



# CHIS 574 History of SDA Theology

## Spring 2026

*Gluder Quispe (PhD)*

### CLASS & CONTACT INFORMATION

|                             |                                                       |
|-----------------------------|-------------------------------------------------------|
|                             | 4735 NW 63rd Street Oklahoma City, O73132             |
| <b>Class location:</b>      | OklahomaConference, Southwestern Union                |
| <b>Class meeting dates:</b> | March 29—April 02, 2026                               |
| <b>Class meeting times:</b> | Sun—6-9:30 pm; Mon-Thur—8am to 6pm (lunch-12-1:30pm). |
| <b>Course Website:</b>      | learninghub.andrews.edu                               |
| <b>Instructor Tel.:</b>     | (503) 437 2376                                        |
| <b>Instructor Email:</b>    | gluder@andrews.edu                                    |
| <b>Office hours:</b>        | By appointment                                        |

### BULLETIN DESCRIPTION OF COURSE

“Origin and subsequent development of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.”

### PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:

1. Distinguish the distinctive doctrines of the Seventh-day Adventist Church.
2. Biblically support the assumptions and arguments for the distinctive doctrines of the Seventh-day Adventist Church.
3. Identify the progress and development of the church's distinctive doctrines in the history of the Seventh-day Adventist Church.
5. Understands the role and influence of Ellen White and her writings on Adventist theology, mission, and ministry.
6. Demonstrates an understanding of theological disciplines in his preaching and ministry in the churches.
7. Makes biblical and theological reflection the basis for his ministry and proclamation.
8. Values the preaching of biblical truth, including distinctive Adventist beliefs.
9. Explains the religious heritage of the church in his own words.

### COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

| Date     | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assignment Due                                                                                                                                                                                                                                                                                                                                       | CLOs Addressed |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 03/27/26 | <ul style="list-style-type: none"> <li>Reading report</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>30 hours</b> from the required books below—Prior to the intensive ( <b>30 points</b> of the final grade). <i>Ten-point deduction</i> for late reading assignments.                                                                                                                                                                                | CLO 1          |
| 03/29/26 | <b>Unidad 1:</b><br>RAICES DE LA TEOLOGÍA ADVENTISTA <ol style="list-style-type: none"> <li>1. Introducción</li> <li>2. Protestantismo</li> <li>3. Puritanismo</li> <li>4. Restauracionismo</li> <li>5. Conexión Cristiana</li> <li>6. Metodismo</li> <li>7. Filosofía del sentido común</li> <li>8. Visión sistémica de la realidad</li> <li>9. Millerismo</li> <li>10. Siete pilares del adventismo</li> </ol>                                                                                                                                                                                                                             | Read, Quispe, Gluder. “150 años de legado adventista: Un breve panorama histórico de la estructura organizacional de la Iglesia Adventista del Séptimo Día” en <i>Legado Adventista: Un panorama histórico y teológico del adventismo</i> , pp.17-54.<br><br>Review class notes                                                                      | CLO 1          |
| 03/30/26 | <b>Unida 2: Scripture</b><br>DESARROLLO HISTÓRICO DE LA INTERPRETACIÓN BÍBLICA ADVENTISTA <ol style="list-style-type: none"> <li>1. Periodo del Movimiento Millerita (1839-1844)</li> <li>2. Periodo de los adventistas sabatistas (1844-1863)</li> <li>3. Periodo de la consolidación de la interpretación bíblica adventista (1863-1919)</li> <li>4. Periodo del desafío del fundamentalismo (1919-1952)</li> <li>5. Periodo del Comentario Bíblico Adventista (1952-1974)</li> <li>6. Periodo del énfasis hermenéutica bíblica adventista (1974-1986)</li> <li>7. Periodo de desafíos y refinamientos hermenéuticos (1986-hoy)</li> </ol> | Read, Davidson, Richard M. “Interpretación bíblica”, en Teología: <i>Fundamentos bíblicos de nuestra fe</i> , vol. 1. pp. 153-239.<br><br>Quispe, Gluder. “Tres períodos en la interpretación adventista del Apocalipsis”, en <i>El Apocalipsis en el adventismo: Recuento histórico de su interpretación</i> , pp. 17-40.<br><br>Review class notes | CLO 1          |

| Date     | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assignment Due                                                                                                                                                                                                                                                                                                                                                                                           | CLOs Addressed |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          | <b>Unidad 3: Second Coming of Jesus</b><br>DESARROLLO HISTÓRICO DE LA INTERPRETACIÓN DE LA SEGUNDA VENIDA <ol style="list-style-type: none"> <li>1. Periodo del segundo despertar religioso (1798-1844)</li> <li>2. Periodo de responder: ¿por qué Jesús no vino? (1844-1863)</li> <li>3. Periodo de énfasis literal de las señales (1863-1945)</li> <li>4. Periodo de énfasis Cristo-céntrico de las profecías (1945-1970)</li> <li>5. Periodo de desafíos del fin de siglo y comienzo de otro (1970-hoy)</li> </ol>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |                |
| 04/31/26 | <b>Unidad 4: Sanctuary</b><br>DESARROLLO HISTÓRICO DE LA DOCTRINA DEL SANTUARIO <ol style="list-style-type: none"> <li>1. Periodo Millerita (1839-1844)</li> <li>2. Periodo de integración sistemática (1844-1886)</li> <li>3. Periodo de tipología Cristo-céntrica (1886-1955)</li> <li>4. Periodo reduccionismo evangélico (1955-1980)</li> <li>5. Periodo del restauracionismo exegético (1980-hoy)</li> </ol><br><b>Unidad 5: Sabbath</b><br>DESARROLLO HISTÓRICO DE LA DOCTRINA DEL SÁBADO <ol style="list-style-type: none"> <li>1. Periodo: Movimiento Millerita (1839-1844)</li> <li>2. Periodo de la “verdad presente” (1844-1847)</li> <li>3. Periodo de guardar de seis a seis de la tarde (1847-1855)</li> <li>4. Periodo del énfasis en el sábado (1855-1888)</li> </ol> | Read,<br>Moore, Marvin. “El desarrollo de la doctrina del Juicio Investigador” y “Críticos de la doctrina del Juicio Investigador”, en <i>El Juicio Investigador: Su fundamento bíblico</i> , pp.59-76.<br><br>LaRondelle, Hans K. “Teologías contemporáneas del día de reposo”, en <i>El sábado en las Escrituras y en la historia</i> , Kenneth A. Strand (ed.), pp.383-407.<br><br>Review class notes | CLO 1          |

| Date     | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assignment Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CLOs Addressed |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          | 5. Periodo del énfasis profético del sábado (1888-1957)<br>6. Periodo de la exégesis y teología del sábado (1957-hoy)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |
| 04/01/26 | <p><b>Unidad 6: Soul</b></p> <p>DESARROLLO HISTÓRICO DE LA DOCTRINA DE LA IMMORTALIDAD CONDICIONAL DEL ALMA</p> <ol style="list-style-type: none"> <li>Periodo: Movimiento Millerita (1839-1844)</li> <li>Periodo: Adventistas Sabatistas (1844-1863)</li> <li>Periodo: Iglesia Adventista del Séptimo Día (1863-hoy)</li> </ol> <p><b>Unidad 7: Spirit of Prophecy</b></p> <p>DESARROLLO HISTÓRICO DE LA DOCTRINA DE DON PROFÉTICO</p> <ol style="list-style-type: none"> <li>Aceptando el Don Profético (1845 – 1853)</li> <li>Primeras objeciones al Don Profético (1853 – 1863)</li> <li>Afirmando el Don Profético (1863 – 1883)</li> <li>Desafíos que traerían eco del Don Profético (1883-1919)</li> <li>El Don Profético y la Inspiración (1919-1976)</li> <li>La Comprensión más adecuada del Don Profético (1976 – hoy )</li> </ol> | <p>Read,</p> <p>Burt, Merlin D. “La doctrina de la Trinidad en la Iglesia Adventista del Séptimo Día: Un análisis histórico”, en <i>Legado Adventista: Un panorama histórico y teológico del adventismo</i>, Gluder Quispe, et. al., pp. 161-182.</p> <p>Burt, Merlin D. “Elena G. de White y el surgimiento del adventismo sabatista”, en <i>Legado Adventista: Un panorama histórico y teológico del adventismo</i>, Gluder Quispe, et. al., pp. 81-108.</p> <p>Review class notes</p> | CLO 1          |
| 04/02/25 | <p><b>Unidad 8: Salvation</b></p> <p>DESARROLLO HISTÓRICO DE LA JUSTIFICACIÓN POR LA FE</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Read,</p> <p>Knight, George R. “La fundamentación de los movimientos disidentes modernos</p>                                                                                                                                                                                                                                                                                                                                                                                          | CLO 1          |

| Date     | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assignment Due                                                                                                                                                                                                                                                                                                        | CLOs Addressed |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          | <ol style="list-style-type: none"> <li>1. Periodo de Cristo nuestra justicia: ¿Una verdad presente? (1844-1863)</li> <li>2. Periodo del énfasis en la justicia humana (1863-1888)</li> <li>3. Periodo de la justificación por la fe (1888-1931)</li> <li>4. Periodo de ¿nuestra justificación o su justicia? (1931-1957)</li> <li>5. Periodo ¿el perfeccionismo o su justicia? (1957-1980)</li> <li>6. Periodo del énfasis en Cristo nuestra justicia (1980-hoy)</li> </ol> | <p>del adventismo, parte 1: El surgimiento del M. L. Andreasen y la Teología de la Generación Final”, en <i>El Remanente y los disidentes</i>, pp. 159-180.</p> <p>Review class notes</p>                                                                                                                             |                |
| 06/02/26 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Final project is due today (June 02, 2026).</b> By noon on this day, students should post in the <i>LearningHub</i> a <b>20-page</b> electronic <b>MSW</b> document with the final project. Project will be graded according to the rubric included in this syllabus (<b>50 points</b> of the final grade).</p> |                |

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## COURSE MATERIALS

**Required Reading –Read 30 hours from the from at least two of the following books**

- Quispe, Gluder; Burt, Merlin D.; Timm, Alberto R. *Legado Adventista: Un panorama histórico y teológico del adventismo*. Ñaña, Lima, Perú: Universidad Peruana Unión, Publicaciones y Difusión Cultural; Centro de Investigación White-Perú, 2013.

- Knight, George R.; Quispe, Gluder; Timm, Alberto R. *El Remanente y los disidentes*. Ñaña, Lima, Perú: Universidad Peruana Unión, Fondo Editorial; Centro de Investigación White-Perú, 2015.
- Quispe, Gluder; Moskala, Jiří; Reeve, John. *Identidad Adventista: en historia, mensaje y mission*. Ñaña, Lima, Perú: Universidad Peruana Unión, 2022.
- Knight, George R. *Nuestra identidad: Origen y desarrollo*. Doral, FL: Asociación Publicadora Interamericana, Gema Editores, 2007.

### Recommended Reading

- Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans, 1977.
- Froom, LeRoy E. *Movement of Destiny*. Washington, DC: Review and Herald, 1971.
- Froom, LeRoy E. *The Prophetic Faith of Our Fathers: The Historical Development of Prophetic Interpretation*. 4 vols. Washington, DC: Review and Herald, 1946-1954.
- Kerbs, Raúl. *El problema de la identidad bíblica del cristianismo: Las presuposiciones filosóficas de la teología Cristiana: desde los presocráticos al protestantismo*. Libertador San Martín, Argentina: Editorial Universidad Adventista del Plata, 2014.
- Knight, George R. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.
- Knight, George R.; Quispe, Gluder; Timm, Alberto R. *El Remanente y los disidentes*. Ñaña, Lima, Perú: Universidad Peruana Unión, Fondo Editorial; Centro de Investigación White-Perú, 2015.
- Maxwell, C. Mervyn. *Dilo al mundo: La historia de los Adventistas del Séptimo Día*. Mountain View, CA: Pacific Press, 1990.
- Moskala, Jiří; Peckham, John C. (eds.). *El carácter de Dios y la última generación*. Serie: clásicos del adventismo 19. Doral, FL: IADPA, 2021.
- Quispe, Glúder. *El Apocalipsis en el adventismo: Recuento histórico de su interpretación*. Doral, FL: Inter-American Division Publishing Association, 2019.
- Quispe, Gluder; Moskala, Jiří; Reeve, John. *Identidad Adventista: en historia, mensaje y mission*. Ñaña, Lima, Perú: Universidad Peruana Unión, 2022.
- Schwarz, Richard W. and Greenleaf, Floyd. *Portadores de Luz: Historia de la Iglesia Adventista del Séptimo Día*. Buenos Aires: Asociación Casa Editora Sudamericana, 2002.
- Timm, Alberto R. "The Sanctuary and the Three Angels Messages, 1844-1863: Integrating Factors in the Development of Seventh-day Adventist Doctrines." PhD dissertation, Andrews University, 1995.

### Online Resources

- Adventist Digital Library
  - <https://adventistdigitallibrary.org/>
- Adventist Heritage Ministry
  - <https://adventistheritage.org/>

- Adventist Theological Society:
  - <http://www.atsjats.org>
- Andrews University Seminary Studies:
  - <https://digitalcommons.andrews.edu/auss/>
- Archivos de la Asociación General: Office of Archives, Statistics and Research
  - <https://www.adventistarchives.org/>
- Biblical Research Institute:
  - <https://adventistbiblicalresearch.org>
- Center for Adventist Research
  - <http://www.centerforadventistresearch.org/>
- Ellen G. White Estate Inc.
  - <https://whiteestate.org/>
- Escritos de Ellen G. White
  - <https://egwwritings.org/>
- Heritage Research Center (Loma Linda University)
  - <https://library.llu.edu/heritage-research-center>
- Seventh-day Adventist Church –Creencias
  - <https://www.adventist.org/beliefs/>
- Encyclopedia of Seventh-Day Adventists
  - <https://encyclopedia.adventist.org/>

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

|                                 |                                                | Professional Masters' Programs |           |
|---------------------------------|------------------------------------------------|--------------------------------|-----------|
|                                 |                                                | 2 Credits                      | 3 Credits |
| Instructor Contact Hours        | Face to Face Instructional Time                |                                | 45 hrs    |
|                                 |                                                |                                |           |
| Independent Learning Activities | Name of Assignment #1<br>Pre-Intensive Reading |                                | 30 hrs    |
|                                 | Name of Assignment #2<br>20-page project/paper |                                | 60 hrs    |
|                                 |                                                |                                |           |
| Total Hours:                    |                                                |                                | 135 hrs   |

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

| Assignment Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weighting |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p><b><i>Pre-Intensive reading report. 30 hours</i></b> from the required books above—Report due <b>March 27, 2026</b> before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information:</p> <ul style="list-style-type: none"> <li>• Name of the student,</li> <li>• Number of hours read, and</li> <li>• Author and titles of books from which the student invested her/his 30 reading hours—two books minimum. <b><i>Six points deduction</i></b> to all reading-reports submitted late.</li> </ul> | 30 points |
| <p><b><i>Exam</i></b> - the topics emphasized in the classes (this will depend on the number of students, there could be a daily exam, this will be decided in class).</p>                                                                                                                                                                                                                                                                                                                                                                                            | 20 points |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p><b><i>Final paper/project—20 pages</i></b></p> <ul style="list-style-type: none"> <li>• Write a research paper on a passage from the book of Revelation comparing the conclusions of the different schools of interpretation. <ul style="list-style-type: none"> <li>• This report should have a <b><i>title page</i></b> and a <b><i>table of contents</i></b> following <i>AU Standards for Written work</i>: (<a href="http://www.andrews.edu/GRAD/style.html">http://www.andrews.edu/GRAD/style.html</a>).</li> <li>• This report is <b>due on June 02, 2026</b> by noon. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above.</li> <li>• A sample report will be given during intensive.</li> <li>• <b>Note:</b> The final report must be submitted through our Learning Hub in <b><i>ONE MSW file</i></b>.</li> </ul> </li> </ul> | <b>50 points</b>  |
| <b><i>Total points</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>100 points</b> |

**Note.** In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Submission of Assignments**

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

### **Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the ***Course Overview Table***. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

## **ABOUT YOUR INSTRUCTOR**

**Gluder Quispe**, Ph.D. (Andrews University, Berrien Springs, Michigan, USA) is working in in the Oregon Conference. He was president of the Peruvian Union University after being dean of School of Theology and School of Graduate, Director of Research and Director of Ellen G. White Reseach Center in Peru. He teaches Adventist Studies and New Testament courses in Peru, Argentina, Brasil, (at Seminario Adventista Latinoamericano de Teología since 2000); Mexico, Colombia, Costa Rica, Cuba y Puerto Rico (at SETAI in 2010 - now) and United States (at Institute Hispanic Ministry since 2009). He has written many scholar articles and eleven books, such as *The Apocalypse in Seventh-day Adventist Interpretation*; *El Apocalipsis en el adventismo*; *Identidad Adventista: Historia, teología y mission*; *Legado adventista*; *El Remanente y los disidentes*; *Grandes temas de la Biblia*.

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

|                                                |                                                                                     |                |
|------------------------------------------------|-------------------------------------------------------------------------------------|----------------|
| Username and password assistance               | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>                      | (269) 471-6016 |
| Technical assistance with Learning Hub         | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>                              | (269) 471-3960 |
| Technical assistance with your Andrews account | <a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a> |                |

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

*Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).*

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

|         |           |        |           |          |           |
|---------|-----------|--------|-----------|----------|-----------|
| 95-100% | <b>A</b>  | 80-84% | <b>B</b>  | 65-69%   | <b>C</b>  |
| 90-94%  | <b>A-</b> | 75-79% | <b>B-</b> | 60-64%   | <b>C-</b> |
| 85-89%  | <b>B+</b> | 70-74% | <b>C+</b> | 55-59%   | <b>D</b>  |
|         |           |        |           | 58-Below | <b>F</b>  |

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

#### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

## ASSIGNMENT RUBRIC

### RUBRIC FOR ASSESSING EXPOSITORY SERMON PREPARATION AND DELIVERY

| Student                             |                                                                                                                                                                                                                                                                                         |                                                                                                                                         |                                                                                                                                                |                                                                                                          |       |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------|
| Criteria                            | (4) Exceptional                                                                                                                                                                                                                                                                         | (3) Proficient                                                                                                                          | (2) Satisfactory                                                                                                                               | (1) Unsatisfactory                                                                                       | Score |
| <b>Text selection</b>               | Biblical text is compact (1-2 verses) and transmits a complete idea. The text is rich in verbs, adjectives, and concepts applicable to pressing Christian life issues                                                                                                                   | Biblical text contains some verbs, adjectives, and concepts applicable to Christian life                                                | Biblical text has potential for expository preaching but does not have verbs and adjectives applicable to Christian living                     | Not expository sermon. Ideas and concepts not extracted from the same text                               |       |
| <b>Title</b>                        | The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about                                                                                                                                                                       | The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon                         | The title is long, relevant to Christian experience, but unattractive                                                                          | The title is long, unattractive, and unclear about the contents of the sermon                            |       |
| <b>Introduction</b>                 | Confined to 12% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about                                                                                                          | Confined to 12% of the sermon's duration. Is purposeful, personal, but lack creativity                                                  | Introduction is purposeful, personal, and takes steps to engage the audience; but it is too long or too short                                  | Introduction is abrupt, impersonal, purposeless                                                          |       |
| <b>Organization</b>                 | Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc). Ideas are exceptionally defined and transitions between key points are smooth                                                                                                          | Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included | Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included | Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lacks unity |       |
| <b>Content</b>                      | Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject                                                                                                                                        | Subject is insightful, biblically supported by the selected text, well illustrated, and shows proficient knowledge on the subject       | Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject         | Subject is not supported by concepts from the selected text. Superficial knowledge of the subject        |       |
| <b>Delivery</b>                     | <i>Qualities:</i> 1) Speaks clearly, 2) shows confidence, 3) volume is suitable—variation, 4) tone of voice is soothing, 5) rate/speed is appropriate, 6) the use of pauses is outstanding                                                                                              | Misses 1 of the 6 qualities                                                                                                             | Misses 2-3 of the 6 qualities                                                                                                                  | Misses 4 or more of the 6 qualities                                                                      |       |
| <b>Language use</b>                 | <i>Qualities:</i> 1) Presence of rich and appropriate words, 2) uses synonyms to avoid repetition, 3) grammar is correct, 4) avoids parochialisms and regionalisms, 5) avoids captious words and arguments, 6) uses correct grammar, 7) language used is appropriate for the pulpit     | Misses 1 of the 7 qualities                                                                                                             | Misses 2-3 of the 7 qualities                                                                                                                  | Misses 4 or more of the 7 qualities                                                                      |       |
| <b>Body language</b>                | Effective use of eye contact. Movement and use of hands is exceptional.                                                                                                                                                                                                                 | Maintains eye contact. Movement and use of hands is acceptable.                                                                         | Some eye contact with the audience. Eyes are more focused on the manuscript. Movement is occasionally distracting.                             | Uses eye contact ineffectively. No movement or too much movement.                                        |       |
| <b>Dress—Sabbath morning sermon</b> | Formal dress—Dark suit and shoes—dark tie for men                                                                                                                                                                                                                                       | Casual suit—No dark suit (tie—for men)                                                                                                  | Casual dress—Blazer (tie for men).                                                                                                             | Dresses inappropriately—No tie and no jacket (in Latino culture is not acceptable)                       |       |
| <b>Conclusion</b>                   | <i>Qualities:</i> 1) Summarizes main sermon tenets, 2) exhorts listeners to live the message, 3) is positive and encouraging, 4) fosters faith and hope, 5) last sentences are well chosen and carefully worded, 6) makes a direct appeal, 7) confined to 12% of the sermon's duration. | Misses 1 of the 7 qualities                                                                                                             | Misses 2-3 of the 7 qualities                                                                                                                  | Misses 4 or more of the 7 qualities                                                                      |       |
| <b>Total points</b>                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                         |                                                                                                                                                |                                                                                                          |       |

