AU RELB 230 Biblical Prayers
Fall 2018
AU RELB 230 Biblical Prayers  
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has Wednesday/Friday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Rodney Palmer  
Email: palmerr@andrews.edu  
Cell phone: (269) 471 3178

Other Assistance
<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
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<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
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Part 1: Course Information

Course Descriptions
Readings of biblical prayers as part of divine-human dialogue, assessing their significance for theology as well as for personal spiritual life. A study of the way prayers help to characterize both God and human beings in various types of biblical literature, and reflections of the role of prayer in the life of believers today.

Prerequisite
No prerequisites required.

Note
This class covers content similar to RELT 250 Personal Spirituality and Faith. Where RELT 250 is required, both general education students and Religion/Theology majors may, therefore, take this class as a replacement.

Course Learning Outcomes
1. Enable students to develop a deeper spiritual relationship with Jesus Christ through communication with Him in prayer.
2. Understand different literary, theological, and existential contexts of well-known and lesser-known biblical prayers.
3. Analyze select biblical prayers with regard to thematic content, genre, prayer structure, person characterization, relation to literary context, and role in divine-human communication.

4. Identify significant issues in a biblical theology of prayer and articulate the function of select biblical prayers within the scope of the total message of the Bible;

5. Reflect from both theory and experience on the significance of prayer and various practices of praying for the individual Christian as well as for the believing community in fellowship, worship, and outreach.

6. Apply the concept of biblical prayer and praying to the present life situations.

**Required Text/Material**

_The Bible_ in a modern, scholarly translation, for instance, the Andrews Study Bible.


White, Ellen G. _Thoughts from the Mount of Blessing_. CreateSpace Publisher, 2009, 9781904685067.

**NOTE:** Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Optional Text/Material**

More sources will be shared online. Books marked by an asterix (*) are all excellent choices for the book report.


- One of the two foundational scholarly books on the theology of prayer in the Old Testament (along with Miller, see below).


- An important study, yet not always theologically balanced.


- Covering not only prayer, this book by a very influential, yet controversial Adventist theologian introduces readers to perspectives on spirituality and the practice of the spiritual disciplines.

• An easy read, common sense book on biblical prose prayers. Contains a lot of wisdom and
scholarly observations, expressed in accessible language.

*Grenz, Stanley J., Prayer: The Cry for the Kingdom, 2005, Eerdmans Publishing,
9780802828477.

• From a significant evangelical scholar comes this very wise and biblical book, presenting the
theology of prayer from a clear biblical and Protestant stand. Profound and yet not difficult to
read.

Eerdmans Publishing, 9780802848833.

• Probably the best more recent book on prayer in the New Testament. Covers vast territory, yet
structured in a very readable way. Contains comments on prayer in all New Testament books and
is thus a good reference for an exegesis paper.

Luther’s Spirituality, Ed. and trans. by Philip D.W. Krey, 9780809139491.

• Introduces the reader to Luther’s thoughts on personal spirituality and contains central pieces of
Luther’s writings, such as “A Simple Way to Pray, for Master Peter the Barber.”

Miller, Patrick D., They Cried to the Lord: The Form and Theology of Biblical Prayer, 2000,
Fortress Press, 9780800627621.

• A foundational study of the forms of the biblical prayers, yet also including a number of
significant theological observations.

*Mulholland, James, Praying like Jesus: The Lord’s Prayer in a Culture of Prosperity, 2001, Harper,
9780060011567.

• A main stream Protestant response to Bruce Wilkinson’s much hyped “The Prayer of Jabez.”
Good solid theological points and arguments against the prevailing success theology, only scarred
at times by a somewhat liberal view of biblical inspiration.

*Oosterwal, Gottfried, The Lord’s Prayer through Primitive Eyes: A Stone Age People’s Journey, 2009,
Pacific Press, 9780816323074.

• An interesting look at the Lord’s Prayer written by an influential Adventist anthropologist.

Thompson, Michael E. W., I Have Heard Your Prayer: The Old Testament and Prayer, 1996
Epworth Press, 9780716205098.

• A good, more popular study, yet generally well informed by scholarship.

- Written for the ordinary reader, this little book provides many good comments on Hannah’s prayer in 1 Sam 2:1-11.


- Readable, popular, yet wise; contains a vast amount of illustrative stories. Based on a clear biblical and Protestant perspective.


- A monumental attempt to write a history of prayer, including religions of the world in general. Tends to generalize and miss the uniqueness of the various religions, nevertheless containing a vast array of important data as well as valid observations.

**Credit Hour and Commitment**
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. Expected study time is 50 hours for class lectures, weekly assessments and online forums; 70 hours for research (book report, exegesis paper) and exam preparation; and 15 hours for prayer related activities outside of the class.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**
Methods of instruction include assigned readings from the textbook and the course material, listening to the video lectures, five online discussion forums, thirteen weekly assignments, two prayer meetings, research paper, semester exam, and a book report. Regular participation in the course is essential to good performance.

**Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.
Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Discussion Forums (10% of the grade)
There are 5 online discussion forums. Students should reply to the discussion question and so create their own post. Students should also reply to posts of at least two other students. Posts should maintain the professional conduct standards. (See below.)

The discussion forums will be graded based on:
- Original comment on the given question 50 pts
- At least two responses to your colleagues comments 50 pts

Weekly Assignments (15% of the grade)

There are 13 weekly assignments. The assignments will vary from writing a prayer, reflecting upon the weekly lectures, to finding an artistic piece relating to the topic of prayer. The students are to follow the instructions in the LearningHub for the appropriate week.

The students will be graded based on:
1. Originality 25 pts
2. Personal analysis, reflection, application, experiences 50 pts
3. Organization 25 pts

Research Paper (20% of the grade)

Students will write a 6-8 pages research paper on a chosen biblical prayer or a type of prayer. The topic of the paper has to be approved by the professor. It is expected that the student in preparation of the research paper has consulted relevant literature, and that such study is reflected in the final product. For the basis of grading see the rubric.

Final Exam (30% of the grade)

The final exam will be a series of essay questions focusing on all the material covered in the class. For more information see the Final Exam Review in LearningHub. Please, see further instruction about requesting and supervision of the final exam in the section Exams.

Prayer Meetings (10% of the grade)

During the semester students will participate in at least two prayer meetings and report them according to a set form that can be found in LearningHub.

The students will be graded based on:
- Participation in the prayer meeting 20 pts
- Analysis of the prayers 30 pts
- Reflection on the prayer meeting 50 pts
Book Review (10% of the grade)

Students are to write a 3-4 page critical assessment of a book/monograph on prayer. Students may select a book of their own choice, conditioned on approval by the professor.

Please, note that there is a difference between a critical book review and a book report. The book report is much simpler and focuses on retelling the main points of the book. On the other hand, the critical book review focuses on the evaluation of the book, on the reviewer’s view of the book, on his/her “discussion” with the book’s author, contemplating on the strong and week points of the book, etc. It is true, that the book review can shortly summarize the main points of the book, but this is just a small part of the book review. Please, follow the book review outline to receive full points. If you are still not sure about the critical book review format, please, email me and we can discuss it further.

Book Review Description

Introduction: Introduce the book – state the author, title, and reasons for writing the book. Continue with the concise summary of the book and provide 3-4 references to the book. The introduction should not be longer than one page and it should end with a thesis statement. This statement defines your point of view about the book, its arguments, meaning, and/or value.

Body: The thesis statement should be supported by three but not more than five points. Here you can include questions that you ask yourself while reading the book, the audience, bias, logic of argument, presentation of ideas, etc. You can also cite passages of the book to support your argument. Body should be two to three pages long.

Conclusion: The conclusion is a summary of the main points and restating the thesis statements. The summary finishes with evaluating the book in general and the fulfillment of its intended purpose. The conclusion should not be longer than one paragraph.

For the basis of grading see the rubric.

Reading Affidavit (5% of the grade)

Indicate the percentage of each of the required reading materials read. The form can be found in the LearningHub.
### Rubrics

#### Research Paper Rubrics

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding 5</th>
<th>Excellent 4</th>
<th>Well done 3</th>
<th>Emerging 2</th>
<th>Needs improvement 1-0</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>5%</td>
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<tr>
<td>Introduction</td>
<td>The introduction is engaging, states the main topics and clearly preview the paper.</td>
<td>The introduction is engaging, states the main topics but does not clearly preview the paper.</td>
<td>Unclear and convoluted introduction</td>
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<td><strong>Purpose</strong></td>
<td>5%</td>
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<tr>
<td>Purpose</td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>The purpose is stated but is not succinct, not very clear and has more than one sentence.</td>
<td>The purpose is not clearly stated and/or not understandable.</td>
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<td><strong>Content</strong></td>
<td>30%</td>
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<tr>
<td>Content</td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.</td>
<td>Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.</td>
<td>Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight.</td>
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<td><strong>Organization</strong></td>
<td>25%</td>
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<tr>
<td>Organization</td>
<td>The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning.</td>
<td>The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer’s intentions.</td>
<td>The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.</td>
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<td><strong>Conclusion</strong></td>
<td>10%</td>
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<tr>
<td>Conclusion</td>
<td>The conclusion is engaging, concisely summarizes the paper and states the main conclusion.</td>
<td>The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged.</td>
<td>The conclusion is confusing, does not restate the purpose, is incomplete or unfocused, and introduces new information.</td>
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<tr>
<td><strong>Spelling, Grammar, and Formatting</strong></td>
<td>10%</td>
<td>Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.</td>
<td>Numerous and distracting errors in spelling, capitalization and formatting.</td>
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<tr>
<td>Spelling, Grammar, and Formatting</td>
<td>No errors in spelling, capitalization or formatting. Clear headings and subheadings.</td>
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<tr>
<td><strong>Citation</strong></td>
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<tr>
<td>Citation</td>
<td>All cited works are presented in the correct format with no errors.</td>
<td>Cited works are presented in a mostly correct format. Inconsistencies somewhat evident.</td>
<td>Few cited works with inconsistent formatting.</td>
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<tr>
<td><strong>Bibliography</strong></td>
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<tr>
<td>Bibliography</td>
<td>Presented in the correct format with no errors. Includes more than 10 major references but no more than two internet sites. Evidence that most references were used in text.</td>
<td>Presented in the correct format with some errors. Includes 5-10 major references but no more than 2 internet sites. It is clear that some references were not used in text.</td>
<td>Many errors in formatting. Fewer than 4 major references, with some listed as internet sites. References are mostly unrelated to the text.</td>
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<td><strong>Total Score</strong></td>
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# Book Review Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 5</th>
<th>Excellent 4</th>
<th>Well done 3</th>
<th>Emerging 2</th>
<th>Needs improvement 1-0</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>20 %</td>
<td>Clearly discusses the author’s main idea and summarizes the content in own words. The summary is ½ to one page long and provides 3-4 references to the book.</td>
<td>Adequately discusses the author’s main idea and summarizes the content in own words. The summary is at least ½ long and provides 1-2 references to the book.</td>
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<tr>
<td><strong>Critique</strong></td>
<td>40 %</td>
<td>The critique brings detailed discussion on the author’s qualification, used sources, and theology. The reviewer states the thesis statement of her/his critique, interacts with the author’s thesis, and main ideas, as well as with the subject of the book. The critique is 2 to 3 pages long.</td>
<td>The critique brings discussion on the author’s qualification, used sources. The reviewer states the thesis statement of her/his critique, interacts with the author’s thesis, and some of the main ideas. The critique is at least 2 pages long.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>10 %</td>
<td>The critique is written in a well-organized way. The ideas follow a logical pattern and are clearly stated. There is an introduction including summary, the main body consisting of critique, and summary including recommendations.</td>
<td>The critique is written in a well-organized way. The ideas follow a logical pattern and are clearly stated. There is an introduction including summary, the main body consisting of critique, and summary including recommendations.</td>
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<tr>
<td><strong>Recommendation</strong></td>
<td>10 %</td>
<td>Reviewer clearly states whether or not to read the book and includes the reasons why.</td>
<td>Reviewer adequately states whether or not to read the book.</td>
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<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>10 %</td>
<td>There are 1 to 2 spelling and grammatical errors.</td>
<td>There are 3 to 5 spelling and grammatical errors.</td>
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<tr>
<td><strong>Formatting</strong></td>
<td>10 %</td>
<td>The paper follows Andrews University Standards for written work. There are at most two formatting errors.</td>
<td>The paper follows Andrews University Standards for written work. There are at most five formatting errors.</td>
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## Total Score
Exams
Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

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

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

If you cannot take your exam within the period noted in the email regarding exam arrangements, email the instructor, copying sdeexams@andrews.edu with the reason you cannot make this deadline, and a proposed date as close to the scheduled period as possible.

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

Schedule:
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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<tr>
<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation</td>
<td>Submit:</td>
<td>CO 1, 2, 3, 4, 6</td>
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<td>Writing Expectations</td>
<td>Schedule</td>
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<td>Tell About Me</td>
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<td>Academic Honesty</td>
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<tr>
<td>1</td>
<td><strong>God the Father:</strong> Creation and Care</td>
<td><strong>Prayers of Praise</strong></td>
<td>Weekly Assignment 1</td>
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<td><strong>Psalms 135:3; 136:1; Rev 4:11</strong></td>
<td>Discussion Forum 1</td>
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<td><strong>Video 1: Praying to God the Father</strong></td>
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<td><strong>Text: Lesson 1</strong></td>
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<td><strong>Power Point: Christian Spirituality</strong></td>
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<td><strong>Article: The God to Whom We Pray</strong></td>
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<td><em><em>Pr</em>: God Invites Us to Pray</em>*</td>
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<td><strong>Pr: Reasons to Pray</strong></td>
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<tr>
<td>Modules</td>
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<td>Assignments</td>
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</table>
|         | God the Father: Fall | Prayers of Lament and Petition  
Psalms 13:1; 42:1; 84:1-2; Hab 1:2 |             |                      |
|         |          | Text: Lesson 2  
Power Point: Life Transitions  
MB**: The Spirituality of the Law  
Pr: Our Need to Pray  
Pr: God Hears Prayers |             |                      |
|         | God the Father: Intervention | Prayers of Thanksgiving  
1 Samuel 2  
Psalm 103:8-13; Luke 15:3-7; Matt 5:44-45 | Weekly Assignment 2 | CO 1, 2, 3, 4, 5, 6 |
| 2       |          | Text: Lesson 3  
Power Point: Prayer Summit Workshop  
Pr: God Promises Concerning Prayer  
Pr: Answered Prayers |             |                      |
|         | God the Father: Revelation | Prayers of Thanksgiving, Illumination to Understand  
Psalm 119 |             |                      |
|         |          | Text: Lesson 4  
Pr: Counterfeit Prayers |             |                      |
<table>
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<tr>
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<th>Course Objectives Met</th>
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</table>
| 3       | **Jesus the Son: God in Person** | Prayers of Thanksgiving, Illumination to see Jesus  
Video 2: Praying to God the Son  
Text: Lesson 5  
Power Point: Jesus – God as a Person  
Power Point: Praying to God as a Friend  
Pr: Praying in the Name of Jesus | Weekly Assignment 3  
Discussion Forum 2  
Book or monograph for review to be chosen | CO 1, 3, 5, 6 |
|         | **Jesus the Son: Redeemer and Friend** | Prayers of Repentance and Penitence  
Psalm 51  
Text: Lesson 6  
Power Point: Meeting God in the Bible  
Pr: Prayer for Forgiveness |                                                  |                       |
| 4       | **Jesus the Son: Sacrifice and Forgiveness** | Prayers of Confession  
Text: Lesson 7  
Article: Praying to be Sanctified | Weekly Assignment 4 | CO 1, 2, 3, 6 |
|         | **Jesus the Son: Jesus Victor** | Praying Boldly and without Fear  
Prayer of Submission  
Text: Lesson 8  
Pr: Prayer and Obedience  
Pr: Prevailing Prayer |                                                   |                       |
<table>
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</tr>
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</table>
| **5**   | **Holy Spirit: Showing us Jesus** | Meditation: person, not place  
Video 3: Prayers guided by God the Holy Spirit  
Text: Lesson 9  
Article: Teach Us How to Pray  
Article: Praying to a Friend  
Pr: Prayer of Faith  
Pr: Divine Guidance Through prayer | Weekly Assignment 5  
Discussion Forum 3 | CO 1, 2, 3, 6 |
| **Holy Spirit: Inspiring Prophets and Apostles** | Role of Bible in Prayer  
Habakkuk 3  
Video 4: Analyzing Prayers  
Text: Lesson 10  
Article: Your Secret Life with God  
Pr: Reasons to Pray  
Pr: Private Prayer | **Topic for research paper to be chosen** | |
| **6**   | **Holy Spirit: Sharing Gifts for Service** | Praying to Serve  
Sanctifying me to Jesus  
Video 5: Prayers in their Literary Context  
Text: Lesson 11  
Power Point: Communicating the Word (How to Pray)  
Power Point: Some Types of Prayer  
MB: The True Motive in Service | Weekly Assignment 6 | CO 1, 2, 3, 4, 5, 6 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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<tr>
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<td><strong>Holy Spirit: Bringing Love, Joy, and Peace</strong></td>
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<td>CO 1, 4, 5, 6</td>
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<td></td>
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<td>Intercession: praying for others; praying for clean heart</td>
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<td>Genesis 18</td>
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<td>Psalm 51:7-10</td>
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<td>Text: Lesson 12</td>
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<td>Article: Praying for Bin Laden</td>
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<td>MB: Not Judging but Doing</td>
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<td>Pr: Intercessory Prayer</td>
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<td><strong>Christian Life: Laws for Living</strong></td>
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<td>Prayers of Grace and Redemption</td>
<td>Weekly Assignment 7</td>
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<td>Prayers for guidance</td>
<td>Prayer Meeting 1</td>
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<td>Genesis 32</td>
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<td>Video 6: Prayers in My Personal Life</td>
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<td>Text: Lesson 13</td>
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<td>Pr: Daily Prayer</td>
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<td>Pr: The Priviledge of Prayer</td>
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<td><strong>Christian Life: Sabbath</strong></td>
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<td>Personal Time with God: “holy time”</td>
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<td>Video 7: Prayer as Part of Communication</td>
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<td>Text: Lesson 14</td>
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<td>Pr: Prayer in the Home Circle</td>
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<td>Pr: Prayer and Worship</td>
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<td>Modules</td>
<td>Lessons</td>
<td>Readings</td>
<td>Assignments</td>
<td>Course Objectives Met</td>
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| 8       | **Christian Life:** In the Hands of the Creator | Prayers of Acknowledgment  
Nehemiah 1  
Text: Lesson 15  
Article: Does It Pay to Pray  
Pr: Men and Women of Prayer  
Pr: Attitudes in Prayer | Weekly Assignment 8 | CO 1, 3, 4, 6 |
| 9       | **Christian Hope:** Death and Resurrection | Praying with Hope  
Text: Lesson 16  
Pr: Faith and Prayer  
Pr: Prayer Power | Weekly Assignment 9  
Discussion Forum 4 | CO 1, 3, 4, 6 |
|         | **Christian Hope:** Second Coming | Intercession: Praying for the world  
Matthew 6:10; Rev 22:20; 1 Cor 16:22  
Video 8: Praying with Hope | Weekly Assignment 9  
Discussion Forum 4 | CO 1, 3, 4, 6 |
<table>
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<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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| 10      | Christian Hope: World Empires | Praying for the Kingdom of God  
Daniel 2  
Text: Lesson 18  
Power Point: Genres of Prayer  
Pr: Prayer in the Last Days  
Pr: Counterfeit Prayer | Weekly Assignment 10  
Book report due | CO 1, 2, 3, 5, 6 |
| 11      | Christian Hope: Universal Judgment | Heavenly prayer of fellowship  
Daniel 7  
Text: Lesson 19  
Pr: Prayer and Revival | Weekly Assignment 11 | CO 1, 3, 5, 6 |
| 12      | Christian Community: Called to Worship | Focus on Jesus in Heaven  
1 Kings 8:27-32  
Video 9: Praying in Community  
Text: Lesson 20 | Weekly Assignment 11  
Prayer Meeting 2 | CO 1, 3, 5, 6 |
|         | Christian Community: Called to Share – Preaching the Gospel | Praying for Mission and Outreach  
Daniel 8  
Text: Lesson 21  
Article: Teaching and Praying  
Pr: Prayer and Soul Winning  
Pr: Asking to Give | | |
<table>
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<tr>
<th>Modules</th>
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<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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<tr>
<td>13</td>
<td>Christian Community: Called to Discipleship – Called to be a Blessing</td>
<td>Blessings, Living in Gratitude&lt;br&gt;Text: Lesson 22&lt;br&gt;Pr: Prayer for the Sick</td>
<td>Weekly Assignment 12</td>
<td>CO 1, 2, 3, 4, 6</td>
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<td>14</td>
<td>Christian Community: Called to Fellowship – Loving One Another</td>
<td>Communal Praying&lt;br&gt;Colossians 1&lt;br&gt;Text: Lesson 23</td>
<td>Research paper due</td>
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<td>15</td>
<td>Christian Community: Called to Remember – Celebrating His Victory</td>
<td>Praying for God’s Presence&lt;br&gt;Luke 23:42; Job 14:13&lt;br&gt;Video 10: Final Note on Prayer&lt;br&gt;Text: Lesson 24</td>
<td>Weekly Assignment 13&lt;br&gt;Discussion Forum 5&lt;br&gt;Reading Affidavit</td>
<td>CO 1, 2, 5, 6</td>
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<td>16</td>
<td><strong>FINAL EXAM</strong>&lt;br&gt;&lt;em&gt;(needs to be completed by Wednesday, December 12, 11:59 PM)&lt;/em&gt;</td>
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**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
<td>Discussion Forums</td>
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<tr>
<td>15</td>
<td>Weekly Assignments</td>
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<td>20</td>
<td>Research Paper</td>
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<td>30</td>
<td>Final Exam</td>
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<tr>
<td>10</td>
<td>Prayer Meeting</td>
</tr>
<tr>
<td>10</td>
<td>Book Report</td>
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Last Updated: 8/20/2018
**Viewing Grades in Moodle**
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

**Letter Grade Assignment**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**Part 5: Course Policies**

**Withdrawal and Incomplete Policies**
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

**Late Work**
Late assignments incur a loss of 10% per day.

**Maintain Professional Conduct Both in the Classroom and Online**
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

**Netiquette**
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:
1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.

2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.

3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.

4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.

5. When responding to messages, only use "Reply to All" when you really intend to reply to all.

6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.

7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.

8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/

2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.

3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

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

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

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