

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

THST 608
DOCTRINE OF THE SABBATH

October 15-19, 2017

Dr. Jo Ann Davidson



Andrews
University
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Andrews University

THST 608 DOCTRINE OF THE SABBATH

OCTOBER 15-19, 2017

Fall 2017

MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym:	THST 608
Class name:	Doctrine of the Sabbath
Year & Semester:	Fall 2017
Class location:	Northern New England Conference Office, Westbrook, Maine
Class time/day:	Sunday, 5 p.m. – 7 p.m. Mon. – Tue. 8 a.m. – 1:00 p.m.; 2:00 p.m. – 6:00 p.m. Wed. – Thurs. 8 a.m. – 1:00 p.m.; 2:00 p.m. – 6:00 p.m.
Credits offered:	3

INSTRUCTOR CONTACT DETAILS

Instructor:	Dr. Jo Ann Davidson
Telephone:	269-471-6207
E-mail:	jad@andrews.edu
Office Location:	Andrews University; Seminary Room N316
Office Hours:	By Appointment
Course Webpage:	http://learninghub.andrews.edu

BULLETIN COURSE DESCRIPTION

Significance of the Seventh-day Sabbath in the Old Testament, in the teachings of Christ and the apostles, and in Christian Theology.

Biblical Orientation

“There remains therefore a rest for the people of God. For he who has entered His rest has himself also ceased from his works as God did from His. Let us therefore be diligent to enter that rest. . .” Heb 4:9-11

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Course Outline

- I. The Creation Sabbath
- II. The Sabbath in Israel
- III. The Elijah Message for Today
- IV. The Sabbath in Late Judaism
- V. Christ's Sabbath Theology and Reformation
- VI. The Eschatological Significance of the Sabbath
- VII. Problematic Texts: Matt 24:20; Rev 1:10; Rom 14:5-6; Col 2:14-16
- VIII. Historical Development of Sunday-Sabbath Theologies
- IX. Contemporary Jewish insights
- X. Building a Sabbath Theology
- XI. The Bigger Picture

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

Program Learning Outcomes (PO)

As a result of diligent participation in this course, the student will:

Masters of Divinity (MDIV) Program Outcomes

1. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
2. Engage in biblical and theological reflection as the basis for ministry.

MA Religion Program Outcomes:

1. Commit to a Bible-grounded, Christ-centered, and Spirit-filled approach to scholarly inquiry.
2. Promote Seventh-day Adventist identity and unity as pedagogical and scholarly inquiry.
3. Demonstrate understanding of the central issues of their selected specialties.
4. Evaluate, conduct, and effectively communicate research within their field of specialization.

MA Religious Education Program Outcomes:

1. Pursues personal and professional development.

Student Learning Outcomes (SLO) The student should be able to:

1. Develop greater personal biblical and spiritual growth.
2. Conduct graduate level theologically sound research.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

1. John Paul II, *Dies Domini: On Keeping the Lord's Day Holy* (Pauline Books and Media, 2000), available online at: http://www.scborromeo.org/docs/dies_domini.pdf (39 pages)
2. Abraham Heschel, *The Sabbath* (Farrar Straus Giroux, 2005). [ISBN 978-0374529758] (144 pages)
3. Ron du Preez, *Judging the Sabbath* (Andrews University Press, 2008). [ISBN 9781883925628] (208 pages)
4. Wayne Muller, *Sabbath: Finding Rest, Renewal and Delight in our Busy Lives* (Bantam Books, 2000). [ISBN 978-0553380118] (256 pages)
5. DVD-5 hour series; Hal Holbrook and the Seventh-Day Sabbath (on YouTube.com)

PRE-INTENSIVE REQUIREMENT DETAILS

You will be required to complete the assigned readings and turn in one reading report for each of the reading assignments. These readings and reading reports are **due before the first day of class (October 15, 2017)**.

Reading and Class Attendance. Carefully reading the required reading materials, watching the “Sabbath”-DVD, and regular class attendance for this intensive are a must for the student who wishes to receive maximum benefit from this course. **You must submit your final reading report by December 1, 2017, to jad@andrews.edu.** Unexcused absences will result in a lower final grade.

DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

Final Examination. The final examination will be on course content, including lectures and required reading. It will be administered on the last day of class, **October 19, 2017**.

POST-INTENSIVE COURSE REQUIREMENT DETAILS

1. **“3-sermon series” on the Sabbath.** These in-depth sermons must creatively incorporate concepts from the class discussions and required reading. There must be at least ten footnotes or endnotes showing your research sources. **Your sermon series will be graded using the Sermon Series Evaluation Rubric (*Your integrity pledge (see above) must be included with the sermon series.*)** **Due December 1, 2017** to jad@andrews.edu.
2. **Write a 2-page thoughtful reflection of Ellen Whites’ position on the Sabbath.**
3. **Write a 2-page thoughtful reflection comparing Ellen White’s and Wayne Muller’s position on the Sabbath.** **Due December 1, 2017** to jad@andrews.edu.

Intensive Class Schedule			
Schedule for class meetings: October 15-19, 2017			
			Running total
Sunday	5-7 p.m.	2 hours	2
Monday	8:00-1:00 p.m.	5 hours	12
	2:00-7:00 p.m.	5 hours	
		10	
Tuesday	8:00-1:00 p.m.	5 hours	22
	2:00-7:00 p.m.	5 hours	
		10	
Wednesday	8:00-1:00 p.m.	5 hours	31
	2:00-6:00 p.m.	4 hours	
		9	
Thursday	8:00-1:00 p.m.	5 hours	40
	2:00-6:00 p.m.	4 hours	
		9	
Pre-session	Lectures to be viewed on YouTube	5 hours	5
		5	
			45

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM--3 credit (135 hours)		
Class Lectures face to face	40	45 hours total
Pre/Post Online	5	
Independent Completion of Assignments		
Reading	45 hours based on Seminary guidelines	
Writing (4)	42 hours	
Reflection (2)	2 hours	
Journal (2)	1 hour	
Total Hours	135 hours	

GRADING AND ASSESSMENT

Criteria for Grades

The final grade for this course will be based on the total accumulation of points from the two written exams and your written assignments with the following percentages applied. Class absences and late assignments will also affect your final grade. No extra credit is possible.

A = 94 – 100%

A- = 90 – 93%

B = 84 – 89%

B- = 80 – 83%

C = 64 – 79%

C- = 60 – 63%

D = 50 – 59%

Integrity Pledge

The following integrity pledge, **“On my honor, I promise to maintain the highest standards of honesty, integrity, and personal responsibility on this assignment,”** must be signed by the student and included with every assignment, either on the cover page or on a page attached to the assignment.

Late Submission

Late assignments will be accepted but will lose points.

Extra Credit

There is no extra credit work available in this course.

ASSESSMENT GUIDELINES

CRITICAL REVIEW RUBRIC

Criteria	Level 5 Exceptional (5 points)	Level 4 Proficient (4 points)	Level 3 Satisfactory (3 points)	Level 2 Emerging (2 points)	Level 1 Unsatisfactory (1 or 0 point)	Weight
Bibliographic Information	Done according to standard	No more than one mistake in information given	Some mistakes in information given	Many mistakes in information given	No bibliographic entry given	/5
Introduction	Excellent introduction of the Author; reason for writing this document very well explained	Author very well introduced; reason for writing this document well explained	Author is introduced; reason for writing this document given	Author and book/article barely introduced	Author and book/article not introduced	/10
Summary	Excellent concise and succinct summary given	Very good summary given	Good summary given	Very brief summary	Summary missing	/20
Thesis Statement	Well-crafted, thought-provoking thesis statement	Good, insightful thesis statement	Good thesis statement	Poor thesis statement	No thesis statement	/10
Critique/ Evaluation	Thesis is very well supported with three to five insightful points that not only support arguments but also address personal philosophical perspectives	Thesis is well supported by at least three points; well integrated arguments	Thesis is supported by at least three points; mostly well integrated arguments	Thesis statement is not clear; one or two supporting arguments given; some points do not make sense	No thesis statement to give focus to the critique; one or two arguments are given; no cohesion between points	/30
Conclusion	Excellent summary of the main points, significance of book/article well-noted	Main points summarized, significance of book/ article noted	Main points summarized, significance of book/ article noted	Main points not clearly summarized, significance of book/article not noted.	No restatement of main points, or reference to significance of book/article	/15
Technical aspects (spelling, grammar, etc.)	Free of all technical errors	One technical error	A few technical errors	Some technical errors	Many technical errors	/10
TOTAL						/100

Criteria Category	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted Introduction.	No introduction	Out of 10 _____
Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable	The purpose is not stated and/or unintelligible	No purpose given	Out of 10 _____
Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		Out of 25 _____
Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable	Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by	Few references to significant materials or other relevant information about the topic. Arguments are seldom	No references to sources	Out of 10 _____

	synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	references to relevant information and gives evidence of thoughtful research in relevant sources.	relevant information and gives evidence of research in relevant sources.	references to relevant information and give some evidence of research in relevant sources.	supported by references to relevant information and give little evidence of research in relevant sources.		
Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	Out of 5 _____
Organization & Structural Development of Ideas	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat Logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		Out of 20 _____
Conclusion	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	Out of 5 _____

Bibliography	Presented in the correct format with no errors. Includes more than 20+ major references (books and articles) but no more than two internet sites. Evidence that most references were used judiciously in text.	Presented in the correct format with few errors. Includes 15-20 major references but no more than 2 internet sites. It is clear that most references were used in text.	Presented in the correct format with some errors. Includes 10-15 major references but no more than 2 internet sites. It is clear that some references were not used in text.	Some errors in formatting. Fewer than 10 major references, with some listed as internet sites. References are sometimes unrelated to the text.	Many errors in formatting. Fewer than 5 major references, with some listed as internet sites. References are mostly unrelated to the text.	No bibliography included	Out of 5 _____
Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		Out of 10 _____
Note	See course syllabus for penalties regarding late submission and issues of plagiarism.						
Comments							
Total			Total	(out of 100 _____)			

CLASS POLICIES

Submission of Assignments

Late assignments will lose points. Plagiarism of other student materials or any published materials results in an automatic failing grade.

Recordings

Students wishing to make audio or video recordings of classroom presentations must first obtain written consent from the Seminary dean and then obtain consent from the course instructor.

Examinations “Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.” *AU Bulletin*

Class Attendance “Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.” *AU Bulletin*

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records.”

AU Bulletin

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or Native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

INSTRUCTOR PROFILE

Daughter of missionary parents, Jo Ann Davidson is also a fourth generation Seventh-day Adventist. She recalls her mother saying to her, "the blessings of being a Seventh-day Adventist have surely seeped into your genes and chromosomes by now!"

Formerly a home schooling mom and music instructor, Jo Ann now teaches in the Andrews University Theological Seminary—the first woman to teach in the Theology department. She earned her Ph.D. in Systematic Theology from Trinity Evangelical Divinity School (Deerfield, IL) in 2000.



Articles she has written have appeared in the *Andrews University Seminary Studies*, *Adventist Review*, *Signs of the Times*, and the *Journal of the Adventist Theological Society*, along with a column, "Let's Face It," in the journal *Perspective Digest*. She has also authored the books *Jonah: The Inside Story* (Review and Herald), *Toward a Theology of Beauty: A Biblical Perspective* (University Press of America), and *Glimpses of Our God* (Pacific Press).

Jo Ann finds great fulfillment in her many roles as wife, mother, daughter, sister, auntie, teacher, musician, student and Seventh-day Adventist Christian.