



THST 608-065 Great Controversy, Covenant, Law, Sabbath

Spring 2020

Dr. JoAnn Davidson

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Forest Lake SDA Church, Apopka, Florida
Class meeting times:	February 16-20, 2020 Sunday: 5-8 pm Monday – Thursday: 8:00 am – 5:00 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	W – (269) 471-6207
Instructor Email:	jad@andrews.edu
Office location:	Seminary Building: N316

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MA in Pastoral Ministry (MAPM)

1. Deliver effective biblically-based sermons
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist Church

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Abraham Heschel, *The Sabbath*
2. Ellen White, *The Great Controversy*
3. Thomas R. Schreiner, *Covenant and God's Purpose for the World*
4. Francis Nigel Lee, *God's Ten Commandments: Yesterday, Today, Forever*

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PRE-INTENSIVE COURSE REQUIREMENTS

Read the four required textbooks. For each book, write a two-page summary of valuable insights gained. **The summaries are to be submitted on LearningHub by 8:00 am the first day of class. A hard copy must also be submitted to Dr. Davidson at the beginning of the same class period.**

REQUIREMENTS DURING THE INTENSIVE

Attend class every day, all day, during the scheduled week, plus take the final exam during the last class period.

POST-INTENSIVE COURSE REQUIREMENTS

A research project synthesizing the four doctrines clustered in this class, emphasizing one of the four particularly. Your research project will be graded using the Research Paper Evaluation Rubric (see Appendix 2). **The assignment must be submitted on LearningHub by Friday, April 17, 2020 at 12:00pm eastern.**

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

Courses for professional masters' degrees (e.g. MDiv) include 15 instructor contact hours and 30 hours of independent learning activities.

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		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	35 hrs
Independent Learning Activities	Pre-intensive reading reports	50 hrs
	Research Project	50 hrs
Total Hours:		135 hours

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
1. Pre-Intensive Reading: The reading of four required books will lay the groundwork for the intensive learning process. The reports of the reading will inform and enrich the week together.	100 points
2. Research Project: This assignment will undergird the synthesis of classroom lectures and discussion with the required reading and stimulate further study in these four vital doctrines.	100 points
Final Exam	100 points

* For grading rubrics that specify grading criteria in more detail, see Appendices.

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.

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments

Assignments are to be turned in on LearningHub before the beginning of the class period at which they are due (unless other announced). A hard copy of the reading reports must ALSO be submitted to Dr. Davidson at the beginning of the same class period.

Late Submission

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. 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

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.

OTHER COURSE-RELATED POLICIES

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.

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (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 LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

APPENDIX 1: ASSIGNMENT RUBRIC(S)

Department of Theology and Christian Philosophy Research Paper Evaluation Rubric

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	Relates the material to other significant and pertinent information about the	Relates the material to other significant and pertinent information about the	Some references to significant materials or other relevant information about the	Few references to significant materials or other relevant information	No references to sources	Out of 10 _____

	topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	topic. Arguments are well-supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	about the topic. Arguments are seldom 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_____)				

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

94-100%	A	80-83%	B-	55-59%	D
90-93%	A-	70-79%	C	0-54%	F
84-89%	B	60-69%	C-		

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 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 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.

APPENDIX 3: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.