

CONSORTIUM
of Adventist Colleges & Universities



SYLLABUS

RELB 304 Studies in Daniel
Summer 2019

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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

Study of the background, content and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

Course Prerequisites

Andrews University

None

Program Learning Outcomes

Discover and list strengths and weaknesses in the conservative and liberal views concerning the dating and authorship of the book of Daniel.

Discover and list strengths and weaknesses concerning various interpretations of the prophetic symbols in the book of Daniel such as the clay, Little Horn, and kings of the north and south.

Present and defend a Bible-based, personal interpretation of the various symbols in the book of Daniel such as the clay, the Little Horn, and the kings of the north and south.

Recognize and discover parallels within the book of Daniel and between Daniel and other books of the Old Testament.

Present a Bible-based case concerning how major Western powers, Christian heretical groups, and the Jews fit into the interpretation of the book of Daniel.

Present a Bible-based case concerning how concepts like Sanctuary, judgment, and God's mercy function in the book of Daniel.

Life character-building lessons from the life of Daniel and his three friends.

Course Learning Outcomes

On completion of this course, it is expected that the successful student will:

- Intelligently discuss the prophecies of Daniel and their relevance for the Seventh-day Adventist Church today.
- Evaluate the various major theories concerning authorship and dating of the book of Daniel, including the Adventist view of Danielic authorship and historical reliability of the book.
- Evaluate and discuss the presuppositions of the different methods used in the interpretation of the book of Daniel.
- Synthesize a model for interpretation and application of the prophecies in the book of Daniel.
- Appreciate the Seventh-day Adventist heritage of understanding the prophecies of Daniel.
- Evaluate the latest scholarly research in the book of Daniel.
- Discuss the themes and the literary structure of the book of Daniel.
- Apply moral and faith-building lessons in the book of Daniel to daily life.

Required Text/Material

The Bible, any modern translation such as The New King James Bible or the New American Standard Bible. Please do not use paraphrases like the Living Bible or the Clear Word.

Maxwell, Mervyn, *God Cares, Volume 1: The Message of Daniel for You and Your Family*, Pacific Press Publishing Association, 1981, ISBN-13: 9780816303908.

Doukhan, Jacques B., *Secrets of Daniel*, Review and Herald, 2000, ISBN-13: 978-0828014243.

Holbrook, Frank B., *Symposium on Daniel (Daniel & Revelation Committee Series)* Vol. 2, Biblical Research Institute, 1986, ISBN-13: 978-0925675019.

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, 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

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 12 lessons and 2 exams; so it is recommended that you budget 9.6 hours average for studying and preparing for each lesson or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, audio mp3 talks, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, 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.

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.

Assessment Descriptions

Objective, knowledge-check. For each lesson, the successful student is expected to answer a brief, open-book, objective quiz over the lesson material. These quizzes contain questions of the style of true/false and multiple choice.

Essays. Each lesson also contains an essay assignment portion. Essays must conform to the guidelines for writing good essays provided with this course. A good length for these essays is 1-2 double-spaced pages each.

Blogs. This course contains 6 blogs. The successful student is expected to post a short, 1-page, double-spaced essay to each blog as they appear in the course. Since it is easier to just post essays rather than attach them as Word documents, posted essays of an approximate length of 250-300 words are acceptable. While in a self-paced version, it is not practical to require students to reply to other students' post, such interaction is encouraged and improves the learning environment.

Art Project. Blog 6 is a student art project. This is where the successful student posts the artistic results of about 5 hours of class study time. A project could be an MP3 of a song a student wrote and recorded, a Power-Point slide show, a poetry, a video showing a sculpture the student made, a photo

of a painting the student made, or any other such art project. One who does not feel artistically inclined may spend the time writing some devotional thoughts on Daniel 7-12. These could be presented in written form or as radio-spot-style audio portions. A good length for the total amount of devotional material would be 2 double-spaced pages typed, or 5 minutes of audio. Students are very encouraged to explore other forms of artistic talent, though and to only do the devotional project if nothing else seems to work. A brief summary of the art project idea is to be presented as part of the fulfillment of Blog 2.

Exams. This course contains a midterm and a final exam. During each exam, the student may use an unmarked Bible and no other sources. The exams will consist of an objective portion, based on the objective knowledge-check quizzes, and an essay portion. The essay questions may not necessarily look exactly as they did on the assignments or blogs, but will require use of the same knowledge. If a student reviews the assignment essays and blog essays, he/she will have the material needed to succeed on the exams.

Rubrics

For all essays, whether for blog posts, which are short essays, assignment essays, which are longer essays, or exam essays, which could be either, the following guidelines apply:

Quality

Exceptional - Answers the question and has a strong introduction, thesis statement, body, and conclusion.

Very Good - Answers the question and has a good introduction, thesis statement, body, and conclusion.

Acceptable - Partially answers the question and has a moderately adequate introduction, thesis statement, body, and conclusion.

Needs Improvement - Partially answers the question and has a weak introduction, thesis statement, body, and conclusion.

No Submission.

Citation

Exceptional - Employ specific evidence, citations, and proper formatting. Most importantly, the Bible, with book: chapter: verse references, text book material when needed, and proper formatting with introduction, thesis statement, body, and conclusion.

Very Good - One of the above is not present.

Acceptable - Two of the above are not present.

Needs Improvement - Three of the above are not present.

No Submission.

Length

Exceptional - All essays are a reasonable length (300 words for blog essays, 500 words for assignment essays).

Very Good - Essays are slightly below a reasonable length (300 words for blog essays, 500 words for assignment essays).

Acceptable - Essays are below a reasonable length (300 words for blog essays, 500 words for assignment essays).

Needs Improvement - Essays are less than half the reasonable length (300 words for blog essays, 500 words for assignment essays).

No Submission.

Exams

The midterm exam is worth 30% of your grade. You are allowed 120 minutes to complete this exam. The final exam is worth 30% 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
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty
1 May 13-19	Lesson 1: The Book of Daniel	<i>Symposium on Daniel</i> -“Sixth or Second Century Origins?” pp.3-21 & “Historical Issues and Linguistics” pp. 84-143	Assignment 1
2	Lesson 2: To Eat or Not to Eat	<i>God Cares</i> -“Who Was Daniel?” & “Daniel 1” pp. 11-29 Read Daniel 1 in 2 different versions	Assignment 2
3	Lesson 3: Nebuchadnezzar’s Dream	<i>God Cares</i> - “Daniel 2” pp.31-47 Secrets of Daniel, about the clay in Daniel 2. Read Daniel 2 in 2 different versions Supplement 3A & 3B	Assignment 3
4	Lesson 4: Nebuchadnezzar’s Mistakes	<i>God Cares</i> -“Daniel 3” and “Daniel 4” pp.48-74 Read Daniel 3 & 4 in 2 different versions	Assignment 4
5 & 6	Lesson 5: Daniel’s Rise and Fall	<i>God Cares</i> -“Daniel 5” and “Daniel 6” pp.75-105 Read Daniel 5 & 6 in 2 different versions Read Jeremiah 50 & 51, Revelation 17 & 18	Assignment 5
7	Lesson 6: The Vision of the Four Beasts	<i>God Cares</i> - pp. 107-113 and 122-149 Read Daniel 7:1-8 & 7:15-25 in 2 different versions Supplement 6A	Assignment 6
8 June 17-20	Midterm Exam (needs to be completed by Thursday June 20, 11:59 PM)		
9	Lesson 7: The Pre-Advent Judgment	<i>God Cares</i> pp. 115-122 Supplements 7A, 7B, and 7C	Assignment 7
10	Lesson 8: The Sanctuary Defiled	<i>God Cares</i> - “Daniel 8” pp.151-194 Read Daniel 8 in 2 different versions	Assignment 8
11	Lesson 9: The Sanctuary Vindicated	<i>Symposium on Daniel</i> -“The Little Horn, The Heavenly Sanctuary, and the Time of the End: A Study of Daniel 8:91-14” pp. 378 & “Ereb Boqer of Daniel 8:14: Re-examined” pp.462-474 Reading Supplement 9A	Assignment 9
12 & 13	Lesson 10: God’s Timetable	<i>God Cares</i> – “Daniel 9” pp.195-265 Secrets of Daniel, Daniel 9 Supplement 10A Read Daniel 9 in 2 different versions	Assignment 10
14	Lesson 11: Kings from the North and the South	<i>God Cares</i> – “Daniel 10” and “Daniel 11” pp.267-298 Secrets of Daniel, Daniel 11 Supplement 11A	Assignment 11
15	Lesson 12: Time of the End – Daniel 12	<i>God Cares</i> - “Daniel 12” pp.299-310 Supplements 12A & 12B	Assignment 12
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
5%	Assignments, Objective knowledge check
20%	Assignments , Essay
10%	Bi weekly Blogs
5%	Blog Art project
30%	Midterm exam
30%	Semester Exam
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%
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 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.