentary Vol. 4  
Isaiah (83-93) | | |
| 12   | Lesson 12: Jeremiah, Lamentations | SDA Commentary Vol.4  
Jeremiah (343-333)  
Lamentations (543-545) | Essay 3 | |
| 13   | Lesson 13: Ezekiel, Daniel | SDA Commentary Vol.4  
Ezekiel (567-572)  
Daniel (743-754) | | |
| 14   | Lesson 14: Minor Prophets | SDA Commentary Vol.4  
Hosea (885-887)  
Joel (937-938)  
Amos (953-955)  
Obadiah (987-988)  
Jonah (995-997)  
Micah (1011-1019)  
Nahum (1033-1036)  
cont. next page  
Habakkuk (1047-1049)  
Zephaniah (1047)  
Haggai (1047)  
Zechariah (1085)  
Malachi (1112-1113) | Quiz 4  
Blog 4 | |
| 15   | Lesson 15: The New Testament | Essay 4  
Reading Summaries  
Analytical Term Paper | | |
| 16   | Jul. 29 – Aug. 1 (11:59 pm) | FINAL EXAM  
(needs to be completed by Thursday, August 1, 11:59 PM) | | |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

### Part 4: Grading Policy

#### Graded Course Activities

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<th>Percent %</th>
<th>Description</th>
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<tr>
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<td>Readings and summarizing</td>
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<tr>
<td>20</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>20</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>5</td>
<td>Blogs</td>
</tr>
<tr>
<td>5</td>
<td>Essays</td>
</tr>
<tr>
<td>10</td>
<td>Quizzes</td>
</tr>
<tr>
<td>20</td>
<td>Analytical Term Paper</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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</tbody>
</table>
**Viewing Grades in LearningHub**
- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

**Grading Timeline**
- For auto-graded assignments, you will receive immediate feedback. Short answer assignments will be graded within 2 business days. Essays and exams are graded within a week.

**Letter Grade Assignment**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<td>B</td>
<td>83-87%</td>
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<td>B-</td>
<td>80-82%</td>
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<td>C</td>
<td>73-77%</td>
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<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**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](https://www.andrews.edu/distance/students/gradplus/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/LearningHub/public/incompletes.html](http://www.andrews.edu/weblmsc/LearningHub/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/](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](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 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.

**Commit 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.