AU: RELT 225 Doctrines of the Adventist Faith
Summer 2018
**AU RELT 225 Doctrines of the Adventist Faith**  
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**

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact Information</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 withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

**Part 1: Course Information**

**Course Descriptions**  
Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition.

**Prerequisite**  
None

**Course Learning Outcomes**

1. Know, understand and be able to analyze the way in which Christian churches develop and express their doctrinal beliefs,
2. Be acquainted with and able to describe the biblical and theological foundation for the beliefs of the Seventh-day Adventist Church,
3. Understand and be able to position the doctrinal views of the Adventist Church in relation to core Christianity and to the various Christian churches and denominations.
**Required Textbook/Material**


Your textbook is *Seventh-day Adventists Believe*, a comprehensive and readable exposition of the fundamental beliefs of our church. Each chapter begins with one of the 28 statements of belief as they appear in the *Seventh-day Adventist Yearbook*. Be sure you read each statement before you begin reading the chapter. The statements will serve as an excellent summary of the chapter content as well as refreshing your mind as to what is believed by the church.

**Optional Text/Material**

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

*Ellen G. White Writings*

*Acts of the Apostles*
*Counsels for the Church*
*The Desire of Ages*
*The Great Controversy*
*Patriarchs and Prophets*
*Selected Messages, Books 1 and 2*
*Steps to Christ*
*Seventh-day Adventist Bible Commentary, Vol. 5*

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://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 Hours 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 6 Blogs, 5 essays, 6 reflection papers, 8 assignments and 2 exams; so it is recommended that you budget 5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

**Part 2: Course Methods and Delivery**

**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. 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.

For the completion of the following assignment you are allowed to use your learning materials. There is no time limit, but you only have one attempt. The blogs should be answered in a form of short essays. A mock essay and detailed guidelines can be found in LearningHub in the introduction section (Writing good essays).

Blogs (6)
Six blogs will enable you to reflect upon the studied issues and to apply them into your everyday life.

Lesson Reflections (7)
Seven reflection essays enable you to further apply, reflect, and think critically about the studied topics. The reflections essays should be 1 to 2 pages long and should follow the same guidelines as blogs. However, the reflection essays are expected to be more elaborate and longer.

Projects (5)
There are five creative projects in the class. You are expected to upload your project into the LearningHub.

1) Power Point Project
You will prepare a PowerPoint Presentation with 6 to 10 slides that synthesize the 3 lessons studied in this module. The main features expected in this synthesis are the indication of the key points of each lesson and the identification and explanation of the interconnections that you see between the lessons. Feel free to be creative in the content and graphic design of your presentation. Use tables, charts, and images to get your synthesis more clear and attractive.

2) Video Project
You will choose one lesson studied in this module and prepare a Video of 1 to 2 minutes, where you present the lesson topic to a nonreligious person (simply meaning, not involved with religion). Be very creative in presenting the topic to this kind of person.

3) Bible Study Project 01
In each one of these modules, you will choose one lesson and prepare a one-page Bible Study Guide on the topic explored in that lesson to a specific target audience. You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study Guide needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. At the end of your Bible Study Guide, include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your one-page Bible Study Guide includes: (1) the identification of the
lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

4) Interview Project
Choose one lesson out of the four studied in this module, and select one person to be interviewed by you, who you believe has a rich personal experience of the topic covered by the lesson chosen. As you prepare the questions (at least five) for the interview, look at the concepts explored in the lesson and think on how these concepts can be applied in our daily life. After the interview, prepare a one-page report where you (1) identify the lesson/topic chosen; (2) identify and briefly describe the interviewee (you may omit his/her name, if necessary); (3) report the questions and answers of the interview; and (4) in one last paragraph, reflect on how the concepts studied in that lesson can be applied in our daily life, based on the interview. Obviously, you thought about this application before the interview (when you prepared the questions), but now you can indicate if your reflection about such application was enriched by the interview.

5) Bible Study Project 02
Follow the guidelines for Bible study 01.

**Written assignments rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.</td>
<td>Veers off topic. It is difficult to follow main points or grasp writer’s meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Writing shows that student knows the material taught and can apply it accurately in a new situation.</td>
<td>Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.</td>
<td>Writing displays a failure to understand, recall, or apply much of the material in new situations.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.</td>
<td>Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.</td>
<td>Quotes bible or text-book extensively or uses incorrect referencing.</td>
</tr>
<tr>
<td><strong>Personal Comments</strong></td>
<td>Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or “preachy.”</td>
<td>Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or “preachy.”</td>
<td>Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)</td>
</tr>
<tr>
<td><strong>Depth/Analysis</strong></td>
<td>In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.</td>
<td>In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.</td>
<td>Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.</td>
</tr>
</tbody>
</table>
### Grammar/Language Usage

<table>
<thead>
<tr>
<th>Writing</th>
<th>The writing is usually clear. There may be a few grammatical or syntactical mistakes.</th>
<th>Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.</th>
<th>Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.</th>
<th>Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Paragraphs are neat and separated with no more than one main point per paragraph.</th>
<th>Paragraphs are separated, usually with only one main point per paragraph.</th>
<th>Paragraphs run together without regard to individual points being made. Structure is random.</th>
</tr>
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</table>

### Exams

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the [current policy on approved proctors](#) before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

The midterm exam is worth 20% of your grade. You are allowed 90 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email **sdeexams@andrews.edu** with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.
## Schedule with start, midterm, final and completion dates in RED.

<table>
<thead>
<tr>
<th>Modules/Dates</th>
<th>Lessons</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Submit Schedule Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1 May 14-20</td>
<td>Lesson 1: The Godhead</td>
<td>Seventh-day Adventists Believe “The Godhead” Selected Messages, Book 1 (pp. 290-295) Key Verses: Genesis 1:1-2; Psalms 19:1; Romans 1:20</td>
<td>Blog 1</td>
</tr>
<tr>
<td></td>
<td>Lesson 2: God the Father Lesson 3: God the Son</td>
<td>Seventh-day Adventists Believe “God the Father” The Desire of Ages (pp. 19-21) Key Verses: Exodus 34:6, 7; Galatians 4:5, 6; Hebrews 1:1, 2 Seventh-day Adventists Believe “God the Son” Selected Messages, Book 1 (pp. 246-251) Seventh-day Adventist Bible Commentary, vol. 5 (pp. 1128-5-1129:2; 1131:4-5)</td>
<td>Lesson 2 Reflection</td>
</tr>
<tr>
<td></td>
<td>Lesson 7: Creation</td>
<td>Seventh-day Adventists Believe “Creation” Patriarchs and Prophets (pp. 44-51) Keys Texts: Genesis 1:1, 2; John 1:1-3; Hebrews 11:3</td>
<td>Blog 3</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 8: The Nature of Human Beings</td>
<td>Seventh-day Adventists Believe “The Nature of Man” Patriarchs and Prophets (pp. 52-70) Key Texts: Genesis 1:26-31; Genesis 3:15; Genesis 5:1-3; Romans 5:12-19</td>
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<tr>
<td>6</td>
<td>Lesson 9: Death and Resurrection</td>
<td>Seventh-day Adventists Believe “Death and Resurrection” The Great Controversy (pp. 531-550) Key Texts: Genesis 3:19; Ecclesiastes 9:5, 10; Ecclesiastes 12:7, John 11:11-14; 1 Corinthians 15</td>
<td>Lesson 10 Reflection Project: Video 1</td>
</tr>
<tr>
<td></td>
<td>Lesson 12: The Experience of Salvation</td>
<td>Seventh-day Adventists Believe “The Experience of Salvation” Steps to Christ (pp. 43-55) Key Texts: Romans 6:19; 1 Corinthians 1:30; Titus 3:5-7</td>
<td>Lesson 12 Reflection</td>
</tr>
<tr>
<td>8 June 17-21</td>
<td><strong>MIDTERM EXAM</strong>&lt;br&gt;(needs to be completed by Thursday June 21, 11:59 PM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lesson 13: The Church</td>
<td>Seventh-day Adventists Believe (pp. 163-180) Acts of the Apostles (pp. 9-16) Key Texts: Matthew 28:19, 20; Ephesians 2:13, 17, 5:27; 1 Peter 2:9, 10</td>
<td>Blog 4</td>
</tr>
<tr>
<td>Modules/Dates</td>
<td>Lessons</td>
<td>Readings</td>
<td>Activities</td>
</tr>
<tr>
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</tbody>
</table>
| 10           | Lesson 15: Unity in the Body of Christ  
Lesson 16: Baptism | Seventh-day Adventists Believe “Unity in the Body of Christ”  
Counsels for the Church (pp. 43-46)  
Key Texts: John 17:20-23; 1 Corinthians 12:12-31;  
Ephesians 4:4-6; 1 John 3:11-18  
Seventh-day Adventists Believe “Baptism”  
Counsels for the Church (pp. 295-297)  
The Desire of Ages (pp. 109-113)  
Key Texts: Matthew 28:19, 20; Acts 2:37, 38; Romans 6:1-6 | Lesson 15 Reflection  
Project: Bible Study  
Blog  
5 |
| 11           | Lesson 17: The Lord’s Supper  
Lesson 18: Stewardship and the Family | Seventh-day Adventists Believe “The Lord’s Supper”  
Counsels for the Church (pp. 298-302)  
6 |
| 12           | Lesson 19: The Law of God  
Lesson 20: The Sabbath | Seventh-day Adventists Believe “The Law of God”  
Patriarchs and Prophets (pp. 303-314, 363-373)  
6  
Lesson 20 Reflection  
Project: Interview |
| 13           | Lesson 21: Christian Behavior | Seventh-day Adventists Believe “Christian Behavior”  
Counsels for the Church (pp. 166-173, 214-217, 221-232)  
Key Texts: Romans 12:1, 2; 1 Corinthians 6:19, 10:31;  
Philippians 4:8 | |
| 14           | Lesson 22: Christ’s Ministry in the Heavenly Sanctuary | Seventh-day Adventists Believe “Christ’s Ministry in the Heavenly Sanctuary”  
The Great Controversy (pp. 409-432)  
Key Texts: Exodus 25:8; Hebrews 4:14-16, 8:1, 2 | Lesson 22 Reflection  
Project: Bible Study  
2 |
| 15           | Lesson 23: The Second Coming of Christ  
Lesson 24: The Millennium and the New Earth | Seventh-day Adventists Believe “The Second Coming of Christ”  
The Great Controversy (pp. 613-652)  
Key Texts: Matthew 24:29-31; John 14:1-3;  
1 Thessalonians 4:16-18; Revelation 6:12-17 | |
| 16           | Lesson 25: The Millennium and the New Earth | Seventh-day Adventists Believe “The Millennium and the End of Sin”  
The Great Controversy (pp. 653-678)  

**FINAL EXAM**

*(needs to be completed by Thursday, August 2, 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
Your final grade will be the result of three components: Blogs (1-6) (15%), 5 essays & 6 reflection papers(10%), Assignments (1-8) (35%), Midterm Exam (20%), and Semester Exam (20%). You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Blogs(1-6)</td>
</tr>
<tr>
<td>10</td>
<td>5 essays &amp; 6 reflection papers</td>
</tr>
<tr>
<td>35</td>
<td>Assignments 1-8</td>
</tr>
<tr>
<td>20</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>20</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

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

<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>
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<tr>
<td>C</td>
<td>73-77%</td>
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<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 https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/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/](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.

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.