



**CHIS 674-038**  
**Development of Seventh-day  
Adventist Theology**  
**Atlantic Union**  
Fall 2024  
*Abner F. Hernandez, PhD*

**SYNOPSIS OF THE COURSE**

**CLASS & CONTACT INFORMATION**

<b>Class location:</b>	Northern New England Conference 479 Main Street, Westbrook, ME
<b>Class meeting times:</b>	October 20, 5:00 pm-8:00 pm; 21-24, 2024, 8:00 am-6:00 pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-213-1840
<b>Instructor Email:</b>	<a href="mailto:abnerh@andrews.edu">abnerh@andrews.edu</a>
<b>Office location:</b>	SEM N329

**BULLETIN DESCRIPTION OF COURSE**

The history and development of Seventh-day Adventist theology from the 1840s to the present, with emphasis on doctrines such as the Sabbath, sanctuary, conditional immortality, eschatology, covenants, Christology, and righteousness by faith.

**Credits:** 3

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

- MAPMin: Understand the historical-theological development of the 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:

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

1. Ability to formulate, using critical thinking, a personal position regarding the major SDA doctrines.
2. Ability to critically evaluate and intellectually discuss different aspects of the SDA doctrines and theology.
3. Ability to explore and interpret historical written documents.
4. Ability to understand the principal theological trends within SDA Christian tradition.
5. Ability to communicate effectively oral and written.
6. Independency of criterion and initiative.

## COURSE OVERVIEW

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

Date	Topic	Assignments Due	Weekly Reading	CLOS Addressed
October 20	<ol style="list-style-type: none"> <li>1- General introduction to the course topics and orientation about the class requirements</li> <li>2- History of Adventist Historiography: Presuppositions, Methods, and Sources</li> </ol>	Daily reading for analysis and discussion in class	George R. Knight, "Adventist Theology 1844 to 1994" <i>Ministry</i> , August 1994.	<b>CLO 1 - 5</b>
October 21	<ol style="list-style-type: none"> <li>1- Historical-theological background of Seventh-day Adventist movement and doctrine</li> <li>2- Seventh-day Adventist prophetic interpretation and Hermeneutic</li> <li>3- The sanctuary doctrine, the pre-advent judgment, and atonement</li> </ol>	Daily reading for analysis and discussion in class	William Miller, "Miller's Rules of Bible Interpretation."  Jack Blanco, "The Historicist Interpretation of Prophecy: Its Present Relevance in the Light of the Holy Spirit," <i>Journal of the Adventist Theological Society</i> 2/2 (1991): 67-80.	<b>CLO 1 - 5</b>

October 22	<ul style="list-style-type: none"> <li>1- The Sabbath</li> <li>2- The nature of humans: Conditional Immortality</li> <li>3- Spirit of Prophecy: Ellen G. White prophetic ministry</li> </ul>			<b>CLO 1- 5</b>
October 23	<ul style="list-style-type: none"> <li>1- Revelation-Inspiration: <ul style="list-style-type: none"> <li>a- Scripture.</li> <li>b- Ellen G. White Writings.</li> </ul> </li> <li>2- Doctrine of salvation</li> </ul>	Daily reading for analysis and discussion in class	<ul style="list-style-type: none"> <li>1- C. Mervin Maxwell, "A Brief History of Adventist Hermeneutics," <i>Journal of the Adventist Theological Society</i> 4/2 (1993): 209–226.</li> <li>2- Ellen G. White, "Christ Our Righteousness," MS21, Diary Entry, Feb 27, 1891.</li> <li>3- Richard Rice, "Sanctification and Perfection: Another Look," <i>Ministry</i>, June, 1984.</li> </ul>	<b>CLO 1- 5</b>
October 24	<ul style="list-style-type: none"> <li>1- The doctrine of the Trinity</li> <li>2- Christology: Human nature of Christ</li> <li>3- Ecclesiology: The Church, Its Ministry and Its Finances</li> </ul>	Daily for analysis and discussion in class	Merlin Burt, "History of Seventh-day Adventist Views on the Trinity," <i>Journal of the Adventist Theological Society</i> 17/1 (Spring 2006): 125–139.	<b>CLO 1 – 5</b>
<b>December 26, 2024</b>	<b>Post-Intensive Reading Assignment due</b>			
<b>January 23, 2025</b>	<b>Final Project, Article due</b>		<b>Final project is due today.</b> By midnight, this day, students should post in the <i>LearningHub</i> the final project. Project will be graded according to the rubric included in this syllabus.	

February 20, 2025			Late final-assignment submission receives no more than a <b>B</b> by midnight on this day.	
March 20, 2025			Late final assignment submission receives no more than a <b>C</b> by midnight on this day.	
<b>April 10, 2025</b>			<b>172 days from the first day of the class. Students who have not completed all intensive requirements will receive an F.</b> This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.	

## 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.

### 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*

## COURSE MATERIALS

### Required Course Materials

Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD, Review and Herald, 2000. **(223 pages)**

Burt, Merlin D. *CHIS674 Development of Seventh-day Adventist Theology* [Online Textbook]. 4<sup>th</sup> ed. Berrien Springs, MI: Center for Adventist Research, 2017. The online textbook is available only through the Center for Adventist Research at a cost of \$35.10 (includes sales tax). A digital PDF copy could be obtained for \$10.70. For this copy follow this link: [https://secure.touchnet.net/C20366\\_ustores/web/store\\_main.jsp?STOREID=9&SINGLESTORE=true](https://secure.touchnet.net/C20366_ustores/web/store_main.jsp?STOREID=9&SINGLESTORE=true) – Use code: AdventistHistory.2021

A series of articles provided for specific topics, see daily class schedule.

**Recommended Course Materials**

Damsteegt, P. G. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans, 1977; reprint ed., Berrien Springs: Andrews University Press, 2005.

Duffield, Ron. *The Return of the Latter Rain: A Historical Review of Seventh-day Adventist History from 1844 through 1891*. Dixie, WA: By the author, 3<sup>rd</sup> ed., 2013.

Adams, Roy. *The Sanctuary: Understanding the Heart of Adventist Theology*. Hagerstown, MD: Review and Herald, 1993.

LaRondelle, Hans, *Christ Our Salvation: What God does for Us and in Us*. Mountain View, CA: Pacific Press Publishing Association, 1980.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

**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.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 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:

	<b>Professional Masters’ Programs</b>
	3 Credits

<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	39 hrs
<b>Independent Learning Activities</b>	<b>Reading required course material</b>	40 hrs
	<b>Research project: Article</b>	50 hrs
	<b>Daily Quizzes</b>	6 hrs
<b>Total Hours</b>		135 hrs

### **SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS**

Average reading speed: 15-20 pages/hour for light reading not to be tested on  
10-15 pages/hour for heavy reading for exams  
Writing time: 2.5 – 3 hours/double spaced page, from start to finished product  
Reflective Writing Assignment: 0.5 hour per page  
An Online Assignment Load Calculator is available at: [www.cte.rice.edu/workload/](http://www.cte.rice.edu/workload/)

### **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.

#### **Before the intensive/Antes del intensive**

<b>Assignment Description</b>	<b>Weighting</b>
1. <b>Reading:</b> Knight, George R. <i>A Search for Identity: The Development of Seventh-day Adventist Beliefs</i> . Hagerstown, MD, Review and Herald, 2000. <b>(223 pages). Due date: Sunday October 20, 2024</b>	20%

#### **During the intensive/Durante el intensivo**

<b>Assignment Description</b>	<b>Weighting</b>
1. <b>Reading:</b> Reading the required daily articles and chapters. The students will submit a daily reaction of the readings. <b>Due date: Every day of the class, October 21-24, 2024, 11:59 pm.</b>	10%

**After the intensive/Después del intensivo**

Assignment Description	Weighting
<p>1. <b>Reading:</b> Burt, Merlin D. <i>CHIS674 Development of Seventh-day Adventist Theology</i> [Online Textbook]. 4<sup>th</sup> ed. Berrien Springs, MI: Center for Adventist Research, 2017. <b>Due date:</b> <b>January 30, 2025</b></p>	20%
<p>1- <b>Article:</b> Students will research and write an article on one aspect of the development of SDA Theology. Prepare a neat of 8-12 pages, typed double space. Utilize at least 10 primary and secondary sources from a range of peer reviewed journals and books; supports arguments with sufficient evidence that reflects an awareness of multiple views. Follow the Andrews University, <i>Standards of Written Work</i> 12<sup>th</sup> edition. Berrien Springs: School of Graduate Studies and Research, 2010 and the Standard citation manual Kate L. Turabian, <i>A Manual for Writers of Research Papers, Thesis, and Dissertations</i> 7<sup>th</sup> edition. Chicago: The University of Chicago Press, 2007. Students should present a research proposal to the professor in the second week of the class.</p> <p>Suggested topics on the history of an Adventist doctrine/teaching are as follows:</p> <ol style="list-style-type: none"> <li>1. Revelation, inspiration, hermeneutics</li> <li>2. Prophetic interpretation</li> <li>3. Sanctuary and investigative judgment</li> <li>4. Soteriology (justification, sanctification, perfection; law and gospel)</li> <li>5. Atonement</li> <li>6. Christology</li> <li>7. Pneumatology</li> <li>8. Prophetic gift</li> <li>9. Seventh-day Sabbath</li> <li>10. Present truth and fundamental principles/beliefs</li> </ol> <p><b>Due date:</b> <b>February 20, 2025</b></p>	50%
<b>TOTAL</b>	<b>100%</b>

\* 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.

**Submission of Assignments**

Written work should be electronically submitted in Learning Hub, [learninghub.andrews.edu/login/index.php](http://learninghub.andrews.edu/login/index.php)

**Late Submission**

1- Assignments submitted late will automatically receive a five-point deduction.

### **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*

## **ABOUT YOUR INSTRUCTOR**

Born in Puerto Padre, Cuba, Abner holds a Ph.D. in church history and systematic theology. He wrote his dissertation on “The Doctrine of Prevenient Grace in Jacobus Arminius Theology.” An ordained minister of the Seventh-Day Adventist Church, his main interests include Reformation and post-Reformation history and theology, the theological thinking of Jacobus Arminius, and the development of Adventist theology from the perspective of Seventh-day Adventist theologians.

Abner served as a local pastor and professor of theology in Cuban Union, and he is currently serving as an associate professor of Church History at the Seventh-day Theological Seminary, Andrews University. He is happily married to Keila Diaz and they have two sons, Abner Jasiel and Andy Josías.





## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

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

Academic Dishonesty includes:

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

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

### **Academic Accommodations**

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

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

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

### **Communications and Updates**

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

### **LearningHub Access**

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

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

### **Emergency Protocol**

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

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

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

95-100%	A	83-86%	B	73-76%	C
90-94%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+	60-69%	D
				0-60%	F

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

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

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

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

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

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

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

A failing grade is given when very limited or no demonstrable competency has been observed.

**APPENDIX 2: ASSIGNMENT RUBRIC(S)**

**Reading Report**

**CHIS674 Development of SDA Theology  
Reading Report (Books)**

**Student Name:** \_\_\_\_\_

<b>Book/Article</b>	<b>Author</b>	<b>Reading Date</b>	<b>Reading Hours</b>

I certify that the information is true and accurate

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Guidelines for research article**

### *PRELIMINARY CONSIDERATIONS*

Writing something just for a grade is a waste of time. Try to come up with questions that you have and that are not really reflected in the studies of other people. Research and write it with the goal in mind to use the material for a publication later on. You may not think that you have the talent of writing but constant practice sharpens a skill and eventually it will become easier for you to write something that is publishable. Put high standards for yourself and write your paper in a way that you can later use it in at least three different ways: first, an academic paper presentation; second, an academic article; and third, a popular article and a church presentation. Note: It is always easier to turn thorough, in-depth research into a popular presentation; the opposite is much more difficult and time-consuming.

### *BEFORE YOU WRITE*

Acquaint yourself with the author guidelines of the periodical or journal where you want to submit your article. The first impression sets the tone for the relationship, even for future attempts to get something published. If the editors see that your article does not conform to their author guidelines, they will quickly know that you did not familiarize yourself with their guidelines (unprofessional). Remember: You want to publish something in their journal; they can lay down the rules. Further, before you submit something, give it to someone who can polish the language. Bad language is a reason for rejection. It gives the impression that the article does not have a good quality. Give it to honest and candid friends in order to receive constructive criticism.

### *ARTICLE STRUCTURE*

The following structure applies to any article, book chapter, and presentation. In academic articles the structure is clearer whereas in popular articles it is more subtle although still existent. Knowing about these structures will not only help you in writing an article but also in reading more efficiently articles written by others.

#### **1. TITLE OF THE ARTICLE**

Your title should give an idea on what the article is about. Articles often carry merely a descriptive title. That may be quite boring. If you want to, you may place an illustrative statement or a catch phrase before your descriptive title.

#### **2. INTRODUCTION**

The funnel: Start broad and end narrow. With your first 1-2 sentences you want to lead into the general subject of the article, and you want to attract the reader's attention and hook him. Therefore, these sentences must be interesting and broad. Then you give, for example, an overview over the research that others have done on the subject and what has not been done yet. At the end of the funnel you state your thesis (what you will find), your purpose (what you will do), OR your "itinerary" (the individual "stations" of your study). This statement is important for the reader to know where you will be heading with him/her and what they have to expect. This should not be longer than 0.5-1.5 pages. It is here that your readers decide whether they continue to read or switch to something else.

### 3. ARTICLE BODY

Create different sections for the different arguments that support your thesis or for the different topics that you address. The beginning of a section should give an idea of what the reader has to expect from that section—for example, mentioning the subsections in the beginning, possibly preceded by a rationale why these are important or needed. Begin your standard paragraphs with a topic sentence so that the reader knows what the paragraph is about. Present your weakest argument first. Lead up to the strongest argument, which is the last in the body of your essay, whether your points are sentences or paragraphs. Illustrate your arguments with facts and examples, in vivid and lively language. Discuss the conclusions of other scholars and agree or disagree with them based on your findings. At the beginning of your topic sentence (in a paragraph or section) you should have a brief transitional touch to connect it with the previous paragraph or section. A few words on sources, something editors will look for: Sources in diverse languages (English, French, German, Spanish, Latin, etc.); different types of sources (books, academic articles, chapters in edited volumes, dissertations); and sources from different times (from old to recent publications). Why this might be helpful? It will give the editor the impression that you have explored your field and consulted all kinds of sources.

### 4. SUMMARY/CONCLUSION

The inverted funnel: Start narrow and end broad. In the beginning, reword/rephrase your thesis, purpose, or itinerary because, by that point, your reader may not remember any more what you were actually trying to show. You briefly summarize your findings, the high points, your insights and discoveries. Do not go into too much details and avoid introducing new data. Then, you become broader again. What does that mean for your field in general? What are the implications and ramifications? At the end, you may bring a clincher—the deciding argument. It will be your final sentence and last word. Here, you may bring the reader back to the beginning of the article and thus have an inclusio. That is often nice.

### FINAL THOUGHTS

You do not have to follow these structural guidelines slavishly. With practice it will become more natural and flow more easily. Remember: The attention of the reader is usually decreasing after a few pages. Thus, your appeal should increase, especially towards the end. Scholars who are aware of this structure of writing do not just write like this, they also read articles with this structure in mind. You glance at the introduction, particularly its thesis or purpose sentence (What is the article about? Where will the author travel?). You fly over the section headings (How did the author travel?). You read the conclusion (What did the author find or conclude?). This may happen in less than 5 minutes. Then the readers know what the article is about, and they may decide to look closer at certain sections or not. Time is precious, there is an abundance of new information forcing itself on the reader, and a quick look decides whether he will actually read or not read your article.

### FURTHER READING

Baker, Sheridan. *The Practical Stylist*. 2nd ed. New York: Thomas Y. Crowell Co., 1969.  
Lambert, Nathaniel M. *Publish and Prosper: A Strategy Guide for Students and Researchers*.  
New York: Routledge, 2014.

## Rubric for Article

Criteria	Does not meet standard ≤ 79%	Good 80-89 %	Exceeds standard 90-100 %	Grade
<b>Introduction</b>	Unclear and convoluted introduction	Introduction states main topic but does not adequately preview the paper	Introduction is brief, clear, and engaging. It overviews the topic and states the topic	<b>/5</b>
<b>Content</b>	Information is disconnected from the purpose and argument.	Information is only partly related to the purpose. Some historical analysis	Balance presentation of relevant information that clearly support the argument and purpose	<b>/45</b>
<b>Historical sources</b>	Few historical sources and evidences to support the arguments	Relates the material to other significant and pertinent information about the topic. Arguments are supported to relevant information and gives evidence of research in relevant historical sources	Relates the material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence	<b>/20</b>
<b>Organization-structural development of the narrative</b>	The document is not logically organized. Ideas frequently cannot identify a line of reasoning and loses interest	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 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	<b>/15</b>
<b>Conclusion</b>	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information	Conclusion restates purpose, summarizes the paper and states the main conclusions	Conclusion is engaging, restates the purpose, concisely summarizes the pater and clearly states the main conclusions	<b>/5</b>
<b>Style, mechanics, citations</b>	Numerous errors, few cited works, incorrect formatting. Citations are presented with inconsistent formatting	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear	No errors in spelling, capitalization or formatting. Citations are presented in the correct format	<b>/10</b>
<b>TOTAL</b>				<b>/100</b>

## APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

### Selected bibliography:

- Adams, Roy. *The Sanctuary: Understanding the Heart of Adventist Theology*. Hagerstown, MD: Review and Herald, 1993.
- Burt, Merlin. "The Historical Background, Interconnected Development, and Integration of the Doctrines of the Sanctuary, the Sabbath, and Ellen G. White's Role in Sabbatarian Adventism from 1844 to 1849." PhD Diss. Andrews University, 2002.
- Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1995.
- Dederen, Raoul, ed. *Handbook of Seventh-day Adventist Theology*. Silver Spring, MD: General Conference of SDA, 2000.
- Duffield, Ron. *The Return of the Latter Rain: A Historical Review of Seventh-day Adventist History from 1844 through 1891*. Dixie, WA: By the author, 2010.
- Goldstein, Clifford. *1844 Made Simple*. Boise, Idaho : Pacific Press, 1988.
- \_\_\_\_\_. *Graffiti in the Holy of Holies*. Nampa, Idaho: Pacific Press, 2003.
- Heppenstall, Edward. *Salvation Unlimited: Perspectives in Righteousness by Faith*. Washington, DC: Review and Herald Publishing Association, 1974.
- Holbrook, Frank B. ed. *Doctrine of the Sanctuary: A Historical Survey*. Daniel and Revelation Committee Series, vol. 5. Silver Spring, MD: Biblical Research Institute, General Conference of SDA, 1989.
- Kidder, Joe. "Creeds and Statements of Belief in Early Adventist Thought." *Andrews University Seminary Studies* 47, no. 1 (2009): 101-116.
- Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD, Review and Herald, 2000.
- \_\_\_\_\_. *Sin and Salvation: God's Works For and In Us*. Hagerstown, MD: Review and Herald, 2008.
- \_\_\_\_\_. *Millennial Fever and the End of the World: A Study of Millerite Adventism*. Boise, ID: Pacific Press, 1993.
- \_\_\_\_\_, ed. *1844 and the Rise of Sabbatarian Adventism*. Hagerstown, MD: Review and Herald, 1994.
- \_\_\_\_\_. *A User-Friendly Guide to the 1888 Message*. Hagerstown, MD, Review and Herald, 1998.



- \_\_\_\_\_. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.
- LaRondelle, Hans, *Christ Our Salvation: What God does for Us and in Us*. Mountain View, CA: Pacific Press Publishing Association, 1980.
- Maxwell, C. Mervyn. *Magnificent Disappointment: What Really Happened in 1844 . . . and Its Meaning for Today*. Boise: Pacific Press, 1994.
- Moore, A. Leroy. *Adventism in Conflict: Resolving the Issues that Divide Us*. Hagerstown, MD: Review and Herald, 1995.
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