Faculty Information
NAME: Heather Ann Clements, Ph.D., Professor of Systematic Theology
Location: APU West Campus, Duke Building 245; Online location http://online.apu.edu
Hours: By appointment
Contact Info: Home office (909) 596-7067, Fax: 626-815-5469, hclements@apu.edu
Emergency Phone Number: Laura Smith Webb, Duke reception area on the second floor., 815-6000 x 5496. Email lwebb@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 early church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. Meets general studies core doctrine requirement for God's Word and the Christian Response.
Prerequisites: 3 units of Biblical Studies and CMIN108 Foundations of Ministry, or instructor 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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<tr>
<td>“By the end of this course, students should be able to……”</td>
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<td>Articulate and critically engage historical, doctrinal, biblical, and practical aspects of the appreciating, understanding, and valuing the Church by analyzing and responding to sometimes controversial historical issues in light of essential components of theological reflection (Scripture, tradition, reason, spiritual experience)</td>
<td>ESSENTIAL: Learning to analyze and critically evaluate ideas, arguments and points of view</td>
<td>Threaded discussions, reading response papers, final project or exam</td>
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<td>Demonstrate comprehension of the contextual nature of Christian theology and church history, including the personal and social relevance and spiritual richness that informed, multifaceted, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live</td>
<td>IMPORTANT: Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Threaded discussions, reading response papers, final project</td>
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<td>Integrate theological knowledge and praxis as evidenced by scholarship that skillfully demonstrates a firm grasp of core</td>
<td>ESSENTIAL: Gaining factual knowledge</td>
<td>Readings, threaded discussions, midterm exam, quizzes, final project</td>
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Christian ideas and practices centered in incarnational theology across time and cultures (transdisciplinary and transcultural), a better understanding of the relationship of Christian beliefs and values to Christian history in specific and world history in general.

Demonstrate a sophisticated ability to discern between core Christian ideas/practices and the 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.

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.

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.

9. Online readings as indicated in course schedule. Links available in course website.

Recommended Texts and Other Course Materials

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, Introduction, Historical Background, and 14 Instructional Units (numbered as Units 1-14; these are sketched in the Course Schedule below). 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 Schedule
Unit 1: The Beginning (9/9/09-9/13/09) NOTE: Numbers refer to pages (not chapters or sections) unless otherwise specified
1. Orientation: Read materials in “Course Home” unit at http://online.apu.edu
2. Read Gonzalez Ch 2-5, pp 7-38 (1st-c. Christianity); Bettenson and Maunder pp. 1-4
3. Read Spickard and Cragg Ch 1 pp 12-29 (ancient Christianity)
4. Assignment: Complete Student Information Sheet (“Info Sheet” in “Doc Sharing”) and email to professor as MS Word (.doc) or .rtf (Rich Text Format) attachment at helements@apu.edu by F 9/12 midnight
5. Assignment: Post comment in Threaded Discussion by midnight Sat. 9/13

Unit 2: Persecution (9/14-9/20/09)
1. Read Spickard and Cragg Ch 2 pp 30-54 (ancient Christianity)
2. Read Gonzalez Ch 6 (39-48), Ch 10 (82-90), Ch 12 (102-108) (persecution & martyrs)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 9/19
4. Assignment: Take Quiz 1 by midnight Sat. 9/19 (see Quiz Study Guide posted in Week 2)

Unit 3: Martyrs & Apologists (9/21-9/27/09)
1. Read Bettenson pp. 8-16 & online primary sources1 (martyrs)
2. Read Gonzalez Ch 7 (49-57), Ch 9 (67-81) (apologists—Justin Martyr)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 9/26

Unit 4: Early Church (9/28-10/4/09)
1. Read Bettenson pp. 5-7 and online primary sources2 (apologists)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 10/3
4. Assignment: Take Quiz 2 based on Quiz Study Guide posted in Week 4 by midnight Sat. 10/3

Unit 5: Christian Gnosticism & Reactions (10/5-10/11/09)
1. Read Bettenson Section III (pp. 29-32), Section VII.I (pp. 68-73) & pp. 82-84 (c-e) and “Online primary source” the Didache http://www.newadvent.org/fathers/0714.htm (early church—leaders & worship)
2. Read Gonzalez Ch. 8 (58-66), Bettenson VII a-c (pp. 38-42) (Gnosticism)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 10/10

Unit 6: Constantinianism & Arianism (10/12-10/18/09)
1. Read Gonzalez Ch 13-15 (113-151), Spickard and Cragg Ch 3 (55-66) (Constantinianism & monastic reaction)
2. Read Gonzalez Ch 17 (158-167), Ch 19-20 (173-188) (Arianism)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 10/17
4. Assignment: Take Quiz 3 based on Quiz Study Guide posted in Week 6 by midnight Sat. 10/17

Unit 7: Arianism & Donatism (10/19-10/25/09)
1. Read Bettenson pp. 25-29 (section II all), V a & b (pp. 36-37), VII d-e all (pp. 42-48) (Arianism)
2. Gonzalez Ch 16 (pp. 151-157), Ch 21-23 (pp. 189-206); Bettenson pp. 85-86 (section b) (Donatism, “fathers”)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 10/24
4. Assignment: Paper 1 due (see syllabus p.4) by midnight Sun. 10/25 based on Paper Guide 1 posted in Week 7

Unit 8: Augustine (10/26-11/1/09)
1. Read Gonzalez Ch 24 (pp. 207-216), Bettenson Section VI all (pp. 57-67), Online primary source: Augustine’s Confessions http://ccat.sas.upenn.edu/jod/Englishconfessions.html -- any chapter of your choice [I recommend ”Book 10.”] (Augustine)
2. Assignment: Post comment in Threaded Discussion by midnight Sat. 10/31
3. Assignment: Paper 2 due (see syllabus p. 4) by midnight Sun. 11/1 based on Paper Guide 2 posted in Week 8

MIDTERM EXAM (11/2-11/8/09)
1. Assignment: Exam based on Study Guide in Midterm Unit (compiled from previous quizzes) due no later than midnight Sun. 11/8

Unit 9: Chalcedon & Charlemagne (11/9-11/15/09)
1. Read Gonzalez Ch 25 (pp. 217-219), Ch 26 (pp. 231-250), pp. 266-274; Spickard and Cragg pp. 67-70; Bettenson II.1 & II (pp. 106-110), 127-141; “Online primary sources” on Benedict’s sister Scholastica (Fall of Rome, rise of communal monasticism, Charlemagne)

2. Read Gonzalez Ch 27 (251-262), SC 102-109, B Section I (97-103) (Eastern Orthodoxy / Council of Chalcedon)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 11/14
5. Reminder: Paper 3 on Benedictine monasticism (see syllabus p. 4) by midnight Sun. 11/15

Unit 10: Great Schism & Medieval Persecutions (11/16-11/22/2009)
1. Read Gonzalez Ch 27 (pp. 262-265), Spickard and Cragg pp. 109-124, Bettenson Section II pp. 105-106 (Eastern Orthodoxy/Great Schism)
2. Read Spickard and Cragg pp. 71-79, 82-98; Bettenson Section IV all (pp. 141-149) (Medieval persecutions)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 11/21
4. Assignment: Take Quiz 5 by midnight Sat. 11/21 based on Quiz Study Guide posted in Week 10

Unit 11: Crusades (11/23-11/29/09, includes Thanksgiving Break, so work may be submitted by W 11/26)
1. Read Gonzalez Ch 30 (pp. 292-300), Ch 32 (pp. 324-329); Spickard and Cragg pp. 126-149 (Crusades, Plague)
2. View Week 11 Slideshow(s)
3. Assignment: Post comment in Threaded Discussion by midnight W 11/26

Unit 12: Golden Age of Medieval Christianity (11/30-12/6/09)
1. Read Gonzalez Ch 31 (all); Spickard and Cragg pp. 98-101; Bettenson Section VI (pp. 151-166) and browse through "Online primary source" Anselm of Canterbury's Why God Became Man [http://www.fordham.edu/halsall/basis/anselm-curdeus.html] (Scholasticism)
2. Read Gonzalez pp. 242-248 (review), pp. 274-276, Ch 29 (all), pp. 329-341 (review); Spickard and Cragg pp. 79-81, 83, 149-150; Bettenson pp. 110-127 (Late medieval papacy)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 12/5
4. Assignment: Take Quiz 6 by midnight Sat. 12/5 based on Quiz Study Guide posted in Week 12

Unit 13: Renaissance & Colonialism (12/7-12/13/09)
1. Read Gonzalez Ch 33-34; Spickard and Cragg pp. 150-169 (Renaissance)
2. Read Gonzalez Ch 35-36 (Colonialism)
3. Assignment: Post comment in Threaded Discussion by midnight Sat. 12/12
4. Assignment: Take Quiz 7 by midnight Sat. 12/12 based on Quiz Study Guide in Week 13
5. Assignment: Paper 4 due (see syllabus p. 4) by midnight Sun. 12/13

Unit 14: Final exam: Final Creative Research Project (12/14-12/18/09)
1. Assignment: Final Examination is in the form of a Creative Research Project based on Paper 4 due to hclements@apu.edu by email attachment no later than 3pm on F 12/18/09, portions of which may be shared with other students as applicable (with your permission)

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 Scoring Rubric for Participation at the end of the syllabus. 5 pt x 14 wk = 70 pt.

2. **Quizzes**: Read assigned readings before taking the Quiz, approximately every other Saturday (except exam weeks). 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 lectures, and primary sources (Bettenson). Study guide provided online. 50 pt.

4. **Reading Response Papers**: Four 4-page papers on key figures, events, and documents in early church history, due as noted in course schedule above, generally on a Sunday night, no later than midnight. Each paper has its own Writing Guide posted within the related unit in which it is due. Please submit to hclements@apu.edu via email as a .doc attachment in MS Word. **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. 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. 25 pt x 4 = 100 pt.

   a. **Paper 1** (see Writing Guide 1 posted in Week 7): Athanasius, the Arian controversy, and the Nicene creed: Summarize the essential points of the reading on this topic (including page numbers), emphasizing issues of social context and any other real-life issues that may have affected these people and events. Respond to these questions: Why was this controversy so intense for the church? Why was it important to the church to establish that Jesus Christ is God incarnate? Mention any support you see for the Nicene creed in Scriptures. End with at least one question you would like the class to discuss.

   b. **Paper 2** (see Writing Guide 2 posted in Week 8): Augustine: Summarize the essential points of the reading on this topic (including page numbers), emphasizing issues of social context and any other real-life issues that may have affected these people and events. Respond to these questions: Why does Augustine disagree with Pelagius on the issue of free will? For Augustine, in what sense & why is the fallen will no longer free? How can each side of the argument be supported by scriptures, if at all? End with at least two questions you would like the class to discuss.

   c. **Paper 3** (see Writing Guide 3 posted in Week 9): Benedict, the monastic reaction to Christianity’s assimilation to dominant culture: Summarize the essential points of the reading (including page numbers for any direct quote), emphasizing issues of social context and any other real-life issues that may have affected these people and events. How might Christianity’s increasing cultural dominance since Constantine’s legalization of Christian worship have influenced to the formation of monastic communities? What connection do you see between Benedict’s teachings and those of the Bible? End with at least two questions you would like the class to discuss.
d. Paper 4 (see Writing Guide 4 posted in Week 13): In your opinion, what are the five most significant events, figures, or movements in church history from the apostolic era to 1517, and why? Support your choices with reference to any readings related to these events / figures, emphasizing issues of social context and any other real-life issues that may have affected these people and events. End with at least one question you would have liked the class to discuss.

5. Final Exam/Creative Research Project: Your final exam is comprehensive and based on your Paper 4. Doing additional research and presenting your choices in any multimedia format (such as Powerpoint), demonstrate engagement and applied cumulative learning about five of the major figures, events, and controversies in early church history, engaging the material individually while making connections to a larger social context and life issues. Selections from these projects may even be shared with future students to appreciate and learn from (with your permission). You may even wish to consider presenting these projects individually or as a group for APU’s Common Day of Learning during spring semester. See Scoring Rubric at the end of the syllabus. 50 pt.

Evaluation/Assessment Rationale for Grade Determination

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

Grading scale for the course:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A (93-100%)</td>
<td><strong>Exceptional work</strong>: 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- (90-92.9%)</td>
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<td>B+ (88-89.9%)</td>
<td><strong>Superior work</strong>: 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 (83-87.9%)</td>
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<td>B- (80-82.9%)</td>
<td><strong>Average work</strong>: 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>C+ (78-79.9%)</td>
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<td>C (73-77.9%)</td>
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<td>C- (70-72.9%)</td>
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<th>Grade</th>
<th>Description</th>
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<td>D+ (68-69.9%)</td>
<td><strong>Poor work</strong>: 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</td>
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<tr>
<td>D (63-67.9%)</td>
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<th>Grade</th>
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<td>D- (60-62.9%)</td>
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talented but undisciplined. Do poorly on tests. Unsure of expectations on tests and assignments. Do not understand material well enough to discuss it.

**F (59.9% and below)**

**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.

### Course Policies

**Office Hours:** I do not have campus office hours this term, so the main way to contact me about questions or discuss issues that are arising in your studies is through e-mail.

**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.**

**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) 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

- 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.

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3 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.
• 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
Video Resources at APU Media Center

**Early Church:**
“The Trial and Testimony of the Early Church” 1 & 2,
“An Empire Conquered” w/study guide

**Crusades:**
“The Crusades” w/study guide
“Brother Sun, Sister Moon” (St. Francis)
“Saint Francis: Troubador of Peace”

**Medieval Mystics:**
“Women of the Spirit” series with study guides:
“Riches to Rages”
“Hildegard of Bingen”
“Catherine of Siena”
“Julian of Norwich”
“Radegund”

**Great Schism:**
“History of Orthodox Christianity” (4 parts)
ADDENDUM: Assignment Scoring Rubrics

Scoring rubric / grading standards: Class participation via Threaded Discussion (5 pt/week)

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<tr>
<th>Score</th>
<th>Letter Grade</th>
<th>Description</th>
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<tr>
<td>5</td>
<td>A+</td>
<td>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>
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<tr>
<td>4.75</td>
<td>A</td>
<td>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 general way, lacking specifics) 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-</td>
<td>At least one comment that clearly demonstrates completion &amp; comprehension of reading 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</td>
<td>At least one comment that clearly demonstrates completion of reading 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</td>
<td>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 not directly refer to reading 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 without responding to another student.</td>
</tr>
<tr>
<td>3.5</td>
<td>C-</td>
<td>One comment that clearly demonstrates completion &amp; comprehension of reading but is posted after midnight Wednesday without responding to any other student’s comment.</td>
</tr>
<tr>
<td>3.25</td>
<td>D</td>
<td>One comment that clearly demonstrates completion of reading but is posted after midnight Wednesday without responding to any other student’s comment.</td>
</tr>
<tr>
<td>Anything below 3</td>
<td>F</td>
<td>One comment that doesn’t clearly demonstrate completion of reading.</td>
</tr>
</tbody>
</table>

Scoring Rubric / grading standards for Papers

Completeness (50%):  
- Does the paper identify and encapsulate the main (thesis) ideas presented in related reading(s) that focus on historical, doctrinal, biblical, and practical aspects of the Christian faith? (25%)  
- Does the paper include quotes from the author(s) cited in Chicago / Turabian format 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, demonstrating a comprehension of the contextual nature of Christian theology and church history by making connections to a larger social context and life issues? (25%)  
- Does the paper raise questions that probe for deeper understanding beyond what is presented in the readings themselves, thoughtfully considering possible resolutions to current and historical issues in light of the church’s scriptures and traditions? (25%)  

---

**Final Creative Research Project Evaluation Form**

<table>
<thead>
<tr>
<th><strong>Design/Style</strong></th>
<th>Format (25%)</th>
<th>3.25 or below (Needs improvement)</th>
<th>3.75 (Fair)</th>
<th>4.25 (Good)</th>
<th>5 (Outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual or multimedia format used:</td>
<td>Design/style is aesthetically compelling &amp; provocative; your presentation evokes multiple senses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The choice of presentation style fits the reading topic or your interpretation of it</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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<tr>
<td>The piece hangs together as a coherent whole; ideas are presented clearly</td>
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<td></td>
<td></td>
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<tr>
<td>Content does not significantly exceed nor fall short of requirement: Five events, figures, movements</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Analytical Complexity</strong></th>
<th>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>Counterarguments/Critiques:</td>
<td>Your approach to the subject demonstrates transdisciplinary and transcultural depth rather than being simplistic; Counterarguments are presented</td>
<td></td>
<td></td>
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<tr>
<td>Research beyond required course readings that analyzes and compares different theorists in theology and/or church history: Your work demonstrates effort over time rather than appearing rushed</td>
<td></td>
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<tr>
<td>Constructive proposal:</td>
<td>Your work expresses multiple layers of meaning and diversity of perspectives in relation to the reading/subject, for example by proposing possible resolutions to current and historical issues in light of the church’s scriptures and traditions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Integration:</td>
<td>Your work demonstrates good understanding of the material under consideration by integrating theological knowledge and praxis (applying these views to Christian life and practice), skillfully incorporating transdisciplinary and transcultural perspectives</td>
<td></td>
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</tr>
<tr>
<td>Context:</td>
<td>Demonstrate knowledge of the historical and social context of the historical / theological subject matter (how these figures, movements, or events were impacted by other church historical figures, events or movements that came before and / or how they impacted those which came afterward)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Research</strong> (25%)</th>
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</thead>
<tbody>
<tr>
<td>Annotated bibliography, including full citations for at least ten sources, including all multimedia materials (music, art, film clips, etc.) and any required readings referenced with brief explanation under each source (See “Annotated Bibliography Scoring Rubric” below)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comments/Suggestions</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Total</strong></th>
<th>LESS 25% Late penalty if applicable</th>
<th>Letter grade</th>
</tr>
</thead>
</table>
ANOTATED BIBLIOGRAPHY FOR FINAL CREATIVE RESEARCH PROJECT: GUIDELINES & SCORING RUBRIC

Basic content and format: Using Chicago / 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.

Bibliography CONTENT SPECIFICS:

- 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 Augustine of Hippo, a primary source about predestination would be one written by Augustine of Hippo.
  - 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 Augustine of Hippo, a secondary source would be about Augustine 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).
  - 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 SPECIFICS:
- 1-inch margins, 10-12 pt. font, double-spacing, Chicago /Turabian guidelines

Examples:
- Remember that APA and MLA formats are NOT accepted in this particular class, because they are not used in the academic discipline of theology.

Scoring Rubric: Creative Final Project Annotated Bibliography (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 transcultural and transdisciplinary sources (ex. interviews, exceptional primary sources)</td>
</tr>
<tr>
<td>9.5 (A)</td>
<td>Very good: Meets all requirements below + bibliography is well-balanced – primary sources on all five events / figures / movements, social context, and major critiques / counterarguments are about equally represented. Format good.</td>
</tr>
<tr>
<td>9.25 (A)</td>
<td>Good: Meets all requirements below + bibliography is well-balanced – primary sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (A-)</td>
<td>Very good: Meets all requirements below + bibliography is well-balanced – primary sources on all five events / figures / movements, social context, and major critiques / counterarguments are about equally represented but with <strong>minor format issues</strong>.</td>
</tr>
<tr>
<td>8.75 (B)</td>
<td>Good: Meets all requirements below + sources support outline and thesis – content outlined has sources in the bibliography (but <strong>missing sufficient primary sources or sources for critiques / counterarguments or social context</strong>). At least 9/10 sources are annotated.</td>
</tr>
<tr>
<td>8.5 (B)</td>
<td>Outline and sources do not agree: Bibliography does not include sources mentioned in outline or outline does not draw on sources in bibliography <strong>OR annotations are incomplete</strong>.</td>
</tr>
<tr>
<td>8.0 (B-)</td>
<td><strong>Only three primary sources</strong> are included, but otherwise very good.</td>
</tr>
<tr>
<td>7.5 (C)</td>
<td>Meets but <strong>does not go beyond minimum requirements</strong>: 10 sources, annotated, at least 4 of which are books and at least 4 of which are primary sources.</td>
</tr>
<tr>
<td>7 (C-)</td>
<td>Meets basic requirement but has <strong>significant format errors</strong> (for example, not in required Chicago format, etc.).</td>
</tr>
<tr>
<td>6.8 (D+)</td>
<td>10 relevant annotated sources, but not in standard annotated bibliographic format <strong>OR perfect format but minor content problems</strong> (not quite enough primary sources or not quite enough balance, etc.).</td>
</tr>
<tr>
<td>6.5 (D)</td>
<td>10 relevant sources, but <strong>not annotated</strong>.</td>
</tr>
<tr>
<td>6.25 (D)</td>
<td>10 relevant sources, but <strong>not annotated AND minor format issues</strong>.</td>
</tr>
<tr>
<td>6 (D-)</td>
<td><strong>Only 8 or 9 relevant sources</strong>, annotated, minor content or format issues.</td>
</tr>
<tr>
<td>5.99 or below (F)</td>
<td>Less than 8 sources <strong>OR sources do not meet minimum requirements (# of books, print sources, primary sources, sources to support each perspective) AND not annotated</strong>.</td>
</tr>
</tbody>
</table>
STUDENT INFORMATION SHEET

CONTACT INFORMATION
Name: _____________________________________________ Course # & section THEO352 z1
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? 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.”

Rev. 7/1/2009 9:04:00 AM 16
I have received a copy of the syllabus for THEO352 Church History: Apostolic Era to 1517. 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: _________________________________