



# SYLLABUS

**HIST 404 Adventist Heritage**

202241

# HIST 404 Adventist Heritage

## School of Distance Education

### Self-Paced Format

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

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

|   |  |                      |
|---|--|----------------------|
| Username and password assistance                | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>       | (269) 471-6016       |
| Technical assistance with online courses        | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>               | (269) 471-3960       |
| Exam requests and online proctoring             | <a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>       | Call: (269) 471-6566 |
| Distance Student Services - any other questions | <a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a> | Text: (269) 397-4477 |

## Part 1: Course Information

### Course Description

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

### Required Text/Material

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

### 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. This course has 12 assignments and 2 exams; so it is recommended that you budget about 9.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

## Student Learning Outcomes

- Become familiar with the basic outline of Seventh-day Adventist history, including important individuals, events, and beliefs.
- Understand the major trends and developments in Seventh-day Adventist history, particularly doctrinal and organizational development, worldwide expansion, and relationships with both the “outside” religious and secular world.
- Identify the role that Ellen G. White played in shaping the institutional church and Adventist doctrine, including the relationship of Adventists to her writings since her death in 1915.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

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

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Assignments 1-12 (50% of the final grade)

Each of the assignments 1-8 consist of three parts:

- Knowledge Check – true and false and multiple-choice questions. You can use your textbook during these assignments.
- Short Answer Questions – fill –in the blank and essay questions. You can use your textbook during these assignments.
- Short Essays –There are several short essay questions during each assignment. You can use the book while doing the questions. Many of the questions have a character of notes or a journal and can be filled in during your reading.

**Rubrics****Short Essay Rubric**

| <b>Criteria</b>                | <b>Excellent</b>  | <b>Acceptable</b>  | <b>Substandard</b>   |
|--------------------------------|---|--|--|
| <b>Length</b>                  | Concise, with every sentence counting; stays close to the word limit; Not too long or too short   | Fairly concise; stays close to the word limit; Not extremely long or short.  | Excessively long or short.   |
| <b>Style</b>                   | Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.  | Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.  | Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.               |
| <b>Accuracy</b>                | Writing shows that student knows the material taught and can apply it accurately in a new situation.  | Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.   | Writing displays a failure to understand, recall, or apply much of the material in new situations.   |
| <b>References</b>              | Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.  | Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.  | Quotes bible or text-book extensively or uses incorrect referencing.   |
| <b>Personal Comments</b>       | Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."  | Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."  | Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.) |
| <b>Depth/ Analysis</b>         | In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted. | In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted. | Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.            |
| <b>Grammar/ Language Usage</b> | Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.  | The writing is usually clear. There may be a few grammatical or syntactical mistakes.  | Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.                   |
| <b>Sentences</b>               | Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.  | Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.  | Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.   |
| <b>Paragraphs</b>              | Paragraphs are neat and separated with no more than one main point per paragraph.   | Paragraphs are separated, usually with only one main point per paragraph.  | Paragraphs run together without regard to individual points being made. Structure is random.   |

## Exams

There are two exams in this course. The midterm exam covers material from Lessons 1-6, is made up of identifiers, short and long essay questions, and is worth 90 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The semester exam (final) covers material from Lessons 7-12 and one compressive essay question over material from the full course. It is made up of identifiers, short and long essay questions, and is worth 115 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring. Both exams must be taken under the supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

### Suggested schedule for completion in 8 weeks:

| Modules                       | Lessons   | Readings  | Assignments   |
|-------------------------------|---|---|---|
| Intro                         | These items will need to be completed before you will have access to the rest of the course | Orientation<br>Course Overview<br>Introductions<br>Academic Integrity | Schedule<br>Introduce Yourself<br>Academic Integrity Quiz<br>Academic Integrity Statement |
| 1                             | Lesson 1: Revivalism and the Millerite Movement   | L.1   | Assignment 1  |
|                               | Lesson 2: The Rise of Seventh-day Adventism   | L.2   | Assignment 2  |
| 2                             | Lesson 3: An Expanding Vision   | L.3   | Assignment 3  |
|                               | Lesson 4: Legalism and Righteousness by Faith   | L.4   | Assignment 4  |
| 3                             | Lesson 5: Mission Expansion   | L.5   | Assignment 5  |
|                               | Lesson 6: Reorganization for a new Century  | L.6   | Assignment 6  |
| 4                             | Midterm Exam Review   |   |   |
| <b>PROCTORED MIDTERM EXAM</b> |   |   |   |
| 5                             | Lesson 7: New Institutions and Methodologies  | L.7   | Assignment 7  |
|                               | Lesson 8: Meeting Changing Times  | L.8   | Assignment 8  |
| 6                             | Lesson 9: Rethinking the Faith  | L.9   | Assignment 9  |
|                               | Lesson 10: Manifesting a Social Conscience  | L.10  | Assignment 10   |
| 7                             | Lesson 11: The Globalization of the Church  | L.11  | Assignment 11   |
|                               | Lesson 12: Reasoning to Dissent and Debate  | L.12  | Assignment 12   |
| 8                             | Final Review and Closing Reflections  |   |   |
| <b>PROCTORED FINAL EXAM</b>   |   |   |   |

### Suggested schedule for completion in 16 weeks:

| Modules | Lessons   | Readings  | Assignments   |
|---------|---|---|---|
| Intro   | These items will need to be completed before you will have access to the rest of the course | Orientation<br>Course Overview<br>Introductions<br>Academic Integrity | Schedule<br>Introduce Yourself<br>Academic Integrity Quiz<br>Academic Integrity Statement |
| 1       | Lesson 1: Revivalism and the Millerite Movement   | L.1   | Assignment 1  |
| 2       | Lesson 2: The Rise of Seventh-day Adventism   | L.2   | Assignment 2  |
| 3       | Lesson 3: An Expanding Vision   | L.3   | Assignment 3  |
| 4       | Lesson 4: Legalism and Righteousness by Faith   | L.4   | Assignment 4  |
| 5       | Lesson 5: Mission Expansion   | L.5   | Assignment 5  |
| 6       | Lesson 6: Reorganization for a new Century  | L.6   | Assignment 6  |
| 7       | Midterm Exam Review   |   |   |
| 8       | <b>PROCTORED MIDTERM EXAM</b>   |   |   |
| 9       | Lesson 7: New Institutions and Methodologies  | L.7   | Assignment 7  |
| 10      | Lesson 8: Meeting Changing Times  | L.8   | Assignment 8  |
| 11      | Lesson 9: Rethinking the Faith  | L.9   | Assignment 9  |
| 12      | Lesson 10: Manifesting a Social Conscience  | L.10  | Assignment 10   |
| 13      | Lesson 11: The Globalization of the Church  | L.11  | Assignment 11   |
| 14      | Lesson 12: Reasoning to Dissent and Debate  | L.12  | Assignment 12   |
| 15      | Final Review and Closing Reflections  |   |   |
| 16      | <b>PROCTORED FINAL EXAM</b>   |   |   |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

| Percent %  | Description                   |
|------------|-------------------------------|
| 50         | Assignments                   |
| 25         | Midterm Exam                  |
| 25         | Final Exam                    |
| <b>100</b> | <b>Total Percent Possible</b> |

### Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

## Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A            | 93-100%    |
| A-           | 90-92%     |
| B+           | 88-89%     |
| B            | 83-87%     |
| B-           | 80-82%     |
| C+           | 78-79%     |
| C            | 73-77%     |
| C-           | 70-72%     |
| D            | 60-69%     |
| F            | 0-59%      |

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

### Academic Accommodations

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

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

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



### **Commit 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.