

CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



AU RELB 230 Biblical Prayers
Summer 2019

AU RELB 230 Biblical Prayers

Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact

Please refer to course in LearningHub 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 | 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 Description

Andrews University

Readings of biblical prayers as part of divine-human dialogue, assessing their significance for theology as well as for personal spiritual life. A study of the way prayers help to characterize both God and human beings in various types of biblical literature, and reflections of the role of prayer in the life of believers today.

Note

This class covers content similar to RELT 250 Personal Spirituality and Faith. Where RELT 250 is required, both general education students and Religion/Theology majors may, therefore, take this class as a replacement.

Course Learning Outcomes

1. Enable students to develop a deeper spiritual relationship with Jesus Christ through communication with Him in prayer.
2. Understand different literary, theological, and existential contexts of well-known and lesser-known biblical prayers.
3. *Analyze select biblical prayers with regard to thematic content, genre, prayer structure, person characterization, relation to literary context, and role in divine-human communication.*

4. *Identify significant issues in a biblical theology of prayer and articulate the function of select biblical prayers within the scope of the total message of the Bible;*
5. *Reflect from both theory and experience on the significance of prayer and various practices of praying for the individual Christian as well as for the believing community in fellowship, worship, and outreach.*
6. Apply the concept of biblical prayer and praying to the present life situations.

Required Text/Material

The Bible in a modern, scholarly translation, for instance, the Andrews Study Bible.

White, Ellen G., *Prayer*, Pacific Press, 2002, Kessinger Press, 9781162893792.

White, Ellen G. *Thoughts from the Mount of Blessing*. CreateSpace Publisher, 2009, 9781904685067.

NOTE: Purchase textbooks through any online bookstore, such as 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#.

Optional Text/Material

More sources will be shared online. Books marked by an asterisk () are all excellent choices for the book report.*

Balentine, Samuel E., *Prayer in the Hebrew Bible: The Drama of Divine-Human Dialogue*, 1993, Fortress Press, 9780800626150.

- One of the two foundational scholarly books on the theology of prayer in the Old Testament (along with Miller, see below).

Cullmann, Oscar, *Prayer in the New Testament: Overtures to Biblical Theology*, 2010, Fortress Press, 9780800629441.

- An important study, yet not always theologically balanced.

*Dybdahl, Jon L., *Hunger: Satisfying the Longing of Your Soul*, 2007, Autumn Publishing/Review & Herald, 9780812704587.

- Covering not only prayer, this book by a very influential, yet controversial Adventist theologian introduces readers to perspectives on spirituality and the practice of the spiritual disciplines.

*Greenberg, Moshe, *Biblical Prose Prayer*, 2008, Wipf & Stock Publishers, 9781556351112.

- An easy read, common sense book on biblical prose prayers. Contains a lot of wisdom and scholarly observations, expressed in accessible language.

*Grenz, Stanley J., *Prayer: The Cry for the Kingdom*, 2005, Eerdmans Publishing, 9780802828477.

- From a significant evangelical scholar comes this very wise and biblical book, presenting the theology of prayer from a clear biblical and Protestant stand. Profound and yet not difficult to read.

Longenecker, Richard N. editor, *Into God's Presence: Prayer in the New Testament*, 2001, Eerdmans Publishing, 9780802848833.

- Probably the best more recent book on prayer in the New Testament. Covers vast territory, yet structured in a very readable way. Contains comments on prayer in all New Testament books and is thus a good reference for an exegesis paper.

Luther's Spirituality, Ed. and trans. by Philip D.W. Krey, 9780809139491.

- Introduces the reader to Luther's thoughts on personal spirituality and contains central pieces of Luther's writings, such as "A Simple Way to Pray, for Master Peter the Barber."

Miller, Patrick D., *They Cried to the Lord: The Form and Theology of Biblical Prayer*, 2000, Fortress Press, 9780800627621.

- A foundational study of the forms of the biblical prayers, yet also including a number of significant theological observations.

*Mulholland, James, *Praying like Jesus: The Lord's Prayer in a Culture of Prosperity*, 2001, Harper, 9780060011567.

- A main stream Protestant response to Bruce Wilkinson's much hyped "The Prayer of Jabez." Good solid theological points and arguments against the prevailing success theology, only scarred at times by a somewhat liberal view of biblical inspiration.

*Oosterwal, Gottfried, *The Lord's Prayer through Primitive Eyes: A Stone Age People's Journey*, 2009, Pacific Press, 9780816323074.

- An interesting look at the Lord's Prayer written by an influential Adventist anthropologist.

Thompson, Michael E. W., *I Have Heard Your Prayer: The Old Testament and Prayer*, 1996 Epworth Press, 9780716205098.

- A good, more popular study, yet generally well informed by scholarship.

*Wallace, Ronald S., *Hannah's Prayer and Its Answer*, 2002, Eerdmans Publishing, 9780802860682.

- Written for the ordinary reader, this little book provides many good comments on Hannah's prayer in 1 Sam 2:1-11.

*Yancey, Philip, *Prayer: Does It Make Any Difference?* 2006, Hodder & Stoughton, 9780310328889.

- Readable, popular, yet wise; contains a vast amount of illustrative stories. Based on a clear biblical and Protestant perspective.

Zaleski, Philip & Carol, *Prayer: A History*, 2005, Houghton Mifflin, 9780618773602.

- A monumental attempt to write a history of prayer, including religions of the world in general. Tends to generalize and miss the uniqueness of the various religions, nevertheless containing a vast array of important data as well as valid observations.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. Expected study time is 50 hours for class lectures, weekly assessments and online forums; 70 hours for research (book report, exegesis paper) and exam preparation; and 15 hours for prayer related activities outside of the class.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, listening to the video lectures, five online discussion forums, thirteen weekly assignments, two prayer meetings, research paper, semester exam, and a book report. 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.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced but with four specific dates: start date, midterm date, final date and completion date.

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.

Assessment Descriptions

Discussion Forums (10% of the grade)

There are 5 online discussion forums. Students should reply to the discussion question and so create their own post. Students should also reply to posts of at least two other students. Posts should maintain the professional conduct standards. (See below.)

The discussion forums will be graded based on:

| | |
|--|--------|
| Original comment on the given question | 50 pts |
| At least two responses to your colleagues comments | 50 pts |

Weekly Assignments (15% of the grade)

There are 13 weekly assignments. The assignments will vary from writing a prayer, reflecting upon the weekly lectures, to finding an artistic piece relating to the topic of prayer. The students are to follow the instructions in the LearningHub for the appropriate week.

The students will be graded based on:

| | |
|--|--------|
| 1. Originality | 25 pts |
| 2. Personal analysis, reflection, application, experiences | 50pts |
| 3. Organization | 25pts |

Research Paper (20% of the grade)

Students will write a 6-8 pages research paper on a chosen biblical prayer or a type of prayer. The topic of the paper has to be approved by the professor. It is expected that the student in preparation of the research paper has consulted relevant literature, and that such study is reflected in the final product.

For the basis of grading see the rubric.

Final Exam (30% of the grade)

The final exam will be a series of essay questions focusing on all the material covered in the class. For more information see the Final Exam Review in LearningHub. Please, see further instruction about requesting and supervision of the final exam in the section Exams.

Prayer Meetings (10% of the grade)

During the semester students will participate in at least two prayer meetings and report them according to a set form that can be found in LearningHub.

The students will be graded based on:

| | |
|-------------------------------------|--------|
| Participation in the prayer meeting | 20 pts |
| Analysis of the prayers | 30 pts |
| Reflection on the prayer meeting | 50 pts |

Book Review (10% of the grade)

Students are to write a 3-4 page critical assessment of a book/monograph on prayer. Students may select a book of their own choice, conditioned on approval by the professor.

Please, note that there is a difference between a critical book review and a book report. The book report is much simpler and focuses on retelling the main points of the book. On the other hand, the critical book review focuses on the evaluation of the book, on the reviewer's view of the book, on his/her "discussion" with the book's author, contemplating on the strong and weak points of the book, etc. It is true, that the book review can shortly summarize the main points of the book, but this is just a small part of the book review. Please, follow the book review outline to receive full points. If you are still not sure about the critical book review format, please, email me and we can discuss it further.

Book Review Description

Introduction: Introduce the book – state the author, title, and reasons for writing the book. Continue with the concise summary of the book and provide 3-4 references to the book. The introduction should not be longer than one page and it should end with a thesis statement. This statement defines your point of view about the book, its arguments, meaning, and/or value.

Body: The thesis statement should be supported by three but not more than five points. Here you can include questions that you ask yourself while reading the book, the audience, bias, logic of argument, presentation of ideas, etc. You can also cite passages of the book to support your argument. Body should be two to three pages long.

Conclusion: The conclusion is a summary of the main points and restating the thesis statements. The summary finishes with evaluating the book in general and the fulfillment of its intended purpose. The conclusion should not be longer than one paragraph.

For the basis of grading see the rubric.

Reading Affidavit (5% of the grade)

Indicate the percentage of each of the required reading materials read. The form can be found in the LearningHub.

Rubrics

Research Paper Rubrics

| | | Outstanding 5 | Excellent 4 | Well done 3 | Emerging 2 | Needs improvement 1-0 | Points | Percent |
|--|------|--|------------------------|---|-----------------------|---|---------------|----------------|
| Introduction | 5 % | The introduction is engaging, states the main topics and clearly preview the paper. | | The introduction is engaging, states the main topics but does not clearly preview the paper. | | Unclear and convoluted introduction | | |
| Purpose | 5 % | Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking. | | The purpose is stated but is not succinct, not very clear and has more than one sentence. | | The purpose is not clearly stated and/or not understandable. | | |
| Content | 30% | Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight. | | Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight. | | Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight. | | |
| Organization | 25 % | The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. | | The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. | | The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. | | |
| Conclusion | 10 % | The conclusion is engaging, concisely summarizes the paper and states the main conclusion. | | The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged. | | The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information. | | |
| Spelling, Grammar, and Formatting | 10 % | No errors in spelling, capitalization or formatting. Clear headings and subheadings. | | Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear. | | Numerous and distracting errors in spelling, capitalization and formatting. | | |
| Citation | 5 % | All cited works are presented in the correct format with no errors. | | Cited works are presented in a mostly correct format. Inconsistencies somewhat evident. | | Few cited works with inconsistent formatting. | | |
| Bibliography | 10 % | Presented in the correct format with no errors. Includes more than 10 major references but no more than two internet sites. Evidence that most references were used in text. | | Presented in the correct format with some errors. Includes 5-10 major references but no more than 2 internet sites. It is clear that some references were not used in text. | | Many errors in formatting. Fewer than 4 major references, with some listed as internet sites. References are mostly unrelated to the text. | | |
| | | | | | | Total Score | | |

Book Review Rubric

| | | Outstanding 5 | Excellent 4 | Well done 3 | Emerging 2 | Needs improvement 1-0 | Points | Percent |
|-----------------------------|------|--|------------------------|--|-----------------------|--|---------------|----------------|
| Summary | 20 % | Clearly discusses the author's main idea and summarizes the content in own words. The summary is 1/2 to one page long and provides 3-4 references to the book. | | Adequately discusses the author's main idea and summarizes the content in own words. The summary is at least 1/2 long and provides 1-2 references to the book. | | Does not clearly discuss the author's main idea and the summary is not concise. It is less than 1/2 long and does not provide any references to the book. | | |
| Critique | 40 % | The critique brings detailed discussion on the author's qualification, used sources, and theology. The reviewer states the thesis statement of her/his critique, interacts with the author's thesis, and main ideas, as well as with the subject of the book. The critique is 2 to 3 pages long. | | The critique brings discussion on the author's qualification, used sources. The reviewer states the thesis statement of her/his critique, interacts with the author's thesis, and some of the main ideas. The critique is at least 2 pages long. | | The critique discusses author's qualification, used sources, and theology only superficially or not at all. The reviewer does not state the thesis statement of her/his critique, and the interaction with the author's thesis, and the main ideas, and subject of the book is inconsistent and needs further thought. | | |
| Organization | 10 % | The critique is written in a well-organized way. The ideas follow a logical pattern and are clearly stated. There is an introduction including summary, the main body consisting of critique, and summary including recommendations. | | The critique is written in a well-organized way. The ideas follow a logical pattern and are clearly stated. There is an introduction including summary, the main body consisting of critique, and summary including recommendations. | | The critique is written in a well-organized way. The ideas follow a logical pattern and are clearly stated. There is an introduction including summary, the main body consisting of critique, and summary including recommendations. | | |
| Recommendation | 10 % | Reviewer clearly states whether or not to read the book and includes the reasons why. | | Reviewer adequately states whether or not to read the book. | | There is not clear recommendation whether or not to read the book and why. | | |
| Spelling and Grammar | 10 % | There are 1 to 2 spelling and grammatical errors. | | There are 3 to 5 spelling and grammatical errors. | | There are more than 5 spelling and grammatical errors. | | |
| Formatting | 10 % | The paper follows Andrews University Standards for written work. There are at most two formatting errors. | | The paper follows Andrews University Standards for written work. There are at most five formatting errors. | | The paper does not consistently follow Andrews University Standards for written work. There are more than five formatting errors. | | |
| | | | | | | Total Score | | |

Exams

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**.

| Modules | Lessons | Readings | Assignments | Couse Objectives Met |
|----------------|--|---|--|----------------------|
| Intro | Introduction & Orientation | Orientation Writing Expectations | Submit: Schedule Tell About Me Academic Honesty | |
| 1 May 13-19 | God the Father: Creation and Care | Prayers of Praise Psalms 135:3; 136:1; Rev 4:11 Video 1: Praying to God the Father Text: Lesson 1 Power Point: Christian Spirituality Article: The God to Whom We Pray Pr*: God Invites Us to Pray Pr: Reasons to Pray | Weekly Assignment 1 Blog 1 | CO 1, 2, 3, 4, 6 |

| Modules | Lessons | Readings | Assignments | Couse Objectives Met |
|---------|---|--|---|----------------------|
| | God the Father: Fall | Prayers of Lament and Petition Psalms 13:1; 42:1; 84:1-2; Hab 1:2 Text: Lesson 2 Power Point: Life Transitions MB*: The Spirituality of the Law ? Pr: Our Need to Pray Pr: God Hears Prayers | | |
| 2 | God the Father: Intervention | Prayers of Thanksgiving 1 Samuel 2 Psalm 103:8-13; Luke 15:3-7; Matt 5:44-45 Text: Lesson 3 Power Point: Prayer Summit Workshop Pr: God Promises Concerning Prayer Pr: Answered Prayers | Weekly Assignment 2 | CO 1, 2, 3, 4, 5, 6 |
| | God the Father: Revelation | Prayers of Thanksgiving, Illumination to Understand Psalm 119 Text: Lesson 4 Pr: Counterfeit Prayers | | |
| 3 | Jesus the Son: God in Person | Prayers of Thanksgiving, Illumination to see Jesus Luke 23:46; Acts 7:56; Rev 22:20 Video 2: Praying to God the Son Text: Lesson 5 Power Point: Jesus – God as a Person Power Point: Praying to God as a Friend Pr: Praying in the Name of Jesus | Weekly Assignment 3 Blog 2 Book or monograph for review to be chosen | CO 1, 3, 5, 6 |
| | Jesus the Son: Redeemer and Friend | Prayers of Repentance and Penitence Psalm 51 Text: Lesson 6 Power Point: Meeting God in the Bible Pr: Prayer for Forgiveness | | |
| 4 | Jesus the Son: Sacrifice and Forgiveness | Prayers of Confession Text: Lesson 7 Article: Praying to be Sanctified | Weekly Assignment 4 | CO 1, 2, 3, 6 |
| | Jesus the Son: Jesus Victor | Praying Boldly and without Fear Prayer of Submission Luke 22:39-46 Text: Lesson 8 Pr: Prayer and Obedience Pr: Prevailing Prayer | | |

| Modules | Lessons | Readings | Assignments | Couse Objectives Met |
|---------|---|--|---|----------------------|
| 5 | Holy Spirit: Showing us Jesus | Meditation: person, not place Video 3: Prayers guided by God the Holy Spirit Text: Lesson 9 Article: Teach Us How to Pray Article: Praying to a Friend Pr: Prayer of Faith Pr: Divine Guidance Through prayer | Weekly Assignment 5 Blog 3 Topic for research paper to be chosen | CO 1, 2, 3, 6 |
| | Holy Spirit: Inspiring Prophets and Apostles | Role of Bible in Prayer Habakkuk 3 Video 4: Analyzing Prayers Text: Lesson 10 Article: Your Secret Life with God Pr: Reaons to Pray Pr: Private Prayer | | |
| 6 | Holy Spirit: Sharing Gifts for Service | Praying to Serve Sanctifying me to Jesus Video 5: Prayers in their Literary Context Text: Lesson 11 Power Point: Communicating the Word (How to Pray) Power Point: Some Types of Prayer MB: The True Motive in Service | Weekly Assignment 6 | CO 1, 2, 3, 4, 5, 6 |
| | Holy Spirit: Bringing Love, Joy, and Peace | Intercession: praying for others; praying for clean heart Genesis 18 Psalm 51:7-10 Text: Lesson 12 Article: Praying for Bin Laden MB: Not Judging but Doing Pr: Intercessory Prayer | | |
| 7 | Christian Life: Laws for Living | Prayers of Grace and Redemption Prayers for guidance Genesis 32 Video 6: Prayers in My Personal Life Text: Lesson 13 Pr: Daily Prayer Pr: The Priviledge of Prayer | Weekly Assignment 7 Prayer Meeting 1 | CO 1, 4, 5, 6 |
| | Christian Life: Sabbath | Personal Time with God: "holy time" Video 7: Prayer as Part of Communication Text: Lesson 14 Pr: Prayer in the Home Circle Pr: Prayer and Worship | | |

| Modules | Lessons | Readings | Assignments | Couse Objectives Met |
|-----------------|--|---|---|----------------------|
| 8 June 17-20 | Christian Life: In the Hands of the Creator | Prayers of Acknowledgment Nehemiah 1 Text: Lesson 15 Article: Does It Pay to Pray Pr: Men and Women of Prayer Pr: Attitudes in Prayer | Weekly Assignment 8 | CO 1, 3, 4, 6 |
| | Christian Hope: Death and Resurrection | Praying with Hope Text: Lesson 16 Pr: Faith and Prayer Pr: Prayer Power | | |
| 9 | Christian Hope: Second Coming | Intercession: Praying for the world Matthew 6:10; Rev 22:20; 1 Cor 16:22 Video 8: Praying with Hope Text: Lesson 17 Power Point: Genres of Prayer Article: The Lord's Prayer MB: The Lord's Prayer Pr: Jesus' Example in Prayer Pr: The Lord's Prayer | Weekly Assignment 9 Blog 4 | CO 1, 3, 4, 6 |
| 10 | Christian Hope: World Empires | Praying for the Kingdom of God Daniel 2 Text: Lesson 18 Power Point: Genres of Prayer Pr: Prayer in the Last Days Pr: Counterfeit Prayer | Weekly Assignment 10 Book report due | CO 1, 2, 3, 5, 6 |
| | Christian Hope: Universal Judgment | Heavenly prayer of fellowship Daniel 7 Text: Lesson 19 Pr: Prayer and Revival | | |
| 11 | Christian Community: Called to Worship | Focus on Jesus in Heaven 1 Kings 8:27-32 Video 9: Praying in Community Text: Lesson 20 | Weekly Assignment 11 Prayer Meeting 2 | CO 1, 3, 5, 6 |
| 12 | Christian Community: Called to Share – Preaching the Gospel | Praying for Mission and Outreach Daniel 8 Text: Lesson 21 Article: Teaching and Praying Pr: Prayer and Soul Winning Pr: Asking to Give | | |
| 13 | Christian Community: Called to Discipleship – Called to be a Blessing | Blessings, Living in Gratitude Text: Lesson 22 Pr: Prayer for the Sick | Weekly Assignment 12 Research paper due | CO 1, 2, 3, 4, 6 |
| 14 | Christian Community: Called to Fellowship – Loving One Another | Communal Praying Colossians 1 Text: Lesson 23 | | |

| Modules | Lessons | Readings | Assignments | Couse Objectives Met |
|---------------------------|---|--|---|----------------------|
| 15 | Christian Community: Called to Remember – Celebrating His Victory | Praying for God's Presence Luke 23:42; Job 14:13 Video 10: Final Note on Prayer Text: Lesson 24 | Weekly Assignment 13 Blog 5 Reading Affidavit | CO 1, 2, 5, 6 |
| 16 Jul. 29 – Aug. 1 | 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

| Percent % | Description |
|-----------|------------------------|
| 10 | Blogs |
| 15 | Weekly Assignments |
| 20 | Research Paper |
| 30 | Final Exam |
| 10 | Prayer Meetings |
| 10 | Book Report |
| 5 | Reading Affidavit |
| 100 | Total Percent Possible |

Viewing Grades in LearningHub

- 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% |

| Letter Grade | Percentage |
|--------------|------------|
| 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.

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.

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