SYLLABUS

RELB 230 Biblical Prayers
Summer 2015
RELB 230 Biblical Prayers
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format with Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Derek Nutt
Email: dsnutt@gmail.com
Phone: 407-247-2204

Other Assistance
<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
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<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.mbsdirect.net/andrews.htm">http://bookstore.mbsdirect.net/andrews.htm</a></td>
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<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
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<td>Technical assistance with your Andrews account</td>
<td><a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a></td>
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</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
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<tr>
<td>Student Services Support &amp; FAQ</td>
<td><a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a></td>
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Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
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. *Thoughts from the Mount of Blessing*. CreateSpace Publisher, 2009, 978190468067.

**Optional Text/Material**

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

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

- An important study, yet not always theologically balanced.

- 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.

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

- 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.

• 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
• 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.

9780802860682.
• Written for the ordinary reader, this little book provides many good comments on
Hannah’s prayer in 1 Sam 2:1-11.

*Yantzey, 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.

• 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.

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. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Discussion Forums (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 50 pts
3. Organization 25 pts

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 week 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**

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

**Book Review Rubric**

<table>
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<tr>
<th>Summary</th>
<th>Outstanding 5</th>
<th>Excellent 4</th>
<th>Well done 3</th>
<th>Emerging 2</th>
<th>Needs improvement 1-0</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 %</td>
<td>Clearly discusses the author’s main idea and summarizes the content in own words. The summary is ½ to one page long and provides 3-4 references to the book.</td>
<td>Adequately discusses the author’s main idea and summarizes the content in own words. The summary is at least ½ long and provides 1-2 references to the book.</td>
<td>Does not clearly discuss the author’s main idea and the summary is not concise. It is less than ½ long and does not provide any references to the book.</td>
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</tr>
<tr>
<td>Critique</td>
<td>40 %</td>
<td>The critique brings detailed</td>
<td>The critique brings discussion</td>
<td>The critique discusses author’s</td>
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</tbody>
</table>
### 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. |

### Exams

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. Students will be preparing for the final exam in class exercises during the semester. Presentations and
documents as well as some of recommended literature will provide helpful background for the answers. The final exam will be conducted in the last week of semester. Please, see further instruction about requesting and supervision of the final exam in the section Exams.

You are allowed 120 minutes to complete the final exam. You must bring your photo ID to the exams. You can also bring an unmarked Bible. The final exam is worth 30% of your grade.

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 LearningHub 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.

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 supervisor's before taking exams.

If you cannot take your exam by the deadline date, email 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.

**Schedule:**
All times in the schedule are for the U.S. Eastern Time Zone.
*Pr: E. G White, *Prayer*.
**MB: E. G. White, *Thoughts from the Mount of Blessings.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
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<td>Orientation</td>
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<td>Tell About Me</td>
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<td></td>
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<td>Writing Expectations</td>
<td></td>
<td>Academic Honesty</td>
</tr>
<tr>
<td>Week 1:</td>
<td><strong>God the Father:</strong> Creation</td>
<td>Prayers of Praise</td>
<td>Video 1: Praying to God</td>
<td>Weekly Assignment</td>
</tr>
<tr>
<td>June 8 -</td>
<td>and Care</td>
<td>Psalms 135:3; 136:1;</td>
<td>the Father</td>
<td>1</td>
</tr>
<tr>
<td>June 14</td>
<td></td>
<td>Rev 4:11</td>
<td>Text: Lesson 1</td>
<td>Discussion Forum 1</td>
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<td></td>
<td></td>
<td></td>
<td>Power Point: Christian</td>
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<td>Spirituality</td>
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<td>Article: The God to Who We Pray</td>
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<td>CO 1, 2, 3, 4, 6</td>
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</tbody>
</table>
| **God the Father:** Fall | Prayers of Lament and Petition  
Psalms 13:1; 42:1; 84:1-2; Hab 1:2 | Pr*: God Invites Us to Pray  
Pr: Reasons to Pray  
Text: Lesson 2  
Power Point: Life Transitions  
MB**: The Spirituality of the Law ?  
Pr: Our Need to Pray  
Pr: God Hears Prayers  
Weekly Assignment 2  
CO 1, 2, 3, 4, 5, 6 |
| --- | --- | --- |
| **God the Father:** Intervention | Prayers of Thanksgiving  
1 Samuel 2  
Psalm 103:8-13; Luke 15:3-7; Matt 5:44-45 | Pr: Our Need to Pray  
Pr: God Hears Prayers  
Text: Lesson 3  
Power Point: Prayer Summit Workshop  
Pr: God Promises Concerning Prayer  
Pr: Answered Prayers |
| **God the Father:** Revelation | Prayers of Thanksgiving, Illumination to Understand Psalm 119 | Pr: Counterfeit Prayers |

Week 2:  
June 15 - June 21

| **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  
Discussion Forum 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 |
| **Jesus the Son:** Sacrifice and Forgiveness | Prayers of Confession | Text: Lesson 7  
Article: Praying to be Sanctified  
Weekly Assignment 4 |
| **Jesus the Son:** Jesus Victor | Praying Boldly and without Fear  
Pr: Prayer and Obedience  
Pr: Prevailing Prayer  
CO 1, 2, 3, 6 |

Week 3:  
June 22 - June 28

| **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 |

Discussion Forum 3  
*Topic for research paper to be chosen*
<table>
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<tr>
<th><strong>Week 4:</strong> June 29 - July 5</th>
<th><strong>Christian Life: Laws for Living</strong></th>
<th><strong>Christian Life: Sabbath</strong></th>
<th><strong>Christian Life: In the Hands of the Creator</strong></th>
<th><strong>Christian Hope: Death and Resurrection</strong></th>
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</thead>
<tbody>
<tr>
<td>Holy Spirit: Sharing Gifts for Service</td>
<td>Role of Bible in Prayer Habakkuk 3</td>
<td>Video 5: Prayers in their Literary Context</td>
<td>Weekly Assignment 6</td>
<td>Weekly Assignment 8</td>
</tr>
<tr>
<td>Christian Life: In the Hands of the Creator</td>
<td>Prayers of Grace and Redemption Prayers for guidance Genesis 32</td>
<td>Personal Time with God: “holy time”</td>
<td>Video 7: Prayer as Part of Communication</td>
<td>CO 1, 4, 5, 6</td>
</tr>
<tr>
<td>Christian Hope: Death and Resurrection</td>
<td>Praying with Hope</td>
<td>Text: Lesson 15 Article: Does It Pay to Pray Pr: Men and Women of Prayer Pr: Attitudes in Prayer</td>
<td></td>
<td>CO 1, 3, 4, 6</td>
</tr>
</tbody>
</table>

Weekly Assignment 6

**CO 1, 2, 3, 6**
| Week 5: July 6 - July 12 | **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  
Discussion Forum 4  
CO 1, 3, 4, 6 |
|---|---|---|---|---|
| **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 | |
| **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 |
| **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 | |
| **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 |
| **Christian Community**: Called to Fellowship – Loving One Another | Communal Praying Colossians 1 | Text: Lesson 23 | |
| **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  
Discussion Forum 5  
Reading Affidavit  
CO 1, 2, 5, 6 |
| **Week 8: July 27 - July 31** | | | | Final Exam |

**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.
Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Online Discussion Forums</td>
</tr>
<tr>
<td>15</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>20</td>
<td>Research Paper</td>
</tr>
<tr>
<td>30</td>
<td>Final Exam</td>
</tr>
<tr>
<td>10</td>
<td>Prayer Meetings</td>
</tr>
<tr>
<td>10</td>
<td>Book Report</td>
</tr>
<tr>
<td>5</td>
<td>Reading Affidavit</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<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 http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
Unless a reasonable excuse is provided, all assignments are required to be turned in on Sunday of the particular week. There will be 10% subtracted for each day of late submission.
Maintain Professional Conduct Both in the Classroom and Online

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
3. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
4. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
5. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
6. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

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

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/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, commit 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. 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.