



# RELT 138: Adventist Heritage

Three (3) credit hours  
Summer 2021

## Instructor

Hyunsok John Doh, Ph.D.  
Email: [hdoh@southern.edu](mailto:hdoh@southern.edu)  
Phone: (423) 322 5761 (Text first and call between 10 a.m. and 3 p.m.)  
Office: Hackman Hall Rm 226  
Office Hours: 10-12am

## TECHNICAL SUPPORT

Needing additional assistance? Feel free to reach out to the following people:

### Online Campus

**Gus Martin, PhD**  
Online Campus Director  
[gusmartin@southern.edu](mailto:gusmartin@southern.edu)  
423.236.2083

### Academic Online Support

**Greg Merchant Online Campus**  
SOC eClass Support Supervisor  
[eclasshelp@southern.edu](mailto:eclasshelp@southern.edu)  
423.236.2086

**Karina Savelio**  
Online Coach  
[ksavelio@southern.edu](mailto:ksavelio@southern.edu)

**Deanna Walker**  
Course Development – Online Coach Manager  
[online@southern.edu](mailto:online@southern.edu)  
423.236.2087

**Jessica Spears**  
Embedded Librarian  
[jspears@southern.edu](mailto:jspears@southern.edu)  
423.236.2000

## System Requirements

eClass requires industry-standard PC hardware components. Please ensure your system meets or exceeds the recommended baseline system recommendations. Contact us if you have any additional questions or specific needs.

	Recommended
Operating System: Microsoft	Windows XP SP2, Vista, 7, 8, 10
Operating System: Mac	Mac OS 10.4.8+ (Intel-based) (PPC-based NOT supported)
Processor	1.8 GHz or higher
Memory	4 Gigabytes
Network Bandwidth	1+ Mbps internet connection*
Applications	Microsoft Silverlight 2.0+, Macromedia Flash 11+
Supported Browsers**	Chrome, Firefox, Safari, Internet Explorer 9+
Optimum Browser	Google Chrome***

\* If you are experiencing problems in the browser you are using, try using one of the other browsers from the list.

\*\* For online-only courses you need to have dedicated access to an internet connection. Access via a library or public internet will not be sufficient.

\*\*\* If you are hosting an Adobe Connect session or screen sharing during a session, please use Mozilla Firefox or Internet Explorer. Currently Adobe Connect in Chrome does not allow screen sharing.

Some courses may have specific requirements beyond the baseline provided above. Any specific requirements should be listed in the course syllabus. Please contact us if you have any questions regarding needs in your course.

## COURSE PARAMETERS

### Course Description

A study of the Second Advent Awakening in the nineteenth century and the subsequent development of the Seventh-day Adventist Church. Special emphasis will be placed on the contributory role in the church of the spiritual gift of prophecy through the life and ministry of Ellen G. White.

## Textbooks

To purchase, contact The Campus Shop at 423.236.2152 or visit their website at [saucampusshop.com](http://saucampusshop.com).

Knight, George R. (2012). *A Brief History of Seventh-day Adventists*. 3<sup>rd</sup> ed. Hagerstown, MD: Review and Herald.

Knight, George R. (2000). *Ellen White's World: A Fascinating Look at the Times in Which She Lived*. Hagerstown, MD: Review and Herald.

Knight, George R. (1996). *Meeting Ellen White: A Fresh Look at Her Life, Writings, and Major Themes*. Hagerstown, MD: Review and Herald.

Knight, George R. (2001). *Reading Ellen White: How to Understand and Apply Her Writings*. Hagerstown, MD: Review and Herald.

Knight, George R. (1999). *Walking with Ellen White: The Human Interest Story*. Hagerstown, MD: Review and Herald.

Maxwell, C. Mervyn. (1977). *Tell It To The World: The Story of Seventh-day Adventists*. Mountain View, CA: Pacific Press.

*The Holy Bible* (any major version such as NIV, KJV, NKJV, NASB, RSB)

## Supplemental Reading

Knight, George R. (1993). *Anticipating the Advent: A Brief History of Seventh-day Adventists*. Boise, ID: Pacific Press.

Nichol, F.D. (1951). *Ellen G. White and Her Critics: An Answer to the Major Changes That Critics Have Brought Against Mrs. Ellen G. White*. Washington, DC: Review and Herald.

Schwarz, Richard W. and Floyd Greenleaf. (2000). *Light Bearers to the Remnant*. Rev. ed. Mountain View, CA: Pacific Press.

Spalding, Arthur W. (1961 -1962). *Origin and History of Seventh-day Adventists*. Washington, DC: Review and Herald.

White, Ellen G. (1945). *Early Writings of Ellen G. White*. Washington, DC: Review and Herald Publisher.

White, Ellen G. (1943). *Life Sketches of Ellen G. White: Being a Narrative of Her Experience to 1881 as Written by Herself; With a Sketch of Her Subsequent Labors And of Her Last Sickness/Compiled From Original Sources*. Mountain View, CA: Pacific Press Publisher.

## Biblical Foundations of the Course

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today's diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

## Learning Outcomes

Upon successful completion of this course, the student will be familiar with the following:

- The student will demonstrate knowledge of the historical context in which Adventism was born.
- The student will demonstrate understanding of the important role the Millerite Movement and Disappointment played in the establishment of the Seventh-day Adventist (SDA) Church.
- The student will demonstrate understanding of key events and issues in the historical development of the SDA church from 1844 to present.
- The student will demonstrate understanding of doctrinal development and clarification in SDA Church history.
- The student will demonstrate understanding of the life, ministry, and prophetic role of Ellen G. White in the historical development of the SDA Church.
- The student will demonstrate understanding of doctrinal heresy and personnel problems the denomination has experienced.
- The student will demonstrate understanding of the central role of the Bible in development of Adventist beliefs.
- The student will apply lessons from Adventist history to his or her personal life.

## Course Access

The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also

where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <http://access.southern.edu>. You can also put [eclass.e.southern.edu](http://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.

## Live Sessions

In this course, we will be having live zoom sessions that will take place every Thursday at 7:00pm E.T.

## Online Learning

Technology is revolutionizing education. Computer-enhanced presentations, interactive instructional media, Internet-connected classrooms, Web-based courses, student chat rooms and asynchronous discussions, streaming audio and video, satellite-distributed learning, and virtual universities are indicators of profound changes sweeping the instructional landscape. You are expected to participate actively in learning experiences through various technology media and prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.

This course will employ the following instructional methodologies, among others:

- Weekly learning goals
- Select readings from scripture, Ellen White, and other experts
- Integration of core values into daily thought process
- Video lectures
- Web-based reference materials and resources
- Group discussion forums
- Live video conferencing sessions

Your participation in this class is vitally important to the learning process. Access your course several times weekly. Actively participate in all required activities, assignments, and assessments. Complete all reading assignments. Credit will be given based on the quality and consistency of each student's work. Carefully read the course schedule that concludes this syllabus.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All assignments are due on or before the dates specified in the course schedule. It is your responsibility to plan ahead and deliver a professional product in a timely manner. Other arrangements must be made with the course instructor in advance. If you do experience atypical circumstances that impede your progress, please contact the instructor immediately. We suggest that you backup all projects in at least two locations (e.g., your server space, the W drive, and a USB drive).

Email your questions or concerns to your instructor. Students should expect to receive a reply within 24 – 48 hours.

*All course components must be completed before a final grade is given.*

## UNIVERSITY POLICIES

### Academic Integrity

#### Plagiarism Policy:

- Work that is submitted for credit must be the original work of the learner and specifically prepared for this course.
- Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code.
- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when re-submitting one's own work for academic credit.
- Using any content from the Web without citing is plagiarism.
- The penalty for plagiarism may include a grade of F being recorded for the course.

**Turnitin.** Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

### Disability Services

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or via email at [dss@southern.edu](mailto:dss@southern.edu). Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

## Course Evaluation

Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters and will provide academic administration additional information regarding the professor's qualification when his or her professional portfolio is reviewed. The faculty welcome your feedback and would like to strongly encourage you to add your own comments, both telling them how you were positively impacted and if you have any suggestions for improvement.

You may access the course evaluation at <https://myaccess.southern.edu/apps/courseevaluation>.

1. Log in using your Southern username and password.
2. Choose the professor and class you wish to evaluate from the list you see.

If you have problems with, or questions regarding this online course evaluation, please contact Teresa Adams at [teresas@southern.edu](mailto:teresas@southern.edu).

All comments and evaluations are completely anonymous, and the results are made available to the professor only after grades are submitted to the Records Office.

Thank you very much for taking the time to do this.

## Add/Drop Policy

Prior to the deadline date, students not completing the course for any reason are required to send a single email to both 1) the Course Instructor, and 2) Online Campus ([online@southern.edu](mailto:online@southern.edu)) as recipients requesting permission to drop the online course, and this email should include the reason for the drop request. The course instructor's email response (approving the drop request) will then be forwarded by the Online Campus directly to the Records Office. On-campus students and students who are in online degree programs must complete an [Add/Drop Form](#), have their own advisor and the instructor sign it, and then submit it to Records and Advisement. **This is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.** A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered.

According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." **It is the student's responsibility to make arrangements with the instructor to complete the course on time.**

## COURSE POLICIES

**Disclaimers:** This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester.

## Grading Criteria & Weighting

--**Grades** and a record of your scores for assignments and quizzes can be found in the gradebook in the online classroom.

--**Grades will be weighted by category, as outlined below:**

	Weight of Total Grade		Percentages
			90-100 = A
Assignments	67%		80-89 = B
Discussions	33%		73-79 = C
			62-72 = D
Total	100%		0-61 = F

### Description by Category

**Discussion Boards. (112 points).** Each week you will interact with the other co-learners in class by posting original thought and replying to others' posts. There is a minimum of **one main discussion post** that will be graded each week covering the essential question and topics for the week. To receive points and a grade you are expected to post a minimum of **three posts (one initial post and two responses** to classmates). You may respond as many times as you like, but you must meet at least the minimum of **three quality posts**. Your initial post is due Wednesday at midnight (EDT) and your two responses are due by Sunday by midnight (EDT).

You can find the rubric that will be used to grade your discussion assignments located under *Course Resources* in eClass. Check the weekly requirements in eClass for updates.

**Reading Worksheets. (125 points).** Each week there will be learning activities where you will apply what you have learned in various ways. It is essential that you read all of the materials provided for the week and watch videos provided. You are expected to incorporate the big ideas and understandings gleaned through the readings and videos into the work you do in the course. Your professor will determine the criteria and method for grading each exercise. Regular communication with your professor will help to ensure success. Check the weekly requirements in eClass for updates.

1. *Walking with Ellen White* should be read with reading worksheet.
  - a. Submit the completed reading worksheet **before midnight Sunday June 13.**



- b. 300-350 words double space book report is due **before midnight Sunday June 13**.  
This report should consist of your personal evaluation/response to the reading. You should list and discuss lessons for your personal life derived from these articles.

2. *A Brief History* should be read along with the worksheet.

- a. You will need to submit the completed reading worksheet **before midnight Sunday June 20**.

3. *Ellen White's World* should be read along with the worksheet.

- a. You will need to submit the completed reading worksheet **before midnight Sunday June 27**.

4. *Meeting Ellen White* should be read along with the worksheet.

- a. You will need to submit the completed reading worksheet before **midnight Sunday July 4**.

5. *Reading Ellen White* should be read along with the worksheet.

- a. You will need to submit the completed reading worksheet before **midnight Sunday July 18**.

**Final Project (100 Points).** Before Midnight Sunday, July 11, 2021

As part of this course, each student is required to do research on a significant person, event, or theological concept that is important to the history and development of the Seventh-day Adventist Church. The project, in its final form, should be written in APA format and a minimum of 5 pages (not counting a cover page or list of sources/bibliography). The topic should be approved by the professor within the first two weeks of class.

Some examples of topics could include: Annie R. Smith; James White and Leadership; the 1888 General Conference Session; the "Great Disappointment"; and the development of Adventist education. Only one student may write on any particular topic.

Students should feel free to consult with the professor about ideas for sources.

## Submission Times and Late Work Caution

Course assignments are to be submitted *electronically* to the course site, unless specifically indicated otherwise. All assignments are due every Sunday at midnight (EDT) or for international students, GMT plus 4 hours. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

## Communication

**Southern Email.** To facilitate communication between the instructor and learners, all class members are encouraged and expected to regularly check their southern.edu email account and the “News Forum” within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

**Sabbath Policy** Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week.

Southern’s Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

## COURSE SCHEDULE

### Weekly Schedule

Date/Week	Praise	Prepare	Practice	Ponder	Prove
<b>Week 1</b> June 2-6	Weekly Devotional	Syllabus & Course Schedule  Live Session 1	Intro Video Tell the World	Discussion 1 - Personal Introduction	No writing assignment
<b>Week 2</b> June 7-13	Weekly Devotional	Reading Week 2  Live Session	Tell the World Video	Discussion Week 2	Report & Worksheet Walking with Ellen White
<b>Week 3</b> June 14-20	Weekly Devotional	Reading Week 3  Live Session	Tell the World Video	Discussion Week 3	Reading Worksheet: A Brief History
<b>Week 4</b> June 21-June 27	Weekly Devotional	Reading Week 4  Live Session	Tell the World Video	Discussion Week 4	Reading Worksheet: Ellen White's World
<b>Week 5</b> June 28-July 4	Weekly Devotional	Reading Week 5  Live Session	Tell the World Video	Discussion Week 5	Reading Worksheet: Meeting Ellen White
<b>Week 6</b> July 5-13	Weekly Devotional	Reading Week 6	Tell the World Video	Discussion Week 6	Final Project Submission
<b>Week 7</b> July 14-20	Weekly Devotional	Reading Week 7  Live session	Tell the World Video	Discussion Week 7	Reading Worksheet: Reading Ellen White

## Discussion Rubric

<b>Participation</b>	Does Not Exist <b>0 points</b>	Minimal - Limited to 1 or 2 posts on a single day during the week. <b>1 point</b>	Needs Improvement - Participates 2-3 times on a single day during the week. <b>2 points</b>	Developing - Participates 3-4 times with posts distributed across at least 2 different days during the week. <b>3 points</b>	Advanced - Participates 3-4 times with posts distributed throughout the week. <b>4 points</b>
<b>Initial Assignment Posting</b>	Does Not Exist <b>0 points</b>	Minimal - Posts are minimal and off point. <b>1 point</b>	Needs Improvement - Posts are superficial in thought and/or few required aspects of the topic are discussed. <b>2 points</b>	Developing - Posts address most required aspects of the topic, show familiarity and basic analysis of the content but lack full development of concepts. <b>3 points</b>	Advanced - Posts are well-developed and addresses all required aspects of the topic. Posts also demonstrate that content was well-reviewed and synthesized. <b>4 points</b>
<b>Follow-Up Postings</b>	Does Not Exist <b>0 points</b>	Minimal - Posts are largely limited to agreeing or disagreeing. Little evidence of thought, effort, and/or study. <b>1 point</b>	Needs Improvement - Posts are superficial in nature and repeat information provided in previous post(s). Marginal evidence of adequate thought, effort, and/or study. <b>2 points</b>	Developing - Elaborates on an existing posting with further comment or observation. Significant thought, effort, and/or study was evident. <b>3 points</b>	Advanced - Analyzes others' posts; extends meaningful discussion by connecting and synthesizing ideas in others' posts. High level of thought, effort, and/or study was evident. <b>4 points</b>
<b>Style and Mechanics</b>	Does Not Exist <b>0 points</b>	Minimal - Use of slang and/or abbreviations as seen in informal texts. Contains many spelling, grammatical, and/or mechanical errors. <b>1 point</b>	Needs Improvement - The use of informal language limits the professionalism of the posts. Several spelling, grammatical, and/or mechanical errors were evident. <b>2 points</b>	Developing - Communicates largely in a professional manner with minor use of informal language. Some spelling, grammatical, and/or mechanical errors evident. <b>3 points</b>	Advanced - Communicates in a professional manner with no use of casual language. No spelling, grammatical, and/or mechanical errors evident. <b>4 points</b>

## Reading Report Assignments - Marking Guide

### **WRITING STYLE:**

The paper is written in standard English. Each sentence or paragraph is constructed well with attention to punctuation, capitalization, varied sentence structure, etc.

**Maximum score: 5 points**

### **FLOW OF THOUGHT:**

The paper reflects an orderly, unified, coherent flow of thought. The connections between ideas and sentences are logical and easy to understand.

**Maximum score: 5 points**

### **FORMAT:**

Paper is neat and clean without surface feature flaws. Overall formatting is easy to read with special attention given to keeping the answers neatly formatted and easy to grade.

**Maximum score: 5 points**

### **INFORMATIVE:**

The writer applies course content knowledge to develop informative insights.

**Maximum score: 5 points**

### **CONTENT INTERPRETATION:**

While the paper might reference outside sources or current events, it reflects the author's original interpretation of outside source content or current events.

**Maximum score: 5 points**

**Final Project - Rubric**

**\*\*\* NOTE: This section will be added shortly**

**Appendix A: Teacher Certification Weekly Content (The 5 P's)** As you scroll below the course header, you will notice that the course is broken down in topics PER WEEK. The current week will be highlighted in order to show you what material you will need to access immediately. You will see an icon-based view that will break down the material for the week in an easy to navigate overview. You may click on the icons in any available week in the course to view content ahead, but the highlighted week will always be the current material. Your professor will determine when weekly content will become available. If the new week is not open by Sunday contact the online coach for your course.

March 11 - March 17

**Week 2 - Introduction to the Course**

Praise Prepare Practice Ponder Prove

Pages: 3 Advanced Forum: 1 Assignment: 1 Progress: 0/5

March 18 - March 24

**Week 3 - Introduction to the Course**

Praise Prepare Practice Ponder Prove

Pages: 3 Advanced Forum: 1 Assignment: 1 Progress: 0/5

Week 1 - Introduction to the Course

1 2 3 4 5

Praise Prepare Practice Ponder Prove

Pages: 6 URLs: 5 Forum: 1 Advanced Forum: 1 Choice: 1 Assignments: 3 Files: 5 Quizzes: 6 Progress: 0 / 3

The icons across the top of the section represent the main segment of the material for the course. Click on each icon to review the content for the week. Be sure to read and review ALL the sections at the beginning of the week before you start work on any of the sections. A complete understanding of the week is critical.

1. **PRAISE:** Contains the welcome and spiritual emphasis for the week. You will have the opportunity to share your thoughts in PONDOR each week by posting your comments. This is a voluntary response that is not graded.

**Praise Comments.** Additionally, you are invited to post a comment on the PRAISE statement of the week. Please keep in mind that your participation is voluntary and will not be graded, but your comments will be appreciated and valued.

2. **PREPARE:** Contains the readings for the week. These may include journal articles, book chapters, textbook readings, and media. Related readings are found through links provided or through the McKee Library Search Everything tool.
3. **PRACTICE:** Contains guided assignments that extend learning applications as follows
  - **Videos.** There will be videos each week that address one of the primary concepts studied that week. Several videos are provided, you may choose to view any that are relevant to your study focus. Before viewing the video, read the description that briefly explains the content and purpose. You will be asked to respond to reflective questions (2 or 3) for one video per week for which you will receive a grade. The response is due on Sunday by 11:55 p.m. ET each week.
  - **Journal Article Reports** that relate to your topic (problem/issue) of interest will be due on the dates designated in the syllabus. A total of three reviews of peer-reviewed journal articles is required, weeks 2, 4, and 6. This assignment is designed to contribute to the knowledge base of information you are studying and particularly to the topic (problem/ issue) that is your focus for the final paper. These articles can serve as part of literature you review on your selected topic in addition to the text readings. They can also be included as part of the minimum of six references required in the final paper.
4. **PONDOR:** This is the opportunity for collaborative learning experience.
  - **Weekly Posts.** You will post your application of the information studied that week to the issue/ problem topic you are developing. This assignment gives you an

opportunity to share ideas with classmates and get their feedback. Each of you will select an issue/ problem in education that you are addressing in your final paper that will contain a recommendation for a solution. As you study the material each week, apply selected concepts of what you have studied to your particular issue/ problem and post it. Your post is due on Thursday by 11:55 p.m. ET, and your response to at least two other classmates' posts is due on Sunday 11:55 p.m. ET each week. You will be graded on your post and responses to classmates using the rubric provided.

5. **PROVE:** This is the opportunity for you to express what you have learned and make applications.

### **Weekly Summaries (SEE-I)**

You will be able to provide an overview of what you have learned during the week in the form of a brief written summary of the key concepts on assigned chapters. Guidelines for the written summary will be provided in form of a SEE-I response (State, Elaborate, Exemplify, and Illustrate). This response will be graded. Examples of a SEE-I response and grading rubric are provided in the section on Course Resources. (These summaries will serve the purpose for motivation for learning that a quiz over the readings would normally provide).

### **Summative Application Paper**

This assignment provides an opportunity for you to analyze information you have studied throughout the course and synthesize it in making applications to a particular topic (problem/ issue) you have selected. The problem/ issue you select should be relevant to topics in educational psychology that impact students, teachers and/or administrators in education today. The ultimate purpose of your paper is to apply information you have learned throughout the course in order to make a recommendation or provide a solution that addresses the problem or issue. Notably, the feedback from others in the weekly posts will, most likely, provide other views and perspectives related to your issue/ problem that will contribute to the breadth and depth of your ideas and recommendation in the final paper.