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>
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</thead>
<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, threaded class discussions, final exam (creative presentation)</td>
</tr>
<tr>
<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, threaded discussions, and final exam (creative presentation)</td>
</tr>
<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, threaded discussions, final exam (creative presentation)</td>
</tr>
<tr>
<td>Demonstrate awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.</td>
<td>Developing skills in expressing oneself orally or in writing</td>
<td>Final exam (creative presentation)</td>
</tr>
<tr>
<td>Manifest skills enabling strong candidacy for graduate work or deeper theological reflection by researching, analyzing and comparing different theoriest in theology to present an informed and well-organized oral report with visual aid, outline, and bibliography in Turabian / Chicago</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstrate factual knowledge about contemporary Christian thought: the major Christian thinkers and central theological themes, terms, and issues of the last two centuries and the intellectual and cultural challenges facing Christianity today expressed both orally and through writing.

**ESSENTIAL:** (1) Gaining factual knowledge; (2) Learning fundamental principles, generalizations or theories

Midterm exam, quizzes, threaded discussion, final exam (creative presentation), reading response papers

### Required Textbooks and Study resources


Course eCompanion, [http://online.apu.edu](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-College Website

The eCollege site is available online to help you navigate and participate fully in this online course and provide all necessary materials for your study in this course. You will need to have Internet access to use the course website at [http://online.apu.edu](http://online.apu.edu). To access the online site, begin with the instructions at [http://groups.apu.edu/~dlce/Student/Student.HTM](http://groups.apu.edu/~dlce/Student/Student.HTM). If you follow these instructions, you should be able to log in or add yourself to the class site right away. If there is a problem after you have worked through the entire one page sheet of directions, please contact Distance Learning at 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](http://groups.apu.edu/theophil).

### Course Schedule

“Introduction to Course” unit (9/9-9/12/09)

1. Orientation to course: Going over syllabus and getting to know each other; view materials including Slideshow lecture
2. Please submit completed STUDENT INFORMATION SHEET (in Doc Sharing) to prof at hclements@apu.edu by F 9/11/09 midnight as MS Word (.doc) or Rich Text Format (.rtf) attachment

Unit 1 Dialectical Theologies

1. Read Miller & Grenz (MG) Preface & Ch 1 and Barth’s *The Call to Discipleship* (Barth)

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2. Read MG Ch 2 & both of the “Reading: Web” online primary sources (Niebuhrs)2
3. Participate in Threaded Discussion by W 9/16 (early credit, no reply to another student needed) or Sat 9/19 midnight (including reply to another student)

Unit 2 Existential Theologies
1. Read MG Ch 3 with online primary source (Bultmann)3
2. MG Ch 4 with online primary source (Tillich)4; student presentation
3. Participate in Threaded Discussion for first time by W 9/23 (early credit) or Sat 9/26 (including reply to another post)
4. MG Ch 5 & Arnold’s 15 days of prayer with Bonhoeffer (pp. 7-49);
6. Participate again in Threaded Discussion by W 9/30 (early credit) or F 10/2 midnight (with reply to another post)
7. Reading response (RR) paper 1 due on either Barth or Bonhoeffer to hclements@apu.edu by email Friday 10/9 (no later than midnight)
8. Take Quiz 1 based on Quiz Study Guide posted in unit by Sat 10/3

Units 3 and 4 Radical Theologies: Death of God and Black Liberation
1. Read MG Ch. 6 and “Reading: Web” article in Unit 3
2. Participate in Threaded Discussion in Unit 3 by W 10/7 for early credit or Sat 10/10 midnight
3. Read King Strength to Love and “Reading: Web”;5
4. Recommended: View Friedman’s 1994 King documentary
5. Participate in Threaded Discussion in Unit 4 by W 10/13 (early credit) or Sat 10/17 midnight
6. Take Quiz 2 based on Quiz Study Guide in Unit 4 by Sat 10/17 midnight

Units 5 – 7 Moltmann and Pannenberg’s Political Theology of Hope (influenced by Process Theism)
1. Read MG Ch 7 and “Reading: Web” article by Cobb
2. Participate in Unit 5 Threaded Discussion by W 10/21 (early credit) or Sat 10/24 midnight
3. Read MG Ch 8 – 9 (Moltmann and Pannenberg) and Moltmann’s Jesus Christ for Today’s World
4. Participate in Unit 6 Threaded Discussion by W 10/28 (early credit) and Sat 10/31 midnight
5. Reading response (RR) paper 2 due by email to hclements@apu.edu no later than midnight Fri. 10/30
6. Quiz 3 based on Unit 6 Quiz Study Guide due Sat. 10/31 midnight

Unit 8 MIDTERM EXAM
1. Take multiple-choice midterm exam based on Midterm Study Guide by midnight Tu 11/3

Unit 9: Gutierrez and Liberation Theologies
1. Read MG Ch 10 (Gutiérrez) and We Drink from Our Own Wells
2. Participate in Unit 9 Threaded Discussion first by W 11/4 (early credit) or Sat 11/7 midnight and again by W 11/11 (early credit) or Sat 11/14 midnight
3. RR paper 3 due on either King or Gutierrez by email to hclements@apu.edu by no later than midnight Friday 11/13
4. Take Quiz 4 based on Unit 9 Quiz Study Guide

Unit 10 Feminist Theologies
1. Read MG Ch 11 (feminist theologies) and “Reading: Web” articles by evangelical feminist Rebecca Merrill Groothuis6


2. Participate in Unit 10 Threaded Discussion by W 11/18 (early credit) or Sat 11/21 midnight
3. Take Quiz 5 based on Quiz Study Guide in Unit 10 by Sat 11/21 midnight

Unit 11: Pluralism and Postcolonial theologies
1. Read MG Ch 12 (Pluralism, theology of religions)
2. Read Post-colonial theology article in “Reading: Web” online
3. Read Sanneh & Carpenter text (Note: Reading & Discussion Guide is arranged thematically)
4. Recommended: View “Without the King” (83-minute 2007 documentary)
5. Participate in Threaded Discussion by W 12/2 (early credit) or Sat 12/5 midnight
6. Take Quiz 6 based on Quiz Study Guide in Unit 11 by Sat 12/5 midnight

Unit 12: Postliberal theologies and Hauerwas
1. Read MG Ch 13 & Hauerwas’ Peaceable Kingdom
2. Participate in last Threaded Discussion by W 12/9 (early credit) or Sat 12/12 midnight
3. RR paper 4 due on either Sanneh & Carpenter or Hauerwas by midnight F 12/11 to hclements@apu.edu
4. Take last Quiz based on Quiz Study Guide in Unit 12 by Sat 12/12 midnight

Unit 13: Final examination
1. Based on Exam Study Guide in unit and due 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 in Threaded Discussions: Based on attendance informed contribution to weekly Threaded Discussions as assigned per the Course Schedule. Read assigned readings and “Reading & Discussion Guide” to prepare for Threaded 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 Threaded 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 “Threaded Discussion Guide and Scoring Rubric” at the end of the syllabus. (Submitting completed “Student Information Sheet” during first week of class is also included in “Participation” score.)
   5 pt x 14 wk = 70 pt.
2. Quizzes: Approximately every other week, quizzes (multiple choice 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. See Study Guides posted in each unit with a quiz for further details. 35 pt.
3. Midterm Exam uses 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. 60 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:

from Here?” 1 October 2004. (Originally published in Prism July/August 2000).
http://www.ivpress.com/groothuis/rebecca/archives/000177.php#more

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. \[20 \text{ pt} \times 4 = 80 \text{ pt}\.

5. Final Exam: Research presentation: For your research assignment for the semester, 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, you will create a 15- to 20-minute Powerpoint presentation (or equivalent) on the work and ideas of three of the major theologians or three of the most significant events for Christians of the past century as assigned. You are required to have some kind of audiovisual aid for this report. Focus most on the significance for global Christians of the impact or theological work (less on the personal life or biography) of the three people, movements, or events you choose to cover. Reflect on any assigned and additional reading you’ve done related to these events or theologians, including any critiques you may have (or found through research) and focus on ways their theological views might make a practical difference in contemporary Christian life. You are required to submit a full annotated bibliography with your research presentation. Further guidelines and Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. A “Student Sample” of the annotated bibliography is posted at the end of the Gutierrez unit. \[60 \text{ pt}\.

Evaluation/Assessment Rationale for Grade Determination

Factors contributing to final grade:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Threaded Discussion</td>
<td>23%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>11%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Reading Response Papers</td>
<td>26%</td>
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<tr>
<td>Final Exam (Presentation / report)</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading scale for the course:

- **A** (93-100%): 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.
- **A-** (90-92.9%): 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.
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.
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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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
---. Katie’s Canon: Womanism and the Soul of the Black Community. Continuum Pub Group,
ADDENDUM: All Assignment Guides and Scoring Rubrics

**Threaded Discussions: Assignment Guide**

**Learning Goal:**
Threaded Discussions are an online communication forum meant to take the place of traditional classroom discussion. The goal behind these discussions is to foster community and to provide opportunities for peer-to-peer learning. Therefore, the discussions are most helpful and useful if each member of the class reads all of the comments posted in the week’s Threaded Discussion before posting their own reply and does not repeat what has been posted by another student, just as we would listen to one another speak in a live classroom discussion.

**Norms of Collaboration (to be used in Threaded Discussion)**

**Communication Skills / Tools:** Paraphrasing and probing (in response to others’ – either the writers you’ve read or those who’ve posted before you)

**Behavior:** Putting ideas on the table/board, paying attention to self and others, presuming positive intentions, pursuing a balance between advocacy and inquiry (as we dialogue)

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

FAQ
1. How many times do I need to post in each discussion?
   a. Just once per week. (You are welcome to post more, but don’t have to.)
2. How many questions from the Reading and Discussion Guide do I need to answer?
   a. Just one per Reading & Discussion Guide per week that has not yet been answered within
      the discussion (unless you are replying to another student on that topic)
3. Do I include the whole question or question number in my post?
   a. You don’t have to include either, though a reference to the question number may be helpful
      so we can all be sure to know exactly what you’re talking about.
4. How do I cite the reading in my response?
   a. An in-text or parenthetical citation with author last name and page number(s)—beyond that
      already included in the question itself AND not already cited by another student in the
      discussion—is all that is needed to enhance your score.
5. When is my post due?
   a. FINAL DEADLINE: No later than midnight Saturday if you do not need / want a chance to
      revise & resubmit your work for an improved grade and plan to respond to another
      student’s post...
      OR EARLY CREDIT: no later than midnight Weds. if you would like a chance to revise and
      resubmit your work based on professor’s feedback & do not wish to respond to another
      student’s post. Students who post early (by W midnight) are helping to start the discussion,
      so must post on a question that has not yet been answered but do not have to respond to
      another student (since few posts will be available yet at this point). Students who post early
      will also have till the FINAL DEADLINE of Sat. midnight to revise their posts for an
      improved grade if desired.

Scoring rubric / grading standards (5 pt/week)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 (3.75 if late)</td>
<td>A+ At least one comment during the week that clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue through cross-reference to specific experiences, readings, pop culture references, or current events) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment</td>
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<tr>
<td>4.75 (3.57 if late)</td>
<td>A At least one comment during the week that clearly demonstrates reading completion, comprehension, and a general attempt at applied learning (connecting course material to larger social context or life issue in a general way, lacking specifics) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment. OR Full credit comment but missing page reference(s)</td>
</tr>
<tr>
<td>4.5 (3.38 if late)</td>
<td>A- At least one comment that clearly demonstrates completion &amp; comprehension of reading but no applied learning 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>4.25 (3.19 if late)</td>
<td>B At least one comment that clearly demonstrates completion of reading (but not comprehension) either posted early (by midnight Wednesday) or posted later (by midnight Saturday) in response to another student’s comment OR meets all requirements for 5-point answer but does not answer question (WHOLE question)</td>
</tr>
<tr>
<td>Grade</td>
<td>Comment</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<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 <strong>does not directly refer to reading beyond what has already been said</strong> in Slideshows / by other students <strong>OR</strong> clearly demonstrates reading completion, comprehension, and applied learning (connecting course material to larger social context or life issue) but is posted after midnight <strong>without responding to another student</strong></td>
</tr>
<tr>
<td>3.5</td>
<td>One comment that clearly demonstrates completion &amp; comprehension of reading but <strong>no applied learning &amp; is posted after midnight Wednesday without responding to any other student’s comment</strong></td>
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<tr>
<td>D</td>
<td>One comment that clearly demonstrates completion of reading but not comprehension and is posted after midnight Wednesday without responding to any other student’s comment</td>
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<tr>
<td>2.99 or less</td>
<td>One comment that doesn’t clearly demonstrate completion of reading</td>
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**LATE CREDIT:** It is possible to earn up to 75% late credit for a Threaded Discussion comment posted no less than one full week after the original due date and time. After one week, no credit can be earned.

**WRITING GUIDE: ALL READING RESPONSE PAPERS**

**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.\(^9\)

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.

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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
   b. tradition (church history, Christian theology, Christian creeds—see especially “The Apostles’ Creed” and “The Nicene Creed” at [www.creed.net](http://www.creed.net))
   c. reason (logic, common sense)
   d. experience (general human experience, the testimony of the senses, more than one’s personal experience)

You will be greatly assisted in the task of using all four of these for support by the recommended reading, Don Thorsen’s The Wesleyan Quadrilateral. **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)\(^10\)
- **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 from the author(s) to illustrate those main points, cited in Chicago/Turabian format?\(^11\)
- **20% Analysis section content**: Critical thinking applied, questions raised
- **20% Constructive theological reflection section content**: Personal position stated and supported, demonstrating a 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.

**FINAL EXAM CREATIVE RESEARCH PRESENTATION: GUIDELINES**

Please read through all three sections on class presentation itself, sentence outline, and annotated bibliography.

**1. CREATIVE RESEARCH PRESENTATION TO CLASS: GUIDELINES & SCORING RUBRIC**

**Basic content and format**: For your research assignment for the semester, 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, you will create a 15- to 20-minute Powerpoint presentation (or equivalent) on the work and ideas of three of the major theologians or three of the most significant events for Christians of the past century as assigned. You are required to have some kind of audiovisual aid for this report. Focus most on the significance for global Christians of the impact or theological work (less on the personal life or biography) of the three people, movements, or events you choose to cover. Reflect on any assigned and additional reading you’ve done related to these events or theologians, including any critiques you may have (or found through research) and focus on ways their theological views might make a practical difference in contemporary Christian life. You are required to submit a full annotated bibliography

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with your research presentation. Further guidelines and Scoring Rubrics for each part of the assignment are posted at the end of the syllabus. A “Student Sample” of the annotated bibliography is posted at the end of the Gutierrez unit. 50 pt.

**FINAL CREATIVE PRESENTATION SCORING RUBRIC**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>TOPIC:</th>
<th>COURSE: THEO363</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGN/STYLE Format (25%)</td>
<td>3.25 or below (Needs improvement)</td>
<td>3.75 (Fair)</td>
</tr>
</tbody>
</table>

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**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 (equivalent to a 15-20 min. presentation)**

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**Analytical Complexity Content (50%)**

<table>
<thead>
<tr>
<th>5 (Needs improvement)</th>
<th>7.5 (Fair)</th>
<th>8.5 (Good)</th>
<th>10 (Outstanding)</th>
</tr>
</thead>
</table>

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**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)

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**Research (25%)**

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

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**COMMENTS/SUGGESTIONS**

TOTAL __________________ LESS 25% LATE PENALTY IF APPLICABLE __________________ Letter grade________________

II. 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:

| 100% (A, A+) | Exceptional: Meets all requirements below + includes innovative sources such as interviews and other exceptional primary sources |
| 95% (A) | Very good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, & major critiques are about equally represented. Format good. |
| 92.5% (A) | Good: Meets all requirements below + bibliography is well-balanced – biography, major works, social context, key ideas, & major critiques are about equally represented but with minor format issues |
| 90% (A-) | Very good: Meets all requirements below + bibliography is well-balanced – biography, |

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major works, social context, key ideas, & major critiques are about equally represented. Format good, content needs more balance or more theology.

87.5% (B)
Good: Meets all requirements below + sources support outline and thesis – content outlined has sources in the bibliography (but missing sources for either biography, critiques / counterargument, or social context). At least 9/10 sources are annotated

85% (B)
Outline and sources do not agree: Bibliography does not include sources mentioned in outline or outline does not draw on sources in bibliography OR annotations are incomplete

80% (B-)
No theological sources are included.

75% (C)
Meets but does not go beyond minimum requirements: 10 sources, annotated, at least 4 of which are books & at least 4 of which are primary sources

70% (C-)
Meets basic requirement but has format errors (for example, not in required Chicago format, etc.13)

68% (D+)
10 relevant annotated sources, but not in standard annotated bibliographic format OR perfect format but minor content problems (not quite enough primary sources or not quite enough balance, etc.)

65% (D)
10 relevant sources, but not annotated

62.5% (D)
10 relevant sources, but not annotated, minor format issues

60% (D-)
8 or 9 relevant sources, annotated, minor content or format issues

59.9% or below (F)
Less than 8 sources OR sources do not meet minimum requirements (# of books, print sources, primary sources, sources to support each perspective) + not annotated

STUDENT INFORMATION SHEET

CONTACT INFORMATION

Name: _______________________________________________________

Course # & section_______________________

APU Box Number ______________________ E-Mail __________________________

Phone Number (APU) ________________ Work _________________________

Home Address ______________________________________________________

ACADEMIC GOALS AND BACKGROUND

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

Major ____________________________ Why you chose this major ____________________________

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

Previous Bible/Religion courses completed: __________________________

____Senior ____Junior ____Sophomore ____1st Anticipated Grad Date _________

Career Plans: ______________________________________________________

What are your “big questions,” the major life issues that you are grappling with right now? (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: ___________________________