Faculty Information
NAME: Heather Ann Clements, Ph.D., Professor of Systematic Theology
Location: West Campus, Duke Building 245
Hours: T R 11:15 am – 1 pm & 2.30-3 pm. Appointments recommended.
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Emergency Phone Number: Marilyn Moore, Duke reception area on the second floor, 815-6000 x 5496. Email marilynmoore@apu.edu.

University Information: Mission and Purpose Statement
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the
work of God in the world through academic excellence in liberal arts and professional programs of higher education
that encourage students to develop a Christian perspective of truth and life.

Catalog Description
This course provides a study of the major developments in the history of Christianity from the Reformation to the
present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the
two-thirds world. Meets general studies core doctrine requirement for God’s Word and the Christian Response.
Prerequisites: 3 UBBL units, CMIN108; or instructor’s permission.

Student Learning Outcomes
By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The
classroom assignments that the instructor will use to assess mastery are identified in the table.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>IDEA Objective</th>
<th>Assignments Used to Assess</th>
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<tbody>
<tr>
<td>“By the end of this course, students should be able to ……”</td>
<td>Learning to analyze and critically evaluate ideas, arguments and points of view</td>
<td>Discussions, papers, final project</td>
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<tr>
<td>Demonstrate growth in the ability to think critically about the historical, doctrinal,</td>
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<td>biblical and practical aspects of the Christian faith, including appreciation,</td>
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<td>understanding, and valuing the Church by analyzing a historical issue in light of the</td>
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<td>essential components of theological reflection (Scripture, tradition, reason, spiritual</td>
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<td>experience)</td>
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<td>Demonstrate growth into a greater awareness of the personal and social relevance and</td>
<td>Learning to apply course material (to improve thinking, problem solving, and</td>
<td>Discussions, papers</td>
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<td>spiritual richness that informed, disciplined theological reflection can bring to their</td>
<td>decisions)</td>
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<td>Christian existence and their own impact upon the world in which they live</td>
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<td>Demonstrate a firm grasp of core Christian ideas and practices centered in incarnational</td>
<td>Gaining factual knowledge; Learning fundamental principles, generalizations or</td>
<td>Readings, discussions, midterm exam &amp;</td>
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<td>theology across time and cultures, a better understanding of the relationship of</td>
<td>theories</td>
<td>final exam/project</td>
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<td>Christian beliefs and values to Christian history in specific and world history in</td>
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<td>general.</td>
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<tr>
<td>Demonstrate a sophisticated ability to discern between core Christian ideas/practices and</td>
<td>Learning to analyze and critically evaluate ideas, arguments and points of view</td>
<td>Discussions, papers, final project</td>
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ways that people in different cultural and historical settings have engaged and expressed these ideas/practices, recognizing how cultural and historical factors affect the understanding and practice of the Christian faith; an appreciation of the relevance of Christian history for Christian community today by learning to recognize historical teaching and practices that are biblically sound as opposed to those which are not.

| Demonstrate a basic familiarity with the devotional lives of Christians through history, especially those whose lives and teachings have greatly impacted other Christians, as examples and resources for their own spiritual journey in an environment that encourages open exploration of a Christian perspective on truth and life. | Gaining factual knowledge; Learning fundamental principles, generalizations or theories | Readings, discussions, midterm exam & final exam or final project |

| Demonstrate a working knowledge of Christianity as an identifiable world religious historical tradition shaped both by its own values and beliefs and by continuous relationships with other religions. | Gaining factual knowledge; Learning fundamental principles, generalizations or theories | Readings, discussions, midterm & final exam or final project |

**Required Textbooks and Study resources**
The following books contain the readings on which this course is based. They are available in the University Bookstore. Additional material may be provided on reserve.

How to Use the Class E-College Website
An eCollege site is available online to guide your study in this course. While most of what you need to know will be apparent when you log onto the online website of this course through Online APU (and E-College), it may be helpful to keep the following points in mind:

- You will need to have Internet access to use the course website at http://online.apu.edu.
- To access the online site, begin with the instructions at http://groups.apu.edu/~dlce/Student/Student.HTM. If you follow these instructions, you should be able to log in or add yourself to the class site right away. If there is a problem after you have worked through the entire one page sheet of log-in directions, please contact Distance Learning at ajittu@apu.edu.
- This course is divided up into a Course Home and Instructional Units. These units and their contents are all easily accessible by using the navigation bars on the left-hand side of the computer screen.
- When you enroll and enter the online course, you will find that there are also tabs available on the top of the screen that allow you to access other course sources, materials and features, which are mostly self-explanatory.
- If you need help, you can: (a) use the online help feature (see the Help tab), (b) contact IT services support desk (x 5050) for further technical help, or (c) contact ajittu@apu.edu at the Office of Distance Learning for questions specifically related to online courses.
- Theology Department news and faculty pages can be found at http://groups.apu.edu/theophil.

Course Calendar
Unit 1: Luther & the Magisterial Reformation
Week 1 Assignments:
1. Read materials in “Course Home” unit at http://online.apu.edu
2. Read Gonzalez (G) 6-45; Spickard and Cragg (SC) 153-169, 171-180; Bettenson and Maunder (B) 191-224, using Reading & Discussion Guide in Unit 1 as a study aid
3. View Slideshows 1 & 2 in Unit 1
4. Student Information Sheet (“Info Sheet” in “Course Home” unit, also available in “Doc Sharing”) due to professor as email attachment to hclements@apu.edu due Friday 1/11 midnight
5. Participate in Unit 1 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 1/12

Week 2 Assignments:
1. Read B 213-221 and Luther’s “Three Treatises,” continuing to use Reading & Discussion Guide in Unit 1 as a study aid
2. View Slideshow 3 in Unit 1
3. View Art and listen to Audio clip in Unit 1
4. Participate in Unit 1 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 1/19
5. Take 5-question multiple-choice online Quiz 1 in Unit 1 after reviewing Quiz Study Guide posted in Unit 1 by midnight Sat. 1/19
6. Reading Response Paper 1 on Luther due by midnight Sun. 1/20

Unit 2: Zwingli & Anabaptists
Week 3 Assignments:
1. Read G 46-60 and SC 180-184, using Reading & Discussion Guide in Unit 2 as a study aid
2. View Slideshow in Unit 2
3. Participate in Unit 2 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 1/26

Unit 3: Calvin & Arminius
Week 4 Assignments:
1. Read G 61-69 and 179-184, SC 184-190 and 236-238, B 236-238 and 282-284, using Reading & Discussion Guide in Unit 3 as a study aid
2. View both Slideshows in Unit 3
3. Participate in Unit 3 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 2/2
5. Take 5-question multiple-choice online Quiz 2 in Unit 3 after reviewing Quiz Study Guide posted in Unit 3 by midnight Sat. 2/2

Unit 4: English Reformation & Puritans

Week 5 Assignments:
1. Read G 70-85 and 149-163; SC 190-194 and 221-227; B 241-260, 266-267, 269-270, 311-316, using Reading & Discussion Guide in Unit 4 as a study aid
2. View all Slideshows in Unit 4
3. Listen to Audio Clip in Unit 4
4. Participate in Unit 4 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 2/9
5. Take 5-question multiple-choice online Quiz 3 in Unit 4 after reviewing Quiz Study Guide posted in Unit 4 by midnight Sat. 2/9

Unit 5: Catholic Reform Movements

Week 6 Assignments:
1. Read G 34-36, 51-52, 68; B 277-282, 306-307, using Reading & Discussion Guide in Unit 5 as a study aid
2. View both Slideshows in Unit 5
3. Listen to Audio clip in Unit 5
4. Participate in Unit 5 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 2/16

Unit 6: Enlightenment, Pietism, Evangelicalism

Week 7 Assignments:
1. Read G 185-192, 205-216; SC 238-250, B 349-351, using Reading & Discussion Guide in Unit 6 as a study aid
2. View Slideshows 1 and 2 in Unit 6
3. Participate in Unit 6 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 2/23
4. Take MIDTERM EXAM, using Study Guide at end of Unit 6 to prepare by midnight Sun. 2/24

Week 8 Assignments:
1. Read John Wesley’s “A Plain Account of Christian Perfection,” continuing to use Reading & Discussion Guide in Unit 6 as a study aid
2. Review “Scripture Support” handout in Unit 6
3. Participate in Unit 6 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 3/1
4. Reading Response Paper 2 on Wesley due by midnight Sun. 3/2

Week 9 Assignments:
1. Read G 228-230, 244-246, 253-258; SC 259-266, 273-292, continuing to use Reading & Discussion Guide in Unit 6 as a study aid
2. View Slideshow 3 in Unit 6
3. Listen to both Audio Clips in Unit 6
4. Participate in Unit 6 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 3/8

Unit 7: 19th Century

Week 10 Assignments:
2. View all Slideshows in Unit 7
3. Listen to Audio clip and view Art in Unit 7
4. Participate in Unit 7 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 3/15
5. Take 5-question multiple-choice online Quiz 4 in Unit 7 after reviewing Quiz Study Guide posted in Unit 7 by midnight Sat. 3/15
Unit 8: Early/mid-20th century
Week 11 Assignments:
1. Read G 379-387; SC 356-361, 411-418; B 372-374; and Karl Barth’s “The Call to Discipleship,” using Reading & Discussion Guide in Unit 8 as a study aid
2. View all Slideshows in Unit 8
3. Participate in Unit 8 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 3/29
4. Reading Response Paper 3 on Barth due by midnight Sun. 3/30

Week 12 Assignments:
1. Read G 255, 385-386; SC 396-402, still using Reading & Discussion Guide in Unit 8 as a study aid
2. Participate in Unit 8 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 4/5
3. Take 5-question multiple-choice online Quiz 5 in Unit 8 after reviewing Quiz Study Guide posted in Unit 8 by midnight Sat. 4/5

Unit 9: Late 20th century
Week 13 Assignments
1. Read G 250-253, 282-293, 382-384; SC 343-367, 407-409; B 290-297, 375-390, using Reading & Discussion Guide in Unit 9 as a study aid
2. View Slideshows 1 and 2
3. Participate in Unit 9 Threaded Discussion (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 4/12

Week 14 Assignments
1. Read G 360-367, SC 370-375, B 374-375 and 390-403
2. View Slideshows 3 – 5
3. Listen to both Audio Clips and view Art
4. Participate in Unit 9 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 4/19

Week 15 Assignments
1. Read B 404-417, 421-423, 426-450
2. View Slideshow 6
3. Participate in Unit 9 Threaded Discussion again (see “Threaded Discussion Assignment Guide” posted in Unit 1 and at end of syllabus) by midnight Sat. 4/26
4. Take 5-question multiple-choice online Quiz 6 in Unit 9 after reviewing Quiz Study Guide posted in Unit 8 by midnight Sat. 4/26
5. Reading Response Paper 4 reflecting on the whole semester’s reading is due by midnight Sat. 4/27

Unit 10: Final Exam/Project
Final Examination (Study Guide posted in Unit 10) or Creative Final Project (your choice): Due Friday 5/2, midnight

Disclaimer: Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

Course Assignments
1. Participation/Threaded Discussion: Based on contributions to weekly Threaded Discussions by midnight each Saturday at latest, except during exam weeks. Read assigned readings and “Reading & Discussion Guide” before responding to Threaded Discussion. Each week, you will be asked to choose a question from the week’s “Reading & Discussion Guide” to respond to. Your task will be to respond to the question, by offering your point of view and also responding to at least one other student’s contribution, with the goal of connecting what you’re learning in the course to a larger social context and life issues, engaging the material individually while also making connections with and learning from other students and the professor. The approach to be taken in this assignment is not to “win” a debate but rather to put forward your perspective based on solid evidence from the primary text and drawing from the insights of other historians while respectively listening to others and responding to their ideas. To get maximum credit for a threaded discussion, respond to the question with an informed and thoughtful answer based on your study of the texts and reflection on the readings and then either post your response early (by midnight Wednesday) or respond to another student’s comments. Students who post by midnight Wednesday will
have opportunity to edit and re-post their comment based upon feedback from the professor and other students for an improved grade. (Revisions are due by the final deadline of midnight Saturday.) If you do not participate in the discussion you will receive no points for that threaded discussion. See “Threaded Discussions: Assignment Guide” (with Scoring Rubric) at the end of the syllabus. 5 pt x 6 wk = 30 pt.
2. **Quizzes**: Read assigned readings and study Quiz Study Guides before taking the Quiz. Several online quizzes (multiple choice format, no more than one per online unit) will be given during the semester to encourage reading accountability, covering all reading from that particular unit up to and including the reading due that day. 5 pt x 6 quizzes = 30 pt.
3. **Midterm Exam** consists of 50 multiple-choice and true/false questions to demonstrate familiarity with major figures, events, and controversies in ancient church history. Questions will be based primarily on Gonzalez, the Slideshows, and primary sources. Study guide provided in Unit 6. 50 pt.
4. Four 4-page papers on key figures, events, and documents in early church history, due as noted in course schedule above. **Note**: The Department of Theology and Philosophy is involved in assessing student learning, and your paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade. Further guidelines and a Scoring Rubric for this assignment can be found at the end of the syllabus. 25 pt x 4 = 100 pt.
   a. **Paper 1**: What is Luther’s understanding of the relationship of faith to the sacraments (in “Babylonian Captivity”) and of faith to works (in “Freedom of a Christian”)? What scriptural support can you find for his ideas? End with at least two questions you would like the class to discuss.
   b. **Paper 2**: What is Wesley’s concept of “Christian perfection”? What does it have to do with sanctification? How does one come to “have” it? What scriptural support exists for this concept? End with at least two questions you would like the class to discuss.
   c. **Paper 3**: What does Barth mean by the phrase “the call to discipleship”? What support do you find in scriptures and earlier Christian tradition for his ideas? End with at least two questions you would like the class to discuss.
   d. **Paper 4**: In your opinion, what are the five most significant events in church history from 1517 to the present, and why? Support your choices with reference to any readings related to these events / figures. End with at least one question you would have liked the class to discuss.
5. **Presentation / oral report**: You will present a 15- to 20-minute oral report on the life and work of one of the historical figures to be discussed as assigned. You are required to have some kind of visual or audio aid for your report. Mention the titles of their most important works (if applicable) and key events in their life for which they are famous. Reflect on any assigned reading related to this person, including any critical questions their life and/or work raise for you and ways their life and/or work might make a practical difference in contemporary Christian life. You are required to submit a sentence outline in standard outline format of the report and a full annotated bibliography of at least ten sources to the professor at the start of the class session at which you are presenting. Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. 40 pt.
6. **Final Exam**: You may choose either (A) a traditional 50-question multi-choice final exam online (just like your midterm) based on the quiz questions from Weeks 9-13 OR (B) a comprehensive Creative Project to demonstrate engagement and applied cumulative learning of major figures, events, and controversies in early church history, engaging the material individually while making connections to a larger social context and life issues. Six possible format options with explicit instructions provided in a Powerpoint in the “Final Exam/Project” unit online and in a printable text document in Doc Sharing. Projects will be posted online in the “Final Exam/Project” unit during finals week for all to appreciate and learn from. After feedback from the professor and other students, you will have one opportunity to revise your Final Project for an improved grade. Revisions must be submitted by midnight Friday 5/2. If you are not yet a senior, you may also wish to consider presenting these projects individually or as a group for next year’s Common Day of Learning during spring semester 2009. See Scoring Rubric at the end of the syllabus and posted in “Final Exam/Project” unit. 50 pt.
**Evaluation/Assessment Rationale for Grade Determination**

**Factors contributing to final grade:**
- Participation/Threaded discussions: 24%
- Quizzes: 10%
- Midterm Exam & Final Exam/Project: 33%
- Reading Response Papers: 33%
- Total: 100%

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<th>Grade</th>
<th>Description</th>
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<td>A</td>
<td>Exceptional work: Almost perfect attendance and commitment to class. Always read the assignment. May occasionally catch a mistake in text or lecture. Show interest in class and subject. Ask interesting questions and look up answers. Make thoughtful comments. Retentive. Connect past academic background to present learning. Determined and self-disciplined. Show initiative. Do things without being told. Shares exceptional intelligence, insight, creativity, organizational skills, commitment, or any combination of these with the teacher and other students.</td>
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<td>A-</td>
<td>Superior work: Excellent attendance. On time. Stay till the end of class. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are always on time and well done. Show a positive interest in the exploration of the subject, even if they do not agree with all viewpoints expressed. Attentive, interested, and alert in class. Creative and thorough. Demonstrate superior ability and attention to tasks. Go beyond the required standard with all assignments.</td>
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<td>B+</td>
<td>Average work: Occasionally miss class. Put other priorities ahead of academics. Health and/or constant fatigue may limit physical ability to maintain superior performance. Prepare assignments consistently but without any exceptional content or interest. Assignments may be sloppy, careless, incomplete or late. Not committed to the class. Participate without enthusiasm. Visibly express boredom through body language and lack of reflection on the reading and class discussions.</td>
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<td>B</td>
<td>Poor work: Miss class frequently. Sometimes come in late and leave early. Over-extended with non-academic commitments and activities. Health and fatigue prevent keeping up with the course. Rarely prepared for class. Behind in reading. Assignments are poorly done and often late. Not committed to class. Other activities, commitments, and responsibilities often take priority over academic performance. May be offended by the professor’s expectations. Often display a negative attitude when in class. May be very talented but undisciplined. Do poorly on tests. Unsure of expectations on tests and assignments. Do not understand material well enough to discuss it.</td>
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<tr>
<td>B-</td>
<td>Failing work: Frequently miss class frequently, come in late and leave early. Over-extended with non-academic commitments. Health and fatigue prevent keeping up with the course. Rarely prepared for class. Behind in reading. Do not submit all assignments. Miss quizzes and/or exams. Submitted assignments are poorly done and often late. Not committed to class. May be offended by the professor’s expectations. Often express a negative attitude through assignments and classroom behavior. Disrespectful of others’ opinions. Not willing to consider multiple viewpoints. May be very talented but undisciplined. Do poorly on tests. Unsure of expectations on tests and assignments, and do not contact professor for help. Do not understand material well enough to discuss it.</td>
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Course Policies

**Class Attendance:** One point will be deducted from the weekly participation grade for each unexcused absence. \( \frac{1}{4} \) point will be deducted for each unexcused early departure or late arrival.

**Assignment completion deadlines:** Late work will be accepted up to **one week** after the due date. Late assignments will receive a **25% reduction** in the grade **regardless of the reason.** No assignments will ever be accepted more than a week after the due date under any circumstances.

**Make-up work** is not permitted except as noted below. Missed Reading Assessments: R.A.s cannot be rescheduled under any circumstances, even with a doctor’s excuse. **Exams:** An 8-page research paper covering the content of a missed exam may be submitted up to one week after the exam date **with a doctor’s excuse.**

**Revisions** Students who receive less than 85% (B) on any paper may revise and resubmit that paper once based upon feedback from the professor for an improved grade of no more than 85% (B). Revisions must be submitted within one week of receiving original graded paper from professor.

**Incompletes/Re-taking the course:** University policies and deadlines regarding incompletes and re-taking the course will be observed.

**DISCLAIMER! PLEASE NOTE!**

- It is **YOUR** responsibility to review your grade records periodically using the online gradebook at [http://online.apu.edu](http://online.apu.edu) and notify me immediately if you perceive a conflict in our records. It is also **YOUR** responsibility to keep all graded papers for your records in order to prevent or resolve any question that may arise regarding your final course grade.

- Unless you can furnish evidence of a recording error, final course grades are based on **MY** records alone.

**Academic Integrity Policy (Plagiarism)**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**Expectations for this course regarding academic integrity in this class**

- Expectations are consistent with those outlined in the academic integrity policy
- **Each student will also be required to sign and submit an Academic Integrity Pledge for this course as part of the Student Information Sheet** at the end of the syllabus.
- Collaboration in the following forms is permitted:
  1. Study groups to help one another prepare for examinations and reading assessment
  2. Research groups to:
    a. Help each other understand the requirements for the required research-based writing assignment (how to construct a debatable thesis, sentence outline, and annotated bibliography)
    b. Share or recommend resources to each other (books, articles, websites) for researching the topic chosen for the written assignment
    c. Proofread each other’s written assignments before submitting to the professor
    d. Give constructive feedback to each other about potential additions or editorial changes that could improve the proofread paper
- No other forms of collaboration are permitted. Quoting one another’s papers, copying material from other students (in this or previous semesters) or from websites or any other source without proper citation, too-close paraphrasing without proper citation, and extensive quoting from other sources (even with citation) will not be permitted.
- Information regarding appropriate citation styles can be found on the following website: www.easybib.com
- Major writing assignments (including bibliographies) may be run through electronic plagiarism detecting software.
- Retain syllabus and course records (graded papers) for possible grade questions/changes and as a potential legal contract and learning document.

Consequences for violations of academic integrity in this class
- Anyone caught plagiarizing on a written assignment or cheating on an exam may receive a grade of F for the course at the professor’s discretion depending on the seriousness of the infraction.
- At minimum, any instance of plagiarism will result in a grade of 0 (zero) points for the assignment or exam in which plagiarism or any other form of academic dishonesty has been detected AND the incident will be reported to the Office of the Provost and the Office of Student Life, which retain records on these incidents in order to identify students who may have a recurring problem with this issue.
- Plagiarized assignments CANNOT be revised under any circumstances.
- More than one instance of plagiarism will result in a grade of “F” for the course.

University/Department Policies
All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus

Available Support Services for Students with Disabilities
Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements

Bibliography

1 85% of APU students polled in 2004 affirmed: “There is a strong relationship between academic and Christian integrity.” Yet a far higher number of APU students admitted cheating than students nationally did. About half APU students self-report plagiarizing on written assignments – copying a few sentences from an internet or print source without footnoting. 1 out of 3 APU students reported that they had cheated on exams by getting questions or answers from someone who has already taken the test. 1 out of 5 admit they have falsified a bibliography, the same number that admit using false excuses to get an extension on a due date. More than 1 out of 10 have copied a test with or without another’s student’s knowledge.
Learning Goal:
Threaded Discussions are an online communication forum meant to take the place of traditional classroom discussion. The goal behind these discussions is to foster community and to provide opportunities for peer-to-peer learning. Therefore, the discussions are most helpful and useful if each member of the class reads all of comments posted in the week’s Threaded Discussion before posting their own reply, just as we would listen to one another speak in a live classroom discussion.

Description:
Read assigned readings, including “Reading & Discussion Guide” and all previously posted Threaded Discussion comments, before responding to Threaded Discussion. Each week, you will be asked to choose a question from the week’s “Reading & Discussion Guide” to respond to. Your task will be to respond to the question, by offering your point of view and also responding to at least one other student’s contribution, with the goal of connecting what you’re learning in the course to a larger social context and life issues, engaging the material individually while also making connections with and learning from other students and the professor. The approach to be taken in this assignment is not to “win” a debate but rather to put forward your perspective based on solid evidence from the primary text and drawing from the insights of other historians while respectively listening to others and responding to their ideas. To get maximum credit for a threaded discussion, respond to the question with an informed and thoughtful answer based on your study of the texts and reflection on the readings and then either post your response early (by midnight Wednesday) or respond to another student’s comments. Students who post by midnight Wednesday will have opportunity to edit and re-post their comment based upon feedback from the professor and other students for an improved grade. (Revisions are due by the final deadline of midnight Saturday.) If you do not participate in the discussion you will receive no points for that threaded discussion.

FAQ
1. How many times do I need to post in each discussion?
   a. Just once. (You are welcome to post more, but don’t have to.)
2. How many questions from the Reading and Discussion Guide do I need to answer?
   a. Just one per Reading & Discussion Guide per week
3. Do I include the whole question or question number in my post?
   a. You don’t have to include either, though a reference to the question number may be helpful so we can all be sure to know exactly what you’re talking about.
4. How do I cite the reading in my response?
   a. An in-text or parenthetical citation with author last name and page number(s) is all that is needed to enhance your score.
5. When is my post due?
   a. No later than midnight Saturday if you do not need / want a chance to revise & resubmit your work for an improved grade and plan to respond to another student’s post… OR no later than midnight Weds. if you would like a chance to revise and resubmit your work based on professor’s feedback & do not wish to respond to another student’s post.
### Threaded Discussion/Participation: Scoring rubric / grading standards (5 pt/week)

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<tr>
<td>5</td>
<td>A+ At least one comment during the week that clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue through cross-reference to specific experiences, readings, pop culture references, or current events) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment.</td>
</tr>
<tr>
<td>4.75</td>
<td>A At least one comment during the week that clearly demonstrates reading completion, comprehension, and a general attempt at applied learning (connecting course material to larger social context or life issue in a <strong>general</strong> way, <strong>lacking specifics</strong>) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment.</td>
</tr>
<tr>
<td>4.5</td>
<td>A- At least one comment that clearly demonstrates completion &amp; comprehension of reading but <strong>no applied learning</strong> either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment.</td>
</tr>
<tr>
<td>4.25</td>
<td>B At least one comment that clearly demonstrates completion of reading (but <strong>not comprehension</strong>) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment.</td>
</tr>
<tr>
<td>3.75</td>
<td>C At least one comment that demonstrates comprehension &amp; application (connecting course material to larger social context or life issue) of lecture &amp; other students’ comments but does <strong>not directly refer to reading</strong> beyond what has been said in Slideshows / by other students OR clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue) but is posted after midnight Weds <strong>without responding to another student</strong>.</td>
</tr>
<tr>
<td>3.5</td>
<td>C- One comment that clearly demonstrates completion &amp; comprehension of reading but <strong>no applied learning &amp; is posted after midnight Wednesday without responding to any other student’s comment.</strong></td>
</tr>
<tr>
<td>3.25</td>
<td>D One comment that clearly demonstrates completion of reading but not comprehension and is posted after midnight Wednesday without responding to any other student’s comment.</td>
</tr>
<tr>
<td>Anything below 3</td>
<td>F One comment that doesn’t clearly demonstrate completion of reading.</td>
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</table>

### Reading Response Papers: Scoring Rubric / grading standards

**Completeness (50%)**:
- Does the paper identify and encapsulate the main (thesis) ideas presented in related readings? (25%)
- Does the paper include quotes from the author(s) to illustrate those main points? (10%)
- Mechanics: Is the paper accurate in terms of grammar, spelling, punctuation, syntax? (15%)

**Analytic depth (50%)**:
- Does the paper **respond** to the discussion question(s) listed for the assignment? (25%)
- Does the paper raise questions that probe for deeper understanding beyond what is presented in the readings themselves? (25%)
Final Project: Scoring Rubric / Evaluation Form

<table>
<thead>
<tr>
<th>Design/Style Format (20%)</th>
<th>1 (Needs improvement)</th>
<th>2 (Fair)</th>
<th>3 (Good)</th>
<th>4 (Outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Design/style is aesthetically compelling &amp; provocative</td>
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<tr>
<td>____ The choice of art form fits the reading topic or your interpretation of it &amp; the guidelines for this Final Project format</td>
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<tr>
<td>____ This piece expresses your own original point of view, demonstrating that you have given thought to the topic</td>
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<td>____ The piece hangs together as a coherent whole; individual parts fit together</td>
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<tr>
<td>____ Duration does not significantly exceed nor fall short of requirement (deals with at least three figures, movements, events, or views)</td>
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</table>

<table>
<thead>
<tr>
<th>Analytical complexity Content (50%)</th>
<th>5 (Needs improvement)</th>
<th>7.5 (Fair)</th>
<th>8.5 (Good)</th>
<th>10 (Outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Your approach to the subject demonstrates depth rather than being simplistic (connects with other aspects of the topic)</td>
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<td>____ Your work demonstrates effort over time rather than appearing rushed</td>
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<tr>
<td>____ Your work expresses multiple layers of meaning and diverse points of view in relation to the reading/subject</td>
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<tr>
<td>____ Your work evokes multiple senses</td>
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<tr>
<td>____ Applied Learning: You connect topic to larger social context and life issues, for example by demonstrating knowledge of the historical and social context of the subject matter (How do gender, religion, race, ethnicity, economics, politics, nationality affect these views, events, movements, or individuals?)</td>
<td></td>
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</table>

| Research (30%) | |
|---------------|-----------------------|---------|---------|-----------------|
| ____ WRITTEN COMPONENT: Sentence outline for presentations, curricula; Multiple links with explanations for websites; Didactics for exhibits (20%) |
| ____ Bibliography and/or full citations (MLA or Chicago / Turabian style) for all supplementary materials (music, art, film clips, etc.) (10%) |

<table>
<thead>
<tr>
<th>COMMENTS/SUGGESTIONS</th>
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<tr>
<th>TOTAL</th>
<th>LESS 25% LATE PENALTY IF APPLICABLE</th>
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<tr>
<th>LETTER GRADE</th>
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</table>
STUDENT INFORMATION SHEET

CONTACT INFORMATION

Name: ___________________________________________ Course # & section __________________________

APU Box Number ____________________________ E-Mail ____________________________

Phone Number (APU) __________________________ Work ____________________________

Home Address __________________________________________

__________________________________________

ACADEMIC GOALS AND BACKGROUND

How comfortable are you with computers, such as attaching files to email and/or navigating the Internet? ____________

__________________________________________

Major __________________________ Why you chose this major ____________________________

__________________________________________

Check the syllabus to see the prerequisites required for the course. Have you completed them? Yes ___ No ___ In Process ___
(If you checked “no” or “in process” above, you may be asked to take the course at a later date.)

Previous Bible/Religion courses completed: ____________________________________________

___ Senior ___ Junior ___ Sophomore ___1st Anticipated Grad Date _________

Career Plans __________________________

What are your “big questions,” the major life issues that you are grappling with right now? To the extent possible, I will endeavor to adapt our syllabi and course materials to better reflect the major questions raised by people in this section of the course. (If relevant, please comment on how these major questions connect to any goals you have for this course, any area(s) or question(s) in biblical/religious studies that most interest you and/or where, at this point, the study of the Bible, religion, or Christianity fits into what you want to do with your life, if at all.)

What is the ideal kind of course in which you learn best? What were your best and worst learning experiences? What were you being asked to do?

What is/are the best way(s) for me to assess what you’ve learned over the course of the semester, based on your individual learning style?

What are the standards to which you expect a teacher to be accountable?

Please reflect upon and sign the following Academic Integrity Pledge:

“As a student at this Christ-centered university, I will uphold the highest standards of academic integrity. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do. I will conduct myself responsibly and honorably in all my academic activities as an Azusa Pacific University student in this course this semester.”
I have received a copy of the syllabus for THEO354 Church History: 1517 to the Present. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements of this syllabus.

Signature: ________________________________

Date: ________________________________