



School of
Distance Education
Andrews University



SYLLABUS

**RELB 406 Advanced Studies
Daniel and Revelation**

202341

RELB 406 Advanced Studies Daniel and Revelation

School of Distance Education

Self-Paced Format

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

| | | |
|---|--|----------------|
| 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

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

Utilizing a variety of analytical approaches, the course will seek to analyze the biblical books of Daniel and Revelation, reading in harmony and complementing each other. This course emphasizes the understanding of biblical prophecy from the perspective of the Seventh-day Adventist church, as well as introducing students to the scholarly issues significant for understanding it. Further, the course discusses both historical and contemporary Seventh-day Adventist scholarly exegesis and evangelistic usage, and the hermeneutical principles involved in reading and applying such apocalyptic texts to the present.

Required Text/Material

Note to students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

The Bible – Each student is required to have his/her Bible (any modern *but not paraphrased* version is acceptable: NKJV, NASB, NRSV, ESV, etc.).

Doukhan, J. (2000). *Secrets of Daniel: Wisdom and Dreams of a Jewish Prince in Exile*. Hagerstown, MD: Review and Herald.

Shea, W. H. (2005). *Daniel: a Reader's Guide*. Nampa, Idaho: Pacific Press.
 Stefanovic, R. (2013). *Plain Revelation*. Berrien Springs, MI: Andrews University.

Optional Text/Material

Stefanovic, R. (2009). *Revelation of Jesus Christ: Commentary on the Book of Revelation*. Berrien Springs, MI: Andrews University Press.

Stuart, D. (2009). *Old Testament Exegesis: A Handbook for Students & Pastors*. Louisville, KY: Westminster John Knox.

Fee, G. D. (2002). *NT Exegesis: A Handbook for Students & Pastors*. Louisville, KY: Westminster John Knox.

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 16 modules with 14 lessons, 2 exams, 11 quizzes, 13 reading reports, exegesis paper/sermon. Each module represents a week of a typical semester course. It is recommended that you budget 8.5 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Program Learning Outcomes

| Program Outcome Objective (BA in Theology) | | RELB 406 Daniel and Revelation |
|--|--|--|
| Goal | At the end of the program the graduate should | |
| 1 | Possess a foundational knowledge of in the areas of Bible, history, and theology, from an SDA perspective | The class builds on knowledge acquired in introductory Bible classes (e.g. Intro to the Old and New Testaments) |
| 2 | Possess skills in the major biblical languages of Hebrew & Greek | The exegesis paper applies Hebrew and/or Greek knowledge |
| 3 | Expression of faith: In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing | Class discussions, exams, and papers will train students in understanding biblical texts and affirming SDA beliefs |
| 4 | Exhibit growth in Christian life skills | Various difficult texts/topics examined in class will foster trust in God and His word, and greater ability to interpret rightly |
| 5 | Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross-cultural context | The exegesis papers, along with class discussions, will provide a chance to apply Scripture to every-day life situations |

Student Learning Outcomes

At the end of the course, the student should be able to:

1. Show evidence of a passion for the use of Daniel and Revelation in personal Bible study, life, and ministry
2. Analyze the content of Daniel and Revelation by close reading of the biblical text, in regard to the spiritual message, visionary and scenic aspects, literary structures, and theological themes
3. Know and explain the historical background for, and literary characteristics of, biblical apocalyptic literature
4. Assess material, including the interpretative history of Daniel and Revelation, for public preaching and evangelism
5. Exhibit a practical, working knowledge of the fundamentals of biblical exegesis

6. Communicate the implications of the gospel and the sanctuary for the life, practice and beliefs of the contemporary church
7. Explore and use Hebrew and Greek tools with dexterity (e.g., concordances, lexicons, commentaries)

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, reflections on the reading, quizzes on the readings, interactions with the instructor via blogs, and two exams, exegetical paper/sermon. Regular participation in the course is essential to good performance.

Course/Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or
- Software: MS Office 2013 or newer ([student copy here](#))

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 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

Quizzes

There will be 10 quizzes (each worth 10 points). These short quizzes will provide a way to evaluate the student's knowledge and understanding of the Scriptural passages and notes as presented in class the previous week. The lowest quiz score will be dropped.

--meets SLO 2, 3, 4, 6; PO 1, 3, 4

Exegesis Paper

Each student will turn in an exegesis paper or exegetical sermon on a selected passage from Daniel or Revelation (no more than 10 verses) at the end of the semester. The paper or sermon will cover all of the hermeneutical steps of basic exegesis, which will be explained within the first week's video. Final papers or sermons should be no less than 12 and no more than 15 pages long, contain no spelling/grammatical errors, and follow all guidelines for papers in the AU Standard

of Written Work (e.g., 12 point font, 1 inch margins, Times New Roman font). As much as possible, the student should seek to write from their analysis of the text, incorporating other views only in footnotes. Further guidelines for the paper or sermon will be in the video and in the handout. Each student is required to follow the guidelines and submit two steps at a time during the course. After submitting the rough draft, each student will need to meet with the professor to discuss the final paper/sermon organization and content. Students are required to use the provided LearningHub Scheduler. (Total possible point: 400; 200 points for the final paper/sermon, 50 points for each 2 steps.)

Rubric for Exegesis Paper/Sermon

| Elements | A Range | B Range | C Range | D Range | F – Fail |
|--|---|---|--|---|--|
| Title and Paper Presentation (10 points) | The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard. | The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard. | Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard. | Describes little about the content. The appearance and word processing in the document is poor. | Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients. |
| Introduction and Thesis (30 points) | Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship. | Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship. | The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places. | The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places. | The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent. |
| Development (50 points) | Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates Independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic. | Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly elates to that topic. | Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them. | Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic. | Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic. |

| Elements | A Range | B Range | C Range | D Range | F – Fail |
|--|--|---|--|--|---|
| Analysis (50 points) | Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature. | Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work. | Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work. | Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work. | Does not support any point with examples from academic literature. Uses only nonscholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work |
| Communication and Language (10 points) | Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page. | Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page. | Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page. | Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page. | Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page. |
| Conclusion (20 points) | Your conclusion is succinct and It is strongly evidence based, and your inference very sound. | Your conclusion is persuasive. It is evidence based and your inference is sound. | Your conclusion may have some merit but some of your evidence is weak or inference is questionable. | Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable. | Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable. |
| Referencing/Bibliography (30 points) | Has expected number of scholarly sources. Perfectly adheres to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). No mistakes are permitted | Has expected number of scholarly sources. Adheres to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). No more than three mistakes permitted. | Has 75% of expected number of scholarly sources. Often adheres to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). No more than 7 mistakes permitted. | Has many non-scholarly sources, and not expected amount. Seldom adheres to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). No more than 10 mistakes permitted. | Has few sources, few scholarly sources. Does not adhere to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). |

--meets SLO 1, 2, 4, 5, 7; PO 3, 5

Academic Presentation of Paper/Preaching of Sermon

Each student will record their presentation of the final paper/sermon to the designated discussion forum. Other students of this class and the professor will evaluate the presentation/sermon and give the feedback to the student. The paper should be presented as to an academic audience; the sermon should be presented as if to a well-educated congregation.

--meets SLO 1, 2, 4, 7; PO 3, 5

Rubric for Academic Presentation/Sermon

| | | | | | |
|---|--|--|---|---|---|
| Language mechanics (5 points) | Significant grammar and pronunciation mistakes that affect the meaning of the answer 0 point | Moderate grammar and pronunciation mistakes that pose potential questions as to the intended meaning of the phrase 2 points | Apparent grammar and pronunciation mistakes, but not enough to hinder easy understanding (please note that an accent is not a pronunciation mistake—it is only a problem if it prevents communication) 3 points | Minor or unnoticeable grammar and pronunciation mistakes 4 points | Spellings, mechanics, and usage are impeccable. Well-defined written structure and speech format with clear pronunciation 5 points |
| Language style (10 points) | Insufficient express of thought using unclear ideas or make logical use of terms. 0 point | Expresses a thought, but makes logical fallacies or uses multiple terms incorrectly 4 points | Expresses a thought, but makes leaps in logic, uses too many words, rambles, or uses vocabulary terms inappropriately 6 points | Succinctly expresses a thought, but either relies heavily on jargon, or fails to use appropriate terms when they would enhance the style 8 points | Concise, complete description, and clear expression of a well-framed thought using the appropriate technical terms, without becoming jargon 10 points |
| Creativity & presentation (10 points) | Presentation was not completed 0 point | Presentation uses standard tools, but in a way that distracts from the purpose of the presentation, and audio, video, and images are of a very poor quality 4 points | Shows limited effort in preparing effective and tasteful presentations, and audio, video, and images are muddled or blurry 6 points | Uses traditional presentation styles and tools in an effective, aesthetically pleasing and enjoyable way, with mostly clear audio, video, and images 8 points | Shows initiative in preparing exceptionally unique, tasteful, and effective presentations using the most effective communication methods and tools, with clear audio, video, and images 10 points |
| Personal distance & compassion (5 points) | Fails to participate in discussion, either in sharing information or commenting on other posts 0 point | Shares inappropriate personal details, comports self in an unprofessional manner, and disrespects others 2 points | Shares too many personal details, comports self in an unprofessional manner, and fails to show understanding for opposing viewpoints (when applicable) 3 points | Communicates with a professional tone, showing understanding of opposing viewpoints (when applicable) 4 points | Communicates with a warm and professional tone, showing understanding and patience for opposing viewpoints (when applicable) 5 points |

Reading Reports

For each of the assigned chapter groups in Doukhan, Shea, and Stefanovic, a 200 words reading report (or a five minute oral report) will be required (The required reading is listed in the schedule of this syllabus). At least 150 words (or 3 mins of the oral report) need to be a basic summary of the reading. There also needs to be at least 50 words (or 2 mins in the oral report) of reflection and application of the reading to the student's personal life. In addition, each reading report will include A SIGNED STATEMENT INDICATING THE PERCENTAGE OF THE TOTAL PAGES YOU HAVE READ. (Total possible point: 130 points; 10 points each)

Rubric for Reading Reports

| | | | | | |
|---------------------------------------|--|---|---|---|--|
| Reading the required materials | Shown complete reading (at least 80%) of the required materials 5 points | Shown partial reading (at least 60%) of required materials 4 points | Shown partial reading (at least 40%) of the required materials 3 points | Shown partial reading (at least 20%) of the required materials 2 points | Shown no reading of the required materials 0 points |
| Language Mechanics | Minor or unnoticeable grammar mistake 5 points | | Moderate grammar mistakes that affect the reader understanding the report. 3 points | | Significant grammar mistakes that affect the reader understanding the report. 0 points |

Discussion Blogs

Discussion blogs are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion blog that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be blogs in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal blogs are great for sharing interests, observations and encouragements with classmates.

Exams

There will be two exams over material covered in class and read in the textbooks, as well as some questions on the passages analyzed. Any additional reading requirements will also be included in the exams. There are no make-up exams. The final exam will have some elements that are comprehensive. The midterm exam is worth 15% of your grade. You are allowed 90 minutes to complete this exam. The final exam is worth 15% of your grade. You are allowed 120 minutes to complete this exam.

--meets SLO 2, 3, 4, 6; PO 1, 3, 4

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks:

| Module | Lessons | Readings | Assignments | Outcomes Met |
|--------|---|--|--|----------------------|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Student Introductions Academic Integrity Quiz Academic Integrity Statement | |
| 1 | Lesson 1 – Syllabus; Introduction to the Book of Revelation; Prophecy Introduction | Doukhan Prologue (7-12); Shea intro, chp 1 (7-31); Stefanovic Intro & Rev. 1 (1-29) | Reading Report 1 | SLO 2, 3, 4, 6 |
| | Lesson 2 – Introduction to Daniel; Revelation 1-2:11 | Doukhan chp 1 (13-23); Shea chp 2 (32-44) Stefanovic Rev. 2 & 3 (30-55) | Reading report 2 Blog: Lesson 1 & 2 | SLO 2, 3, 4, 6 |
| 2 | Lesson 3 – Continuation of Daniel 1 & 2; Revelation 2-3 | Doukhan chp 2; Shea chp 5 Stefanovic Rev. 4 & 5 (56-76) | Reading report 3 Quiz 1 | SLO 2, 3, 4, 6 |
| | Lesson 4 – Daniel 2-3; Revelation 4-5 | Doukhan chps 3-4 (44-75); Shea chps 3-4 (45-92); Stefanovic Rev 6 & 7 (77-100) | Reading report 4 Blog: Lesson 3 & 4 Quiz 2 | SLO 2, 3, 4, 6 |
| 3 | Lesson 5 – Daniel 3-4; Revelation 6-7 | Stefanovic Rev. 8 & 9 (101-117) | Reading report 5 Passage for Paper/Sermon Quiz 3 | SLO 2, 3, 4, 6 |
| | Lesson 6 – Daniel 5; Revelation 8 & 9 | Doukhan chps 5-6 (77-99); Shea chps 5, 9 (93-129, 196-220) Stefanovic 10 & 11 (118-137) | Reading report 6 Blog: Lesson 5 & 6 Quiz 4 | SLO 2, 3, 4, 6 |
| 4 | Lesson 7 – Daniel 6; Revelation 10-11 | Doukhan chp 7 (100-120) | Reading report 7 Exegesis Steps 1-2 | SLO 1, 2, 3, 4, 6, 7 |
| | PROCTORED MIDTERM EXAM (over first 7 modules of class) | | | SLO 2, 3, 4, 6 |
| 5 | Lesson 8 – Daniel 7; Revelation 12-13 | Stefanovic 12 & 13 (138-169) | Reading report 8 Blog: Lesson 7 & 8 Quiz 5 | SLO 2, 3, 4, 6 |
| | Lesson 9 – Daniel Continuation; Revelation 14-15 | Doukhan chp 8 (121-134); Shea chp 6 (130-141); Stefanovic 14 & 15 (170-188) | Reading report 9 Exegesis Steps 3-4 Quiz 6 | SLO 1, 2, 3, 4, 5, 6 |
| 6 | Lesson 10 – Daniel 8; Revelation 14-15 Continuation | Shea chp 7 (142-172) Stefanovic 16 & 17 (188-212) | Reading report 10 Blog: Lesson 9 & 10 Quiz 7 | SLO 2, 3, 4, 6 |
| | Lesson 11 – Daniel 9; Revelation 16-17 | Doukhan chp 9 (135-156); Shea chps 7, 10 (221-229); Stefanovic 18 & 19 (213-229) | Reading report 11 Exegesis Steps 5-6 Quiz 8 | SLO 1, 2, 3, 4, 5, 6 |
| 7 | Lesson 12 – Revelation 16-17 Continuation | Doukhan chp 10 (157-165); Shea chp 11 (230-249); Stefanovic Rev 20 (230-237) | Reading report 12 Blog: Lesson 11 & 12 Quiz 9 | SLO 2, 3, 4, 6 |
| | Lesson 13 – Revelation 18-19; Revelation 20-22 | Doukhan chps 11-12 (166-191); Shea chps 12-13 (250-287); Stefanovic Rev. 21-22 (238-255) | Reading report 13 Rough Draft Quiz 10 | SLO 2, 3, 4, 6 |
| 8 | Lesson 14 – Daniel 10-12 | | Blog: Final Quiz 11 | SLO 2, 3, 4, 6, 7 |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|--------|---|----------|--|----------------|
| | FINAL EXAM Module | | Final Paper/Sermon Academic Presentation | SLO 2, 3, 4, 6 |
| | PROCTORED FINAL EXAM (comprehensive) | | | |

Suggested schedule for completion in 16 weeks:

| Module | Lessons | Readings | Assignments | Outcomes Met |
|--------|---|---|--|----------------------|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Student Introductions Academic Integrity Quiz Academic Integrity Statement | |
| 1 | Lesson 1 – Syllabus; Introduction to the Book of Revelation; Prophecy Introduction | Doukhan Prologue (7-12); Shea intro, chp 1 (7-31); Stefanovic Intro & Rev. 1 (1-29) | Reading Report 1 | SLO 2, 3, 4, 6 |
| 2 | Lesson 2 – Introduction to Daniel; Revelation 1-2:11 | Doukhan chp 1 (13-23); Shea chp 2 (32-44) Stefanovic Rev. 2 & 3 (30-55) | Reading report 2 Blog: Lesson 1 & 2 | SLO 2, 3, 4, 6 |
| 3 | Lesson 3 – Continuation of Daniel 1 & 2; Revelation 2-3 | Doukhan chp 2; Shea chp 5 Stefanovic Rev. 4 & 5 (56-76) | Reading report 3 Quiz 1 | SLO 2, 3, 4, 6 |
| 4 | Lesson 4 – Daniel 2-3; Revelation 4-5 | Doukhan chps 3-4 (44-75); Shea chps 3-4 (45-92); Stefanovic Rev 6 & 7 (77-100) | Reading report 4 Blog: Lesson 3 & 4 Quiz 2 | SLO 2, 3, 4, 6 |
| 5 | Lesson 5 – Daniel 3-4; Revelation 6-7 | Stefanovic Rev. 8 & 9 (101-117) | Reading report 5 Passage for Paper/Sermon Quiz 3 | SLO 2, 3, 4, 6 |
| 6 | Lesson 6 – Daniel 5; Revelation 8 & 9 | Doukhan chps 5-6 (77-99); Shea chps 5, 9 (93-129, 196-220) Stefanovic 10 & 11 (118-137) | Reading report 6 Blog: Lesson 5 & 6 Quiz 4 | SLO 2, 3, 4, 6 |
| 7 | Lesson 7 – Daniel 6; Revelation 10-11 | Doukhan chp 7 (100-120) | Reading report 7 Exegesis Steps 1-2 | SLO 1, 2, 3, 4, 6, 7 |
| 8 | PROCTORED MIDTERM EXAM (over first 7 modules of class) | | | SLO 2, 3, 4, 6 |
| 9 | Lesson 8 – Daniel 7; Revelation 12-13 | Stefanovic 12 & 13 (138-169) | Reading report 8 Blog: Lesson 7 & 8 Quiz 5 | SLO 2, 3, 4, 6 |
| 10 | Lesson 9 – Daniel Continuation; Revelation 14-15 | Doukhan chp 8 (121-134); Shea chp 6 (130-141); Stefanovic 14 & 15 (170-188) | Reading report 9 Exegesis Steps 3-4 Quiz 6 | SLO 1, 2, 3, 4, 5, 6 |
| 11 | Lesson 10 – Daniel 8; Revelation 14-15 Continuation | Shea chp 7 (142-172) Stefanovic 16 & 17 (188-212) | Reading report 10 Blog: Lesson 9 & 10 Quiz 7 | SLO 2, 3, 4, 6 |
| 12 | Lesson 11 – Daniel 9; Revelation 16-17 | Doukhan chp 9 (135-156); Shea chps 7, 10 (221-229); Stefanovic 18 & 19 (213-229) | Reading report 11 Exegesis Steps 5-6 Quiz 8 | SLO 1, 2, 3, 4, 5, 6 |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|--------|---|--|---|----------------------|
| 13 | Lesson 12 – Revelation 16-17 Continuation | Doukhan chp 10 (157-165); Shea chp 11 (230-249); Stefanovic Rev 20 (230-237) | Reading report 12 Blog: Lesson 11 & 12 Quiz 9 | SLO 2, 3, 4, 6 |
| 14 | Lesson 13 – Revelation 18-19; Revelation 20-22 | Doukhan chps 11-12 (166-191); Shea chps 12-13 (250-287); Stefanovic Rev. 21-22 (238-255) | Reading report 13 <i>Rough Draft</i> Quiz 10 | SLO 2, 3, 4, 6 |
| 15 | Lesson 14 – Daniel 10-12 | | Blog: Final Quiz 11 | SLO 2, 3, 4, 6, 7 |
| 16 | FINAL EXAM Module | | Final Paper/Sermon Academic Presentation | SLO 2, 3, 4, 6 |
| | PROCTORED FINAL EXAM (comprehensive) | | | |

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub 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

| % | Description |
|------------|--|
| 40 | Exegesis Paper/Exegetical Sermon: |
| | Exegesis Paper Steps/Rough Draft (Total Possible points: 200; 50 points for each submission) |
| | Final Exegesis Paper (Total Possible points: 200) |
| 13 | Reading Reports (Total possible points: 130; 10 points each) |
| 30 | Exams (First 150 and Final 150) |
| 10 | Quizzes (Total possible points: 100; 10 points each) |
| 5 | Presentation (Total possible points: 30) |
| 2 | Discussion Blogs (Total possible points: 70; 10 points each) |
| 100 | Total |

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.