



School of  
Distance Education  
Andrews University



# SYLLABUS

**HIST 404 Adventist Heritage**

202421

# HIST 404 Adventist Heritage

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Description

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

### Required Text/Material

Schwarz, Richard W. and Floyd Greenleaf. *Light Bearers: A History of the Seventh-day Adventist Church*, rev. ed. Nampa, ID: Pacific Press, 2000. ISBN: 9780816317950.

Knight, George R. *Ellen White's World: A Fascinating Look at the Times in Which She Lived*. Hagerstown, MD: Review and Herald, 2001. ISBN: 9780828013567

Documents as assigned and posted/linked on Learning Hub

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week.

Use the Lessons on the Learning Hub as the starting point and hub for your study of each lesson. The Lessons will: 1) provide content needed for your success on assignments and exams; and 2) guide you through use of all learning resources assigned for the lesson—textbook reading, documents, videos, and other online content.

Use the Midterm and Final Exam preparation guides in preparing for the exams.

### Student Learning Outcomes

1. Comprehend the role of important events, ideas, people and organizations in the historical development of the Adventist movement.
2. Explain major themes in the historical development of Seventh-day Adventism and its mission to the world, showing continuity and change over time and place and recognition of context:
  - a. The Adventist experience as an ongoing quest for present truth.
  - b. The relationship between imminent hope for a new world to come and impact on the present world.
  - c. Continuity and change in the historical phases of Adventist mission.
  - d. The development of church organization and authority structures.
  - e. The quest for unity amidst diversity.
3. Demonstrate a critical appreciation for the significance of the Adventist heritage and how it informs life and faith in the present.

### 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

Each Lesson identifies the learning objectives for that unit of study, sets forth the learning resources needed for achieving the objectives, and guided you through use of those resources. Typically, these include assigned reading in textbooks and documents (posted or linked on the LearningHub), videos, and other online content.

Knowledge Checks, short essays, document analyses and related Discussions (all “open book”) are utilized to assess your attainment of the learning objectives.

**Technical Requirements**

- Computer: PC (Win 10 or newer) or MAC (10.14 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 Firefox
- Software: Office 2013 or newer ([Office 365 available 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 <mailto: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](mailto: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. 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 LearningHub AND discipline yourself to make regular progress.

### Assessment Descriptions

**Lessons/Lecture:** Lesson 1-12 with lecture/instructor-guides learning activities, assigned reading (textbook and documents), video clips, and Knowledge Checks.

**Assignments:** Short-answer, essay (200-500 words), and document analyses (250-750 words) assignments as assigned in associations with each lesson topic.

**Mid-Term Exam:** Objective, short-answer, and essay questions — see Mid-term Exam Preparation Guide.

**Final Exam:** Objective, short-answer, and essay questions — see Final Exam Preparation Guide.

### Blog Questions

There will be 10 blog forums that you will need to answer throughout the course. Directions for how long and the type of response needed will be listed within each Blog Forum.

### Rubrics

Essay and Document Analysis assignments will be assessed as follows:

#### General Essay Evaluation Criteria

1) **Coherence:** written in essay format—that is, in coherent sentences and paragraphs that conform to standard conventions of English writing. Poor writing mechanics, e.g. sloppiness, frequent typos, and errors in spelling, grammar, capitalization and so forth, diminish your effectiveness in getting your points across, and thus your grade as well.

2) **Content:** substantive, relevant to the assignment/question, well-supported with evidence and logic. You must base your analysis on your own reading of the document. To demonstrate



this, give brief quotations occasionally, identifying the speaker/author as indicated in the document.

3) **Critical thinking:** fair-minded, independent analysis, reflecting individual engagement with the subject (as prompted by directions). Each student must do his or her own thinking and writing. This is a matter of academic integrity.

### **Document Analysis Essay**

In addition to the above, Document Analysis essays must reflect your own careful, critical reading of the *assigned document*.

Relevant assigned reading and lesson/lecture material is essential to your understanding the context of the document, but neither these nor other secondary sources should be the primary basis for the essay.

Brief quotations from the document and/or comment on specific passages from it, woven into an essay in your own “voice” help demonstrate individual, critical analysis of the document.

### **Exams**

There are two exams in this course. The midterm or first exam covers material from Lessons 1-6, is made up of objective, short-answer, and essay questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. The final or second exam covers material from Lessons 7-12, is made up of objective, short-answer, and essay questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. Both exams 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](http://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](mailto: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:**

Week	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	1	Lesson 1: Faith in Context	<i>Light Bearers</i> , Ch. 1 <i>Ellen White's World</i> , Ch. 1-5 , <i>passim</i> Documents/videos (see Lesson 1)	1.1 Knowledge Check 1.2 Knowledge Check 1.3 Knowledge Check 1.3 Essay	SLO1, SLO2a,b,c, SLO3
	2	Lesson 2: Second Advent Awakening	<i>Light Bearers</i> , Ch. 2-3. <i>Ellen White's World</i> , pp. 13-14 Documents/videos (see Lesson 2)	2.1 Knowledge Check 2.2 Knowledge Check 2.2 Essay 2.3 Knowledge Check 2.3 Document Analysis Discussion 1	SLO1, SLO2a,b, SLO3
2	3	Lesson 3: The Rise of Seventh-day Adventism	<i>Light Bearers</i> , pp. 51-71 & 159-161 Documents/videos (see Lesson 3)	3.1 Knowledge Check 3.2 Knowledge Check 3.3 Knowledge Check 3.3 Essay 3.4 Knowledge Check 3.4 Document Analysis Discussion 2	SLO1, SLO2a,b,e, SLO3
	4	Lesson 4: Organizing for Mission	<i>Light Bearers</i> , Ch. 5-6; pp. 168-169 <i>Ellen White's World</i> , pp. 45-48 Documents/videos (see Lesson 4)	4.1 Knowledge Check 4.2 Knowledge Check 4.3 Knowledge Check 4.3 Essay 4.3 Document Analysis 4.4 Essay Discussion 3	SLO1, SLO2a,b,d,e, SLO3
3	5	Lesson 5: The Last Message of Mercy	<i>Light Bearers</i> , Ch. 7-10 <i>Ellen White's World</i> , pp. 29-45, 88-90, 105-109 Documents/videos (see Lesson 5)	5.1 Knowledge Check 5.2A Knowledge Check 5.2B Knowledge Check 5.2C Knowledge Check 5.2 Essay 5.2 Document Analysis 5.3 Knowledge Check Discussion 4	SLO1, SLO2a,b,c, d, SLO3
	6	Lesson 6: Conflict and Renewal	<i>Light Bearers</i> , Ch. 13-16 <i>Ellen White's World</i> , 88-90, 100-104, 115-129. Documents/videos (see Lesson 6)	6.1A Knowledge Check 6.1B Knowledge Check 6.1 Document Analysis 6.2 Knowledge Check 6.2 Essay Discussion 5	SLO1, SLO2a,b,c,d,e, SLO3

Week	Module	Lessons	Readings	Assignments	Outcomes Met
4	7	<b>Mid-Term Exam Preparation</b>			
	8	<b>PROCTORED MID-TERM EXAM</b>			
5	9	Lesson 7: Reorganizing for a New Era	<i>Light Bearers</i> , Ch. 16-17, 20 Documents/videos (see Lesson 7)	7.1 Knowledge Check 7.2 Knowledge Check 7.2 Document Analysis 7.3 Knowledge Check Discussion 6	SLO1, SLO2a,b,d,e, SLO3
	10	Lesson 8: The Golden Age of Overseas Mission	<i>Light Bearers</i> , ch. 18, 19, 14 (pp. 211-213, 217-219), 23 (pp. 374-376), 31 (pp. 526-527), and 32 (pp. 540-543). Documents/videos (see Lesson 8)	8.1 Knowledge Check 8.2 Knowledge Check 8.2 Essay 8.2 Document Analysis Discussion 7	SLO1, SLO2b,c,d,e, SLO3
6	11	Lesson 9: The Twentieth Century Church	<i>Light Bearers</i> , portions of chapters 19, 20, 21, 23, 24, 26, 29, 31, 33 Documents/videos (see Lesson 9)	9.1 Knowledge Check 9.1 Essay 9.2 Knowledge Check 9.3 Knowledge Check 9.3 Essay Discussion 8	SLO1, SLO2b,c,d, SLO3
	12	Lesson 10: Unity Amidst Diversity—I: Theological Orientations	Selected passages from <i>Light Bearers</i> and supplemental resources as indicated within Lesson 10	10.1 Document Analysis 10.2 Essay 10.3 Knowledge Check Discussion 9	SLO1, SLO2a, b,d,e, SLO3
7	13	Lesson 11: Unity Amidst Diversity—II: Race, Ethnicity, and Gender	<i>Light Bearers</i> , 321-323, 499-506, 131-132 and 464-470. Documents/videos (see Lesson 11)	11.1 Knowledge Check 11.1 Essay 11.2 Knowledge Check 11.3 Knowledge Check 11.3 Document Analysis Discussion 10	SLO1, SLO2a, b,d,e, SLO3
	14	Lesson 12: Unity Amidst Diversity—III: Global Church	<i>Light Bearers</i> , Ch. 28 (pp. 459-464), Ch. 30 (pp. 506-517), Ch. 31-34 Documents/videos (see Lesson 12)	12.1 Knowledge Check 12.1 Essay 12.2 Knowledge Check	SLO1, SLO2a, b,c,d,e, SLO3
8	15	<b>Final Exam Preparation</b>			
	16	<b>PROCTORED FINAL EXAM</b>			



**Suggested schedule for completion in 16 weeks:**

Modules	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: Faith in Context	<i>Light Bearers</i> , Ch. 1 <i>Ellen White's World</i> , Ch. 1-5, <i>passim</i> Documents/videos (see Lesson 1)	1.1 Knowledge Check 1.2 Knowledge Check 1.3 Knowledge Check 1.3 Essay	SLO1, SLO2a,b,c, SLO3
2	Lesson 2: Second Advent Awakening	<i>Light Bearers</i> , Ch. 2-3. <i>Ellen White's World</i> , pp. 13-14 Documents/videos (see Lesson 2)	2.1 Knowledge Check 2.2 Knowledge Check 2.2 Essay 2.3 Knowledge Check 2.3 Document Analysis Discussion 1	SLO1, SLO2a,b, SLO3
3	Lesson 3: The Rise of Seventh-day Adventism	<i>Light Bearers</i> , pp. 51-71 & 159-161 Documents/videos (see Lesson 3)	3.1 Knowledge Check 3.2 Knowledge Check 3.3 Knowledge Check 3.3 Essay 3.4 Knowledge Check 3.4 Document Analysis Discussion 2	SLO1, SLO2a,b,e, SLO3
4	Lesson 4: Organizing for Mission	<i>Light Bearers</i> , Ch. 5-6; pp. 168-169 <i>Ellen White's World</i> , pp. 45-48 Documents/videos (see Lesson 4)	4.1 Knowledge Check 4.2 Knowledge Check 4.3 Knowledge Check 4.3 Essay 4.3 Document Analysis 4.4 Essay Discussion 3	SLO1, SLO2a,b,d,e, SLO3
5	Lesson 5: The Last Message of Mercy	<i>Light Bearers</i> , Ch. 7-10 <i>Ellen White's World</i> , pp. 29-45, 88-90, 105-109 Documents/videos (see Lesson 5)	5.1 Knowledge Check 5.2A Knowledge Check 5.2B Knowledge Check 5.2C Knowledge Check 5.2 Essay 5.2 Document Analysis 5.3 Knowledge Check Discussion 4	SLO1, SLO2a,b,c, d, SLO3
6	Lesson 6: Conflict and Renewal	<i>Light Bearers</i> , Ch. 13-16 <i>Ellen White's World</i> , 88-90, 100-104, 115-129. Documents/videos (see Lesson 6)	6.1A Knowledge Check 6.1B Knowledge Check 6.1 Document Analysis 6.2 Knowledge Check 6.2 Essay Discussion 5	SLO1, SLO2a,b,c,d,e, SLO3
7	<b>Mid-Term Exam Preparation</b>			

Modules	Lessons	Readings	Assignments	Outcomes Met
8	<b>PROCTORED MID-TERM EXAM</b>			
9	Lesson 7: Reorganizing for a New Era	<i>Light Bearers</i> , Ch. 16-17, 20 Documents/videos (see Lesson 7)	7.1 Knowledge Check 7.2 Knowledge Check 7.2 Document Analysis 7.3 Knowledge Check Discussion 6	SLO1, SLO2a,b,d,e, SLO3
10	Lesson 8: The Golden Age of Overseas Mission	<i>Light Bearers</i> , ch. 18, 19, 14 (pp. 211-213, 217-219), 23 (pp. 374-376), 31 (pp. 526-527), and 32 (pp. 540-543). Documents/videos (see Lesson 8)	8.1 Knowledge Check 8.2 Knowledge Check 8.2 Essay 8.2 Document Analysis Discussion 7	SLO1, SLO2b,c,d,e, SLO3
11	Lesson 9: The Twentieth Century Church	<i>Light Bearers</i> , portions of chapters 19, 20, 21, 23, 24, 26, 29, 31, 33 Documents/videos (see Lesson 9)	9.1 Knowledge Check 9.1 Essay 9.2 Knowledge Check 9.3 Knowledge Check 9.3 Essay Discussion 8	SLO1, SLO2b,c,d, SLO3
12	Lesson 10: Unity Amidst Diversity—I: Theological Orientations	Selected passages from <i>Light Bearers</i> and supplemental resources as indicated within Lesson 10	10.1 Document Analysis 10.2 Essay 10.3 Knowledge Check Discussion 9	SLO1, SLO2a, b,d,e, SLO3
13	Lesson 11: Unity Amidst Diversity—II: Race, Ethnicity, and Gender	<i>Light Bearers</i> , 321-323, 499-506, 131-132 and 464-470. Documents/videos (see Lesson 11)	11.1 Knowledge Check 11.1 Essay 11.2 Knowledge Check 11.3 Knowledge Check 11.3 Document Analysis Discussion 10	SLO1, SLO2a, b,d,e, SLO3
14	Lesson 12: Unity Amidst Diversity—III: Global Church	<i>Light Bearers</i> , Ch. 28 (pp. 459-464), Ch. 30 (pp. 506-517), Ch. 31-34 Documents/videos (see Lesson 12)	12.1 Knowledge Check 12.1 Essay 12.2 Knowledge Check	SLO1, SLO2a, b,c,d,e, SLO3
15	<b>Final Exam Preparation</b>			
16	<b>PROCTORED FINAL EXAM</b>			

### 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

Percent %	Description
60	Lesson Assignments: knowledge checks, document analyses, essays
10	Blog Questions
15	Mid-term Exam
15	Final Exam
100	Total Percent Possible

### 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/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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

### 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.