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 Contact Info: Admin. Asst. Laura Smith Webb, lwebb@apu.edu, Ph. 626-815-5496

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>
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<tbody>
<tr>
<td>“By the end of this course, students should be able to…….”</td>
<td>IMPORTANT: Learning to analyze and critically evaluate ideas, arguments and points of view</td>
<td>Reading response papers, Pop quiz / reading assessment essays, class discussion, final oral exam, creative presentation</td>
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<td>Be able to articulate and critically engage historical, doctrinal, biblical, and practical aspects of the Christian faith, in particular, appreciating, understanding, and valuing the Church by giving thoughtful consideration to current and historical issues that have divided and united Christians of the last two centuries in the light of the church’s Scriptures and traditions.</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, class discussions, and final oral exam</td>
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<tr>
<td>Use the sources of theological reflection – Scripture, tradition, reason, and experience – to think and express themselves theologically, integrating theological knowledge and praxis as evidenced by scholarship skillfully incorporating transdisciplinary and transcultural perspectives.</td>
<td>IMPORTANT: Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Reading response papers, Pop quiz / reading assessment essays, final oral exam, class discussions, creative presentation</td>
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<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>Developing skills in expressing oneself orally or in writing</td>
<td>Creative presentation</td>
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<td>Manifest skills enabling strong candidacy for graduate work or deeper theological reflection by researching, analyzing and comparing different theorists in theology to present an informed and well-organized oral report with visual aid, outline, and</td>
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Required Textbooks and Study resources
Martin Luther King, Jr. Strength to Love, Minneapolis: Augsburg Fortress Facets, 1981.
Course eCompanion, http://online.apu.edu including online readings as assigned

Recommended Textbook and Study / Writing Resources
Thomas Friedman. “Dr. Martin Luther King, Jr.: A Historical Perspective” (1994, 60 min.)

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. 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 directions, please contact Distance Learning at ajittu@apu.edu. If you have any technical difficulties viewing materials or pages from this website (such as the Gradebook), please contact the eCollege Technical Help Desk at (303) 387-0005 or helpdesk@online.apu.edu. Theology Department news and faculty pages can be found at http://groups.apu.edu/theophil.

Course Schedule
Th 9/10/09 Orientation to course: Going over syllabus and getting to know each other; intro lecture
Tu 9/15 Miller & Grenz (MG) Preface & Ch 1 and Barth’s The Call to Discipleship (Barth)
Th 9/17 MG Ch 2 & both of the “Reading: Web” online primary sources (Niebuhrs)²


Rev. 7/1/2009 9:25:47 AM
Tu 9/22 MG Ch 3 with online primary source (Bultmann)³
Th 9/24 MG Ch 4 with online primary source (Tillich)³; student presentation
Tu 9/29 MG Ch 5 & begin Arnold’s 15 days of prayer with Bonhoeffer (pp. 7-49); view excerpt: Martin
Th 10/1 Arnold / Bonhoeffer pp. 50-103; student presentation
Tu 10/6 Arnold / Bonhoeffer pp. 104-138; student presentation; Reading response (RR) paper 1 due on
either Barth or Bonhoefer to hclements@apu.edu by email Friday 10/9 (no later than midnight)
Th 10/8 King Strength to Love (pp. 7-57); begin Friedman’s 1994 King documentary
Tu 10/13 King Strength to Love (pp. 58-106), 1 student presentation
Th 10/15 King Strength to Love (pp. 107-154) and “Reading: Web”⁵; 1 student presentation
Tu 10/20 MG Ch 8 (Moltmann); Moltmann Jesus Christ for Today’s World pp. 1-70 (Ch I-IV); student
presentation
Th 10/22 Moltmann 71-107 (Ch V-VI); student presentation
Tu 10/27 Moltmann 108-147 (Ch VII-VIII); student presentation; Reading response (RR) paper 2 due by
email to hclements@apu.edu no later than midnight Fri. 10/30
Tu 11/3 MIDTERM EXAM (Please bring SCANTRON and #2 pencils)
Th 11/5 MG Ch 10 (Gutiérrez), begin We Drink from Our Own Wells (Section I); student presentation
Tu 11/10 Gutiérrez WDjOW (Section II); student presentation
Th 11/12 Gutiérrez WDjOW (Section III); student presentation; RR paper 3 due on either King or
Gutierrez by email to hclements@apu.edu by no later than midnight Friday 11/13
Tu 11/17 MG Ch 11 (feminist theologies) and “Reading: Web” articles by evangelical feminist Rebecca
Merrill Groothuis⁶; student presentation
Th 11/19 MG Ch 12 (Pluralism, theology of religions); student presentation (either Hick, Rahner, or Kung);
Begin reading Post-colonial theology (“Reading: Web”⁶)
Tu 11/24 View “Without the King” (83-minute 2007 documentary); Sanneh & Carpenter (SC) Intro, Ch 2,
6, 8 (post-colonial theology of religions); student presentation
Tu 12/1 SC Ch 3, 7, 9 (post-colonial missiology); SC Ch 1, 4, 5 & conclusion (post-colonial ecclesiology);
student presentation
Th 12/3 MG Ch 13 & Hauerwas’ Peaceable Kingdom Foreword, Preface, & Introduction; student
presentation
Tu 12/8 Hauerwas Ch 1-5; student presentation
Th 12/10 Hauerwas Ch 6-8; RR paper 4 due on either Sanneh & Carpenter or Hauerwas by midnight F
12/11 to hclements@apu.edu

²Please read both (in this order) H. Richard Niebuhr. “The Grace of Doing Nothing.” Christian Century 49 (23
“Must We Do Nothing?” Christian Century 49 (30 March 1932): 415-417. www.ucc.org/beliefs/theology/must-we-
do-nothing.html
the continued influence of demythologization, “Moses was high on drugs: Israeli researcher,” Breitbart.com, March
http://www.religion-online.org/showchapter.asp?title=378&C=84
⁵Martin Luther King, Jr. “Letter from a Birmingham Jail.” 16 April 1963. African Studies Center, University of
from Here?” 1 October 2004. (Originally published in Prism July/August 2000).
http://www.ivpress.com/groothuis/rebecca/archives/000177.php#more
⁸Olivier Mongin, Nathalie Lemperle and Jean-Louis Schlegel. “What is postcolonial thinking?” Esprit/Eurozine
Final examination: classroom section (01) Thursday December 17, 2009 from 9:45 a.m. to 11:45 a.m.; online section (z1) no later than 3pm on F 12/18/09

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. Please see “Norms of Collaboration” and “Scoring Rubric for Participation” at the end of the syllabus. (Submitting completed “Student Information Sheet” during first week of class is included in “Participation” score.) 5 pt x 14 wk = 70 pt.

2. Pop Quiz/Reading Assessment essays: Several pop quizzes (short essay format) will be given during the semester drawing on the “Preparatory Questions” distributed in class and online to encourage reading accountability, covering all reading from that particular text up to and including the reading due that day. The goal of these quizzes is to demonstrate reading completion and comprehension as well as the ability to apply the reading in some way, such as a cross-reference to scriptures or other readings. See Scoring Rubric at the end of the syllabus for further details. 35 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 pt.

4. Written Assignments: Reading Response Papers: After each major reading assignment (text), you will be asked to submit a 4-page 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 4 pages (10-12 pt Times New Roman font and 1” margins on all sides), respond critically and theologically to the readings by either Barth or Bonhoeffer; Moltmann; either King or Gutiérrez; and either Sanneh and Carpenter or Hauerwas. 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 Writing Guide toward the end of the syllabus expands on the following content requirements:

   a. The first section of each paper should be a summary (exposition): What is being said? What is the agenda? Articulate the historical, doctrinal, biblical and practical aspects of the Christian faith that make up the main points for this author’s discussion.

   b. In the second part of the paper, provide critical analysis of strengths and weaknesses, including questions for discussion and clarification. While thoughtfully giving consideration to the contextual and multifaceted nature of Christian theology, in light of the church’s scriptures and traditions, what problems do you find with this author’s arguments or proposals? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further?

   c. In the third section, take one of the theological issues addressed in by the author and respond with a constructive reflection and application, stating your own theological position about how to resolve one of the current or historical issues raised by this text in light of the church’s scriptures and traditions. It can be very helpful 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 Don Thorsen’s The Wesleyan Quadrilateral (available in APU’s library).

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. 25 pt x 4 = 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 audiovisual 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) and how those impact their views. Reflect on any assigned and additional reading you’ve done related to this theologian, including any critique you may have (or found through research) and help the class discuss ways their theological views 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 at the start of the class session, just before presenting your research to the class. (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. A “Student Sample” of the sentence outline and annotated bibliography are posted at the end of the Gutierrez unit in our class eCompanion. 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 in answer to the question: “What was the most significant learning experience and knowledge you gained during the course of the semester?,” drawing from course readings and applying this answer to a larger social context and life issues (such as any of the “Big Questions” you listed on your Student Information Sheet), 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. Please see “Norms of Collaboration” and “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% |

Grading scale for the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (93-100%)</td>
<td>Exceptional work: Almost perfect attendance and commitment to class. Always read the assignment. May occasionally catch a mistake in text or lecture. Show interest in class and subject. Ask interesting questions and look up answers. Make thoughtful comments. Retentive. Connect past academic background to present learning. Determined and self-disciplined. Show initiative. Do things without being told. Shares exceptional intelligence, insight, creativity, organizational skills, commitment, or any combination of these with the teacher and other students.</td>
</tr>
<tr>
<td>A- (90-92.9%)</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 aspects of work.</td>
</tr>
<tr>
<td>B+ (88-89.9%)</td>
<td>Very good work: Almost always on time. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are usually 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 skill and good ability in some aspects of work.</td>
</tr>
<tr>
<td>B (83-87.9%)</td>
<td>Good work: Usually on time. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are usually 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 good ability in some aspects of work.</td>
</tr>
<tr>
<td>B- (80-82.9%)</td>
<td>Fair work: Sometimes late. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are sometimes late 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 fair ability in some aspects of work.</td>
</tr>
<tr>
<td>C+ (77-79.9%)</td>
<td>Poor work: Sometimes late. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are sometimes late 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 poor ability in some aspects of work.</td>
</tr>
<tr>
<td>C (70-76.9%)</td>
<td>Very poor work: Often late. Usually well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are often late 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 very poor ability in some aspects of work.</td>
</tr>
<tr>
<td>C- (67-69.9%)</td>
<td>Very poor work: Often late. Usually not well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are often late 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 very poor ability in some aspects of work.</td>
</tr>
<tr>
<td>D+ (62-66.9%)</td>
<td>Very poor work: Rarely on time. Usually not well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are rarely 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 very poor ability in some aspects of work.</td>
</tr>
<tr>
<td>D (57-61.9%)</td>
<td>Very poor work: Rarely on time. Usually not well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are rarely 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 very poor ability in some aspects of work.</td>
</tr>
<tr>
<td>F (56.9% and below)</td>
<td>Failing work: Rarely on time. Usually not well-prepared. Read and understand the material well enough to ask intelligent questions. Assignments are rarely 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 very poor ability in some aspects of work.</td>
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<tr>
<td>Grade</td>
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<tr>
<td>A</td>
<td>Distinction: 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>Advanced: 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>B</td>
<td>Competence: 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>
</tr>
<tr>
<td>C+</td>
<td>Competence: 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>C</td>
<td>Competence: 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>C-</td>
<td>Competence: 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>D+</td>
<td>Competence: 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>D</td>
<td>Competence: 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>D-</td>
<td>Competence: 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>F</td>
<td>Competence: 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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</table>

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.

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
• 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.

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.
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

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.

ADDENDUM: All Assignment Guides and Scoring Rubrics

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

Norms of Collaboration (to be used in discussion and oral exam)

Communication Skills / Tools: Pausing, paraphrasing, probing

Behavior: Putting ideas on the table, paying attention to self and others, presuming positive intentions, pursuing a balance between advocacy and inquiry

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>5</td>
<td>A+</td>
<td>Perfect attendance + at least one comment during the week that engages course materials studied that week, clearly demonstrating 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) to exhibit ability to articulate both theoretical knowledge and its impact on the development of theology or Christian practice</td>
</tr>
<tr>
<td>4.75</td>
<td>A</td>
<td>One unexcused tardy or early departure + one comment that fulfills all requirements above (continuing through the rubric, .25 for each unexc. tardy / early depart.) OR 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)</td>
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<tr>
<td>4.5</td>
<td>A-</td>
<td>Perfect attendance + one comment that clearly demonstrates completion &amp; comprehension of reading but no applied learning</td>
</tr>
<tr>
<td>4.25</td>
<td>B</td>
<td>Perfect attendance + one comment that clearly demonstrates completion of reading but not comprehension</td>
</tr>
<tr>
<td>4</td>
<td>B-</td>
<td>One unexcused absence + one comment filling all requirements</td>
</tr>
</tbody>
</table>
Assignment Description
After each major reading assignment (text), you will be asked to submit a 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 4 pages (double-spaced, 10-12 pt Times New Roman font and 1” margins on all sides), respond critically and theologically to the readings by:

- Paper 1 on World War II-era theologies: Your choice of either Barth’s Call to Discipleship or 15 Days of Prayer with Dietrich Bonhoeffer
- Paper 2 on political theology / theology of hope: Moltmann Jesus Christ for Today’s World
- Paper 3 on liberation theologies: Your choice of either King’s Strength to Love or Gutierrez’ We Drink from Our Own Wells
Paper 4 on post-colonial / post-liberal theologies: Your choice of either Sanneh and Carpenter’s The Changing Face of Christianity or Hauerwas’ Peaceable Kingdom

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)

1. **Summary:** The first page or so of each paper should be expository: What is being said? What is the agenda? Articulate the historical, doctrinal, biblical and practical aspects of the Christian faith that make up the main points for this author’s discussion drawing from the book as as a whole, including supporting quotes by the author(s)—at least one from the beginning, one from the middle, and one from the end to demonstrate reading completion of whole book. Please include supporting citations from the reading in Chicago/Turabian format.

2. **Analysis:** In the second page or so of the paper, raise analytic questions for discussion and clarification. Providing critical analysis of strengths and weaknesses. While thoughtfully giving consideration to the contextual and multifaceted nature of Christian theology, in light of the church’s scriptures and traditions, what problems do you find with this author’s arguments or proposals? What critiques can you raise? Where is the text particularly helpful? What would you like to see developed further? Critiquing the text is the main requirement for this section, which is worth one-fifth of your total grade, but adding a question can help you earn a score of “exceptional” (A+) here.

3. **Constructive theological Reflection:** In the third page or so, take one of the theological issues addressed in by the author and respond with a constructive reflection and application, stating your own theological position about how to resolve one of the current or historical issues raised by this text in light of the church’s scriptures and traditions. It can be very helpful to support your position using
   a. scripture
   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.

TO SUBMIT BY EMAIL: Please send your papers to me as an email attachment in MS Word ending in .doc and with your course and section (363 01) as part of the subject line. If you do not have MS Word, please save your file ending in .rtf (Rich Text Format). Again, please email directly to me at hclements@apu.edu. (I do not use the Dropbox nor check Doc Sharing.) Thanks so much!

**Reading Response Papers: Scoring Rubric**

20% Completeness: Required four-page 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% Summary section content: 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, including supporting quotes by the author(s) to illustrate those main points, cited in Chicago/Turabian format?

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

20% Constructive theological reflection section content: Personal position stated and supported, demonstrating a

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10 For examples, see Chicago Style Guide online at http://library.menloschool.org/chicago.html#film. 4/29/2009.


comprehension of the contextual nature of Christian theology and church history by making connections to a larger social context and life issues and thoughtfully considering possible resolutions to current and historical issues in light of the church’s scriptures and traditions?

**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.

**CREATIVE RESEARCH PRESENTATION: GUIDELINES**
Please read through all three sections on class presentation itself, sentence outline, and annotated bibliography.

**I. CREATIVE RESEARCH PRESENTATION TO CLASS: GUIDELINES & SCORING RUBRIC**
**Basic content and format:** 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 audiovisual 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) and how those impact their views. Reflect on any assigned and additional reading you’ve done related to this theologian, including any critique you may have (or found through research) and help the class discuss ways their theological views 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 at the start of the class session, just before presenting your research to the class. (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. A “Student Sample” of the sentence outline and annotated bibliography are posted at the end of the Gutierrez unit in our class eCompanion.

**CLASS PRESENTATION SCORING RUBRIC**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DESIGN/STYLE</th>
<th>TOPIC:</th>
<th>COURSE: Theo363</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format (25%)</td>
<td>3.25 or below (Needs improvement)</td>
<td>3.75 (Fair)</td>
<td>4.25 (Good)</td>
</tr>
</tbody>
</table>

___ Audio-visual aid used: 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 (15-20 min.)

**ANALYTICAL COMPLEXITY Content (50%)**

| 5 (Needs improvement) | 7.5 (Fair) | 8.5 (Good) | 10 (Outstanding) |

___ Counterarguments/Critiques: Your approach to the subject demonstrates transdisciplinary and transcultural depth rather than being simplistic; Counterarguments are presented

___ Research beyond required readings that analyzes and compares different theorists in theology and/or church history: Your work demonstrates effort over time rather than appearing rushed
Discussion: Your work expresses multiple layers of meaning and diversity of perspectives in relation to the reading/subject, for example by evoking counterarguments and questions from the class or by proposing possible resolutions to current and historical issues in light of the church’s scriptures and traditions.

Integration: 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.

Context: Demonstrate knowledge of the historical and social context of the 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).

RESEARCH (25%)

Sentence outline (15% -- See “Sentence Outline Scoring Rubric” below and “Student Sample” in online Gutierrez unit) in full sentences and standard outline format (I, A, B, II, A, B, etc.)

Annotated bibliography, including full citations for all supplementary materials (music, art, film clips, etc.) with brief explanation under each source (10%--See “Annotated Bibliography Scoring Rubric” below and “Student Sample” in online Gutierrez unit).

COMMENTS/SUGGESTIONS

TOTAL__________________ LESS 25% LATE PENALTY IF APPLICABLE__________________ Letter grade__________________

II. SENTENCE OUTLINE FOR RESEARCH PRESENTATION: GUIDELINES & SCORING RUBRIC

Basic content and format: Using standard outline format (I, A, B, II, A, B, and so on), please present the main points of your presentation, with each line of the outline as a complete sentence. See “Student Sample” posted online in the course eCompanion. The sources in your bibliography should be referenced in your outline to achieve the best possible score.

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

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<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>Some content requirements are missing (biography, major works, social context, key ideas, &amp;/or major critiques are not accurately represented OR Content requirements are not met)</td>
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</tbody>
</table>
### III. ANNOTATED BIBLIOGRAPHY: 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.

**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 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).
  - 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
- no cover page
- page numbering required (per MLA, Chicago, or Turabian guidelines)

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

**Scoring Rubric:**
**Annotated Bibliography (10 points)**

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>13</td>
<td>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>
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Final Exam: Scoring Rubric / grading standards

Each student must present a summary of about three minutes* in answer to the question: “What was the most significant learning experience and knowledge you gained during the course of the semester?,” supporting your answer with at least two of the required course readings (online articles, primary texts, and/or Miller and Grenz chapters) and applying your reading-supported answer to a larger social context and life issues (such as any of the “Big Questions” you listed on your Student Information Sheet), engaging the material individually while also making connections with and learning from other students and the professor. (*Content, support, application, and response / dialogue are more important than the exact amount of time spent.)

Norms of Collaboration (to be used in discussion and oral exam)

- Communication Skills / Tools: Pausing, paraphrasing, probing
- Behavior: Putting ideas on the table, paying attention to self and others, presuming positive intentions, pursuing a balance between advocacy and inquiry

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>50</td>
<td>A+</td>
</tr>
<tr>
<td>47.5</td>
<td>A</td>
</tr>
<tr>
<td>45</td>
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<tr>
<td>42.5</td>
<td>B+</td>
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<td>C-</td>
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<td>27.5</td>
<td>D+</td>
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<td>25</td>
<td>D</td>
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<tr>
<td>22.5</td>
<td>D-</td>
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<td>20</td>
<td>E</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A-    | 1. Arrive on time  
2. Three-minute response that clearly demonstrates completion & comprehension of reading but no applied learning  
3. Respond to another student’s comment |
| B     | 1. Arrive on time  
2. Three-minute response that clearly demonstrates completion of reading by referencing at least TWO required readings [online articles, primary texts, Miller and Grenz chapters] but not full comprehension  
3. Respond to another student’s comment |
| B-    | 1. Arrive on time  
2. Response 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 or only fully references one required reading but is incomplete (for example, lacks applied learning with regard to reference to the second reading)  
3. Respond to another student’s comment |
| C     | 1. On-time arrival and departure  
2. Three-minute response demonstrates comprehension & application (connecting course material to larger social context or life issue) of lecture & other students’ comments but does not directly refer to two required readings beyond what has been said in lecture / by other students  
3. Does not respond to another student’s comment |
| C-    | 1. Unexcused late arrival or early departure  
2. Three-minute response that clearly demonstrates completion & comprehension of reading but not any applied learning for EITHER of the required readings referenced  
3. Does not respond to another student |
| D     | 1. Unexcused late arrival or early departure  
2. Three-minute response that clearly demonstrates completion of reading but not full comprehension (NOT for EITHER of the two selected readings)  
3. Does not respond to another student |
| D-    | 1. Unexcused late arrival or early departure  
2. Response 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 OR ONLY REFERS TO ONE READING  
3. Does not respond to another student |
| F     | 1. Unexcused late arrival or early departure  
2. Response 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) but ONLY REFERS TO ONE READING OR Presentation that clearly demonstrates reading completion but not full comprehension and ONLY REFERS TO ONE READING |

Rubric, -2.5 for unexc. tardy / early departure

3. Respond to another student’s comment
|   | 3. **Does not respond** to another student |


STUDENT INFORMATION SHEET

CONTACT INFORMATION

Name: _______________________________________________________

APU Box Number ___________________________ Course # & section ______________________

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? (You may reflect on your learning experience in relation to this question during your Final Exam if you wish) 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: ____________________________

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