AU: RELB304 Studies in Daniel
OU: RB417 Daniel
WAU: RELB420 Daniel
Self-Paced Courses
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in Learning Hub 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

<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>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.mbsdirect.net/andrews.htm">http://bookstore.mbsdirect.net/andrews.htm</a></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Learning Hub</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td>andrews.edu/hdchat/chat.php</td>
<td></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<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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</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

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.

Oakwood University
An exegetical exploration of the messages of Daniel in light of their historical, literary, and theological contexts. Emphasis is given to the interpretation and application of apocalyptic prophecy from a Seventh-day Adventist perspective.

Washington Adventist University
Apocalyptic literature was first created by Jewish communities as they wrestled with the problem of evil. After a brief overview of apocalyptic writings found in the Old testament, students will study this unique style by doing a close reading of the book of Daniel.
Course Prerequisites
Andrews University
None

Oakwood University
RG201 or RG202

Washington Adventist University
Suggested background: Secondary Bible, RELB 101 or equivalent

Program Learning Outcomes
Discover and list strengths and weaknesses in the conservative and liberal views concerning the

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-cased 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 holy 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.


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](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](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:** 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 Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

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
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. You are allowed 150 minutes to complete both the midterm exam and the final exam. You must bring your photo ID to the exams.

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

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

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.

**Suggested schedule for completion in 8 weeks:**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation and Writing Expectations</td>
<td>Submit Schedule</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: The Book of Daniel</td>
<td><em>Symposium on Daniel</em>—“Sixth or Second Century Origins?” pp.3-21 &amp; “Historical Issues and Linguistics” pp. 84-143</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: To Eat or Not to Eat</td>
<td><em>God Cares</em>—“Who Was Daniel?” &amp; “Daniel 1” pp. 11-29 Read Daniel 1 in 2 different versions</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 5: Daniel’s Rise and Fall</td>
<td><em>God Cares</em>—“Daniel 5” and “Daniel 6” pp.75-105 Read Daniel 5 &amp; 6 in 2 different versions Read Jeremiah 50 &amp; 51, Revelation 17 &amp; 18</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>5</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lesson 7: The Pre-Advent Judgment</td>
<td><em>God Cares</em> pp. 115-122 Supplements 7A, 7B, and 7C</td>
<td>Assignment 7</td>
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<tr>
<td></td>
<td>Lesson 8: The Sanctuary Defiled</td>
<td><em>God Cares</em>—“Daniel 8” pp.151-194 Read Daniel 8 in 2 different versions</td>
<td>Assignment 8</td>
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<tr>
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<td>Lesson 12: Time of the End – Daniel 12</td>
<td><em>God Cares</em>—“Daniel 12” pp.299-310</td>
<td>Assignment 12</td>
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</table>
## Modules | Lessons | Readings | Assignments
---|---|---|---
8 | | Supplements 12A & 12B | 

### Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
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<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Submit: Schedule Tell About Me Academic Honesty</td>
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<td>1</td>
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<td>Symposium on Daniel “Sixth or Second Century Origins?” pp. 9-21 &amp; “Historical Issues and Linguistics” pp. 84-143</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: To Eat or Not to Eat</td>
<td>God Cares “Who Was Daniel?” &amp; “Daniel 1” pp. 11-29 Read Daniel 1 in 2 different versions</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4: Nebuchadnezzar’s Mistakes</td>
<td>God Cares “Daniel 3” and “Daniel 4” pp. 48-74 Read Daniel 3 &amp; 4 in 2 different versions</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Lesson 5: Daniel’s Rise and Fall</td>
<td>God Cares “Daniel 5” and “Daniel 6” pp. 75-105 Read Daniel 5 &amp; 6 in 2 different versions Read Jeremiah 50 &amp; 51, Revelation 17 &amp; 18</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 7: The Pre-Advent Judgment</td>
<td>God Cares pp. 115-122 Supplements 7A, 7B, and 7C</td>
<td>Assignment 7</td>
</tr>
<tr>
<td>10</td>
<td>Lesson 8: The Sanctuary Defiled</td>
<td>God Cares “Daniel 8” pp. 151-194 Read Daniel 8 in 2 different versions</td>
<td>Assignment 8</td>
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<tr>
<td>16</td>
<td></td>
<td></td>
<td>FINAL EXAM</td>
</tr>
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Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed. Assignments and exams must be completed within 180 days of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tbody>
<tr>
<td>5%</td>
<td>Assignments, Objective knowledge check</td>
</tr>
<tr>
<td>20%</td>
<td>Assignments, Essay</td>
</tr>
<tr>
<td>10%</td>
<td>Bi weekly Blogs</td>
</tr>
<tr>
<td>5%</td>
<td>Blog Art project</td>
</tr>
<tr>
<td>30%</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>30%</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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Viewing Grades in Learning Hub
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
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<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>
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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

Incomplete Policy
An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

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.

**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.