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.
Contact Info: Office: (626) 815-6000 ext. 5239, Home: 909-596-7067, Fax: 626-815-5469, hclements@apu.edu
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
Recent Christian thinking concerning the important issues facing the Church in the modern world is explored. Emphasis is placed on the 20th century and today’s Western, post-Christian culture. Meets general studies core doctrine requirement for God’s Word and the Christian Response.
Prerequisites CMIN 108, PHIL 220, UBBL 100, and UBBL 230 or equivalent.

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>
</tr>
</thead>
<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>Reading response papers, Pop quiz / reading assessment essays</td>
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<tr>
<td>Demonstrate an ability to give thoughtful consideration to current and historical issues of the last two centuries in the light of the church’s Scriptures and traditions.</td>
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<tr>
<td>Demonstrate growth in the ability to think critically about the historical, doctrinal, biblical and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church.</td>
<td>Learning to analyze and critically evaluate ideas, arguments and points of view</td>
<td>Reading response papers, Pop quiz / reading assessment essays</td>
</tr>
<tr>
<td>Use the sources of theological reflection – Scripture, tradition, reason, and experience – to think and express themselves theologically.</td>
<td>Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course</td>
<td>Response papers</td>
</tr>
<tr>
<td>Demonstrate awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Reading response papers, Pop quiz / reading assessment essays</td>
</tr>
<tr>
<td>Present an informed and well-organized oral report with visual aid, outline, and bibliography in MLA or Turabian / Chicago format.</td>
<td>Developing skills in expressing oneself orally or in writing</td>
<td>Presentation / oral report</td>
</tr>
<tr>
<td>Demonstrate factual knowledge about contemporary Christian thought: the</td>
<td>ESSENTIAL: Gaining factual knowledge: Learning fundamental</td>
<td>Midterm exam, final exam</td>
</tr>
</tbody>
</table>
## Required Textbooks and Study Resources

<table>
<thead>
<tr>
<th>textbook</th>
<th>publisher and year</th>
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### Recommended Textbook and Study/Writing Resource


## How to Use the Class E-Companion Website (recommended Study Aid)

An eCompanion site is available online to help you keep track of your grade and provide additional support for your study in this course. You will need to have Internet access to use the course website at [http://online.apu.edu](http://online.apu.edu). To access the online site, begin with the instructions at [http://groups.apu.edu/~dlce/Student/Student.HTM](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 directions, please contact Distance Learning at pkoch@apu.edu. Theology Department news and faculty pages can be found at [http://groups.apu.edu/theophil](http://groups.apu.edu/theophil).

## Course Schedule

<table>
<thead>
<tr>
<th>day</th>
<th>date</th>
<th>topic</th>
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<tbody>
<tr>
<td>Tu</td>
<td>1/8</td>
<td>Orientation to course: Going over syllabus and getting to know each other</td>
</tr>
<tr>
<td>Th</td>
<td>1/10</td>
<td>Miller &amp; Grenz (MG) Preface &amp; Ch 1 (Barth)</td>
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<tr>
<td>Tu</td>
<td>1/15</td>
<td>MG Ch 2 &amp; online primary sources (Niebuhrs)¹</td>
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<tr>
<td>Th</td>
<td>1/17</td>
<td>MG Ch 3 &amp; online primary source (Bultmann)²</td>
</tr>
<tr>
<td>Tu</td>
<td>1/22</td>
<td>MG Ch 4 &amp; online primary source (Tillich)³; 1 student presentation</td>
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<tr>
<td>Th</td>
<td>1/24</td>
<td>MG Ch 5 &amp; online primary source (Bonhoeffer)⁴; 1 student presentation</td>
</tr>
<tr>
<td>Tu</td>
<td>1/29</td>
<td>MG Ch 6 &amp; online primary source (Hamilton, Altizer)⁵; 1 student presentation</td>
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Th 1/31  King, 2 student presentations, Reading response (RR) paper 1 due
Tu 2/5  MG Ch 7 & online primary source (Cobb)\(^6\); 1 presentation
Th 2/7  MG Ch 8 (Moltmann); 1 student presentation
Tu 2/12  Moltmann 1-70 (Ch 1-4); 2 student presentations
Th 2/14  Moltmann 71-107 (Ch 5-6); 2 student presentations
Tu 2/19  Moltmann 108-147 (Ch 7-8); 2 student presentations; Reading response (RR) paper 2 due
Th 2/21  MG Ch 9 & online primary source (Pannenberg)\(^7\); 1 student presentation
Tu 2/26  MG Ch 10 (Gutiérrez); 1 student presentation
Th 2/28  Gutiérrez xi-49 (Intro-Part II, Ch 1-6); 2 student presentations
Tu 3/4  Gutiérrez 51-103 (Part III, Ch 7-10 & Concl); 2 student presentations; RR paper 3 due
Th 3/6  MIDTERM EXAM
Tu 3/11  MG Ch 11 (feminist theologies) & Groothuis Intro-Ch 3; 2 student presentations
Th 3/13  Groothuis Ch 4-6; 1 student presentation
Tu 3/25  Groothuis Ch 7-10; 1 student presentation; RR paper 4 due
Th 3/27  MG Ch 12 (Global theologies); Sanneh & Carpenter (SC) Intro-Ch 1; 1 student presentation
Tu 4/1  SC Ch 2, 6, 8 (theology of religions)
Th 4/3  SC Ch 3, 7, 9 (missiology)
Tu 4/8  SC Ch 4 & 5 & conclusion
Th 4/10  MG Ch 13 & online primary source (Lindbeck)\(^8\); 1 student presentation
Tu 4/15  Hauerwas 4-44 (Preface, Intro, Ch 1); 1 student presentation
Th 4/17  Hauerwas 45-112 (Ch 2-4); 2 student presentations
Tu 4/22  Hauerwas 113-161 (Ch 5-6, Appendix); 2 student presentations
Th 4/24  Review for final exam; RR paper 5 due

Final examination: Section 1: Th 5/1 9.45-11.45 a.m.; Section 2: Th 5/11 2:15-4:15 p.m.

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

Course Assignments

1. Participation: Based on attendance for the entire class session and contribution to discussion. Read assigned readings and “Reading & Discussion Guide” to prepare for classroom discussions. Your task will be to respond to the question, by offering your point of view and also responding to others’ comments, 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 participation in classroom discussion, respond to one of the Reading & Discussion Guide questions or another person’s comment with an informed and thoughtful answer based on your study of the texts and reflection on the readings. See Scoring Rubric for Participation at the end of the syllabus.

   \(5 \text{ pt} \times 14 \text{ wk} = 70 \text{ pt.}\)

2. Pop Quiz/Reading Assessment essays: Several pop quizzes (short answer or essay format) will be given during the semester to encourage reading accountability, covering all reading from that particular text up to and including the reading due that day. See Scoring Rubric at the end of the syllabus for essay format quizzes. \(35 \text{ pt.}\)

3. Midterm Exam includes Scantron multiple-choice questions to demonstrate recognition of the major Christian thinkers of the last two centuries and the central theological terms, themes and issues of the same era. \(50 \text{ pt.}\)

4. Written Assignments: Reading Response Papers: After each major reading assignment (text), you will be asked to submit a 3- to 4-page essay demonstrating your reading completion, comprehension of lectures

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and readings, and your ability to apply the readings to a larger social context and life issues. In 3-4 pages (10-12 pt Times New Roman font and 1” margins on all sides), respond critically and theologically to the readings by King, Groothuis, Hauerwas, Moltmann, and Gutiérrez. Avoid the tendency to summarize in detail or respond merely personally (“I liked it, didn’t like it”). Identify both strengths and weaknesses in the reading. Please submit to hclements@apu.edu via email as a .doc attachment in MS Word.

- The first section of each paper should be **expository**: What is being said? What is the agenda? Establish the main points for discussion.
- In the second part of the paper, raise **analytic** questions for discussion and clarification. What problems do you find? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further?
- In the third section, take one of the theological issues addressed in by the author and **constructively** state your own theological position, noting any connections to a larger social context or life issues and engaging the material individually. Be sure to support your position using scripture, tradition (church history, Christian theology, Christian creeds), reason (logic, common sense), and experience (general human experience, the testimony of the senses, more than one’s personal experience). You will be greatly assisted in this task by the recommended reading, Don Thorsen’s *The Wesleyan Quadrilateral*.

**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. A Scoring Rubric for this assignment can be found at the end of the syllabus. 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. 20 pt x 5 = 100 pt.

5. **Research presentation:** For your research assignment for the semester, you will present a 15- to 20-minute oral report on the work of one of the major theologians of the past century as assigned. You are required to have some kind of visual aid for your report. Focus most on the work, less on the life of the theologian. Mention the titles of their most important works and key events in their life for which they are famous (if applicable). Reflect on any assigned reading related to this theologian, including any critique you may have and ways theological issues discussed therein might make a practical difference in contemporary Christian life. You are required to submit a full sentence outline of the report with full annotated bibliography to the professor prior to the class session. (Outlines and bibliographies submitted after this can receive no more than 75% credit.) Further guidelines and Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. 40 pt.

6. Final Exam: Group oral comprehensive exam to demonstrate recognition of the major Christian thinkers of the last two centuries and the central theological terms, themes and issues of the same era. Each student must present a 3-minute summary of the most significant learning experience and knowledge gained during the course of the semester, applying it 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. Scoring will be the same as for classroom Participation, but weighted more heavily in the final course grade. See Scoring Rubric posted at end of syllabus. 50 pt.

**Evaluation/Assessment Rationale for Grade Determination**

**Factors contributing to final grade:**

| Participation | 20% |
| Pop quizzes | 10% |
| Exams | 29% |
| Reading Response Papers | 29% |
| Presentation / oral report | 12 % |
| Total | 100% |

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**Grading scale for the course:**

A **Exceptional work:** Almost perfect attendance and commitment to class. Always read the
### Course Policies

**Class Attendance:** One point will be deducted from the weekly participation grade for each unexcused absence. ¼ 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.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-</td>
<td>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>
</tr>
<tr>
<td>B+</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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>C+</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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DISCLAIMER! PLEASE NOTE!

- It is YOUR responsibility to review your grade records periodically using the online gradebook at 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) will 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

9 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.
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

**General Resources**

**Readings in African American Christianity**

**Readings in Feminist Theology and Women’s Studies in Religion**
Nancy Marie Robertson. “‘Deep Even Than Race?’: White Women and the Politics of


Readings in Mujerista and Latin American Studies in Religion


Womanism and Women in the Historic Black Churches


Cheryl Townsend Gilkes. If It Wasn't for the Women...: Black Women's Experience and Womanist Culture in Church and Community. Orbis Books, 2000.


Elisabeth Lasch-Quinn. Black Neighbors: Race and the Limits of Reform in the
### ADDENDUM: All Assignment Guides and Scoring Rubrics

#### Participation and Discussion Scoring Rubric / grading standards (5 pt/week)

<table>
<thead>
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<th>Description</th>
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<td>4.75</td>
<td>A</td>
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<tr>
<td>4.5</td>
<td>A-</td>
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<tr>
<td>4.25</td>
<td>B</td>
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<td>4</td>
<td>B-</td>
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<td>D</td>
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<tr>
<td>3</td>
<td>D-</td>
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<tr>
<td>Anything below 3</td>
<td>F</td>
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#### Quiz/Reading Assessment essays: Scoring rubric / grading standards (5 pt each)

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
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<tr>
<td>Anything</td>
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below 3 lectures & class discussions
*Each minor miscomprehension = -.1

WRITING GUIDE: ALL READING RESPONSE PAPERS

Assignment Description
After each major reading assignment (text), you will be asked to submit a 3- to 4-page (double-spaced) essay demonstrating your reading completion, comprehension of lectures and readings, and your ability to apply the readings to a larger social context and life issues. In 3-4 pages (double-spaced, 10-12 pt Times New Roman font and 1” margins on all sides), respond critically and theoretically to the readings by:

- Paper 1: King Measure of a Man
- Paper 2: Moltmann Jesus Christ for Today’s World
- Paper 3: Gutierrez On Job
- Paper 4: Groothuis Good News for Women
- Paper 5: Hauerwas After Christendom

Avoid the tendency to summarize in detail or respond merely personally (“I liked it, didn’t like it”). Identify both strengths and weaknesses in the reading. Please submit to hclements@apu.edu via email as a .doc attachment in MS Word.

Content (Please use subheadings to divide these three required parts)

7. **Summary:** The first page or so of each paper should be expository: What is being said? What is the agenda? Establish the main points for discussion. Please include supporting citations from the reading in either MLA or Chicago/Turabian format.

8. **Analysis:** In the second page or so of the paper, raise analytic questions for discussion and clarification. What problems do you find? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further?

9. **Theological Reflection:** In the third page or so, take one of the theological issues addressed in by the author and constructively state your own theological position, noting any connections to a larger social context or life issues and engaging the material individually. Be sure to support your position using all four of the following:
   a. scripture
   b. tradition (church history, Christian theology, Christian creeds—see especially “The Apostles’ Creed” and “The Nicene Creed” at [www.creeds.net](http://www.creeds.net))
   c. reason (logic, common sense)
   d. experience (general human experience, the testimony of the senses, more than one’s personal experience)

You will be greatly assisted in the task of using all four of these for support by the recommended reading, Don Thorsen’s [The Wesleyan Quadrilateral](http://www.creeds.net).

Reading Response Papers: Scoring Rubric

20% Completeness: Required length (with correct formatting) and all three required sections present
20% Mechanics: Upper-division university level writing, including grammar, spelling, punctuation, syntax, style (including use of gender-inclusive language for human beings)


20% Expository section content: Main points are established, including supporting quotes from the author(s) to illustrate those main points, cited in MLA or Chicago/Turabian format?

20% Analytic section content: Critical thinking applied, questions raised

20% Constructive section content: Personal position stated and supported, connecting course material to a larger social context and / or life issues, using Wesleyan quadrilateral (Scripture, Christian tradition, reason, and experience)

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.

Presentation/Oral Report: Guidelines for all parts of the assignment

Annotated bibliography guidelines:

Using MLA, Chicago, or Turabian citation format, suggest at least ten properly-cited academically-credible sources that would help you to explore your topic. Be sure to use full citations and annotate – in other words, include a brief explanation underneath each source. EXAMPLES:

- See “Honolulu Community College Library: MLA Citation Examples written by HCC Library.”<http://honolulu.hawaii.edu/legacylib/mlahcc.html> for detailed examples of how to cite sources in MLA format.
- Remember that APA format is NOT accepted in this particular class, because it is not used in the academic discipline of theology.

BIBLIOGRAPHY CONTENT:

- At least four of the sources must be primary sources.
  DEFINITION: A primary source is a manuscript, record, or document that provides original research or documentation.
  Example: If you are writing about the debate about Karl Barth, a primary source about predestination would be one written by Karl Barth.

- Thus no more than 6 can be secondary sources.
  DEFINITION: A “secondary source” merely interprets or analyzes original research / historical documents. These include textbooks, journal articles, histories, criticisms, commentaries, and encyclopedias. Secondary sources are one step removed from the person or even being described. They provide the background needed to understand the primary sources.
  Example: If you are writing about Karl Barth, a secondary source would be about Karl Barth or his ideas and work. These are the sources that analyze, evaluate, or describe the primary sources.

- No more than 4 can be websites or other non-print sources. (For example, you can include up to two interviews with a relevant expert, two films / television shows, or any mixture of fiction / non-fiction sources RELEVANT to your thesis.) The professor must approve in writing any use of websites as sources. (Email approval is OK.)
  - Thus at least 6 must be print sources (or fully-online versions of sources originally appearing in print).

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From the library: “The world is bigger with Google: You can start with Google but you will find the best sources in peer-reviewed journals. Always use the ‘advanced search’: If you need quality information, use the quality search.”

- At least 4 of your sources should be books
  - Thus no more than 6 can be non-book sources such as articles (online and print).
- Theology librarians Michelle Spomer, Elesha Keen, Liz Leahy, and others can help refer you to credible academic sources in theology. From the library: “Don’t be afraid to ask for help: librarians are paid to make you be a better researcher” (10 pt.)

- Format issues:
  - 1-inch margins
  - 10-12 pt. font
  - double-spacing
  - no cover page
  - page numbering required (per MLA, Chicago, or Turabian guidelines)

### Presentation Evaluation Form

<table>
<thead>
<tr>
<th>NAME:</th>
<th>TOPIC:</th>
<th>COURSE: THEO363</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN/STYLE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format (25%)</td>
<td>3.25 or below (Needs improvement)</td>
<td>3.75 (Fair)</td>
</tr>
<tr>
<td><strong>ANALYTICAL COMPLEXITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content (50%)</td>
<td>5 (Needs improvement)</td>
<td>7.5 (Fair)</td>
</tr>
<tr>
<td><strong>RESEARCH</strong> (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence outline (15%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___ Design/style is aesthetically compelling & provocative; your presentation evokes multiple senses

___ The choice of presentation style fits the reading topic or your interpretation of it

___ This piece expresses your own original point of view, demonstrating that you have given thought to the topic

___ The piece hangs together as a coherent whole; ideas are presented clearly

___ Duration does not significantly exceed nor fall short of requirement (5 - 7 min.)

___ Your approach to the subject demonstrates depth rather than being simplistic

___ Your work demonstrates effort over time rather than appearing rushed

___ Your work expresses multiple layers of meaning and diversity of perspectives in relation to the reading/subject, for example by evoking questions from the class

___ Your work demonstrates good understanding of the material under consideration, for example by answering questions from the class

___ Presentation demonstrates knowledge of the historical and social context of the subject matter (gender, religion, race, ethnicity, economics, politics, nationality)

___ Sentence outline (15%)
Bibliography, including full citations for all supplementary materials (music, art, film clips, etc.) (10%)

**COMMENTS/SUGGESTIONS**

**TOTAL**

LESS 25% LATE PENALTY IF APPLICABLE

**LETTER GRADE**

--adapted, Fran Grace, University of Redlands

**Presentation/Oral Report: Sentence Outline Scoring Rubric (15 points)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 (A, A+)</td>
<td>Exceptional: Meets all requirements below + exceptional content demonstrating completion &amp; comprehension of research</td>
</tr>
<tr>
<td>14 (A)</td>
<td>Very minor content or format issues</td>
</tr>
<tr>
<td>13.5 (A-)</td>
<td>Very good: Meets all requirements below + thesis, outline, bibliography content are well-coordinated -- Debate of thesis is integrated throughout entire outline; arguments in outline are supported by resources in bibliography; perspectives represented by sources in bibliography are mentioned in outline. Format = good, but content needs more emphasis on theology &amp;/or generalizations need to be modified.</td>
</tr>
<tr>
<td>12.75 (B)</td>
<td>Good: Meets all requirements below + demonstrates beginning understanding of thesis &amp; perspectives with minor format issues.</td>
</tr>
<tr>
<td>12.5 (B)</td>
<td>Not in sentence form, minor content issues</td>
</tr>
<tr>
<td>12 (B-)</td>
<td>Meets all requirements below + thesis and outline are well-coordinated</td>
</tr>
<tr>
<td>11.25 (C)</td>
<td>Meets but does not go beyond minimum requirements: Includes introduction, biography, major works, social context, key ideas, major critiques, and preliminary conclusion in full sentences in outline form</td>
</tr>
<tr>
<td>10.5 (C-)</td>
<td>Only basic requirements met with multiple format errors (ex. If there is an A/i, there must be a B/ii; all margins not set to 1” or does not follow guidelines) OR minor content errors</td>
</tr>
<tr>
<td>10.25 (D+)</td>
<td>Content requirements are met, but not in sentence form OR content is inaccurate (biography, major works, social context, key ideas, &amp;/or major critiques are not accurately represented OR Content requirements are not met)</td>
</tr>
<tr>
<td>10 (D)</td>
<td>There are not biography, major works, social context, key ideas, &amp; major critiques OR the content has little or nothing to do with Christian theology</td>
</tr>
<tr>
<td>9 (D-)</td>
<td>Content requirements are met, but not in outline form</td>
</tr>
<tr>
<td>8.99 or below (F)</td>
<td>Neither content nor format requirements are met</td>
</tr>
</tbody>
</table>

**Presentation/Oral Report: Annotated Bibliography Scoring Rubric (10 points)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (A, A+)</td>
<td>Exceptional: Meets all requirements below + includes innovative sources such as interviews and other exceptional primary sources</td>
</tr>
<tr>
<td>9.5 (A)</td>
<td>Very good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, &amp; major critiques are about equally represented. Format good.</td>
</tr>
<tr>
<td>9.25 (A)</td>
<td>Good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, &amp; major critiques are about equally represented but with minor format issues</td>
</tr>
<tr>
<td>9 (A-)</td>
<td>Very good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, &amp; major critiques are about equally represented. Format good, content needs more balance or more theology.</td>
</tr>
<tr>
<td>8.75 (B)</td>
<td>Good: Meets all requirements below + sources support outline and thesis – content</td>
</tr>
</tbody>
</table>
outlined has sources in the bibliography. 9/10 sources are annotated

8.5 (B) Outline and sources do not agree: Bibliography does not include sources mentioned in outline or outline does not draw on sources in bibliography OR annotations are incomplete

8.0 (B-) No theological sources are included.

7.5 (C) Meets but does not go beyond minimum requirements: 10 sources, annotated, at least 4 of which are books & at least 4 of which are primary sources

7 (C-) Meets basic requirement but has format errors (for example, not in required MLA or Chicago format, etc.)

6.8 (D+) 10 relevant annotated sources, but not in standard annotated bibliographic format OR perfect format but minor content problems (not quite enough primary sources or not quite enough balance, etc.)

6.5 (D) 10 relevant sources, but not annotated

6.25 (D) 10 relevant sources, but not annotated, minor format issues

6 (D-) 8 or 9 relevant sources, annotated, minor content or format issues

5.99 or below (F) Less than 8 sources OR sources do not meet minimum requirements (# of books, print sources, primary sources, sources to support each perspective) + not annotated

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Final Exam: Scoring Rubric / grading standards (5 pt/week)

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>A+</td>
</tr>
<tr>
<td>47.5</td>
<td>A</td>
</tr>
<tr>
<td>45</td>
<td>A-</td>
</tr>
<tr>
<td>42.5</td>
<td>B</td>
</tr>
<tr>
<td>40</td>
<td>B-</td>
</tr>
<tr>
<td>37.5</td>
<td>C</td>
</tr>
</tbody>
</table>

50  A+  1. Arrive on time  
2. Three-minute presentation 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)  
3. Respond to another student’s presentation

47.5  A  1. Unexcused **late arrival or early departure**  
2. Three-minute presentation that fulfills all requirements above (continuing through the rubric, **-2.5 for unexc. tardy / early departure**)  
3. Respond to another student’s presentation  
**OR**  
1. Arrive on time  
2. Three-minute presentation 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 general way, lacking specifics)  
3. Respond to another student’s presentation

45  A-  1. Arrive on time  
2. Three-minute presentation that clearly demonstrates completion & comprehension of reading but **no applied learning**  
3. Respond to another student’s presentation

42.5  B  1. Arrive on time  
2. Three-minute presentation that clearly demonstrates completion of reading but **not full comprehension**  
3. Respond to another student’s presentation

40  B-  1. Arrive on time  
2. Presentation 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) is **less than three minutes but more than two minutes**  
3. Respond to another student’s presentation

37.5  C  1. Perfect attendance  
2. Three-minute presentation demonstrates comprehension & application (connecting course material to larger social context or life issue)of lecture & other students’
<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 35 | C- | 1. Unexcused **late arrival or early departure**  
2. Three-minute presentation that clearly demonstrates completion & comprehension of reading **but not applied learning**  
3. **Does not respond** to another student |
| 32.5 | D | 1. Unexcused **late arrival or early departure**  
2. Three-minute presentation that clearly demonstrates completion of reading but **not full comprehension**  
3. **Does not respond** to another student |
| 30 | D- | 1. Unexcused **late arrival or early departure**  
2. Presentation 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) is **less than three minutes but more than two minutes**  
3. **Does not respond** to another student |
| Anything below 30 | F | 1. Unexcused **late arrival or early departure**  
2. Presentation 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) is **less than two minutes**  
3. **Does not respond** to another student  
*OR*  
Presentation that clearly demonstrates reading completion but **not full comprehension** and is **less than three minutes but more than two minutes**  
3. **Does not respond** to another student |
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 ___ 1” Anticipated Grad Date __________

Career Plans ________________________________________________________________

What are your “big questions,” the major life issues that you are grappling with right now? Insofar as 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 connected to any goals you have for this class, 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 THEO363 Contemporary Christian Thought. 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: ________________________________