

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number GLST 214 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	09/16/2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	GLST 214 People and Culture of Germany and Europe
Terms offered:	Fall, Spring
Catalog description:	Introduction to German history, society and culture, with attention to the legacy of the German Democratic Republic (GDR) and some attention to wider Europe, Students look in depth at specific cultural components such as government, religion, business, family structures, cultural values and worldviews. Available only to students enrolled in ACU's Leipzig, Germany study abroad program

Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Art and Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This interdisciplinary course examines German history, society, and culture, with particular attention paid to Leipzig and eastern Germany (our home city and region in Germany). We will explore German and European values and social mores, dynamics of human conflict and reconciliation, the problem of historical memory in Germany, and the European Union as a unifying force today.

A wide variety of excursions and on-site experiences are woven into the course. Visits to such places as Berlin, Buchenwald concentration camp, Weimar, Germany (one of the cultural capitals of Germany), Wittenberg, Germany, Prague, Czech Republic, as well as a number of cultural events in Leipzig (such as attending a concert at the Gewandhaus, and church services at the St. Thomas church – with its deep connection to Bach), are all done with a commitment to pre-experience preparation and post experience reflection.

A required course for all students in the ACU-Germany program.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

- Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
- Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.

- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	○ As noted above, academically-grounded visits and excursions to a wide variety of sites and locations, which require students to do such things as "Demonstrate how social and historical

	contexts shape a community's worldview or cultural commitments."
Outcome B2	Visit to Buchenwald concertation camp, with pre-experience readings and post-experience reflection
Outcome B3	Visit to Buchenwald concertation camp, with pre-experience readings and post-experience reflection; readings and discussions of refugee issues in contemporary Germany

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Reflection Journal: Students will keep a weekly journal in which they reply to prompts posted to Canvas that are intended to help guide reflection on experiences, readings, and travels will on study abroad. They will submit their journals at the end of each week.
Outcome B2	Response Project: Students will complete a response project based on their experience at Buchenwald. They may choose how they want to respond (poetry, art, song, podcast, essay, etc.) and then follow the specific instructions on Canvas. This assignment is intended to help one express one's feelings and emotions following our visit to Buchenwald.
Outcome B3	Response Project: Students will complete a response project based on your experience at Buchenwald. They may choose how they want to respond (poetry, art, song, podcast, essay, etc.) and then follow the specific instructions on Canvas. This assignment is intended to help one express one's feelings and emotions following our visit to Buchenwald; --or-- Group Presentations: Students work in groups of 3-4 to prepare three class presentations. The purpose of each presentation is to demonstrate what one is learning about German people and culture. Each presentation will be 9-11 minutes in length and should include some sort of visual.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.



Course Description, Audience, and Academic Credit

This interdisciplinary course examines German history, society, and culture, with particular attention paid to Leipzig and eastern Germany (our home city and region in Germany). We will explore German and European values and social mores, dynamics of human conflict and reconciliation, the problem of historical memory in Germany, and the European Union as a unifying force today. Required for all students in the ACU-Germany program, GLST 214 fulfills a general-elective requirement for any degree at ACU, or a general-education University Requirement for Cultural Awareness or Social Science.

Mission, Vision, and Goals

The mission of Abilene Christian University is to “educate students for Christian service and leadership throughout the world.” The latter phrase requires greater curricular emphasis on global studies and international issues. To become international leaders, students must develop richer and more nuanced perspectives on global society in the 21st century, an age characterized by growing mutual dependency between peoples and economies. To be good neighbors who will succeed in business, diplomacy, or any other field, tomorrow’s graduates will need to relate sensitively, as well as effectively, to people who hold divergent worldviews and cultural outlooks. The primary focus of this interdisciplinary course is to train students for that lifelong challenge. The course is highly reflective, approaching international studies within the context of a biblical, Christ-centered worldview. From the outset, we consider the moral, spiritual, and societal implications of our study abroad experience. Specific goals for the course include:

- **Fostering Global Awareness.** Students will benefit from taking this course in preparation for and during their semester abroad. Students will examine key features of German/European society. With its emphasis on experiential learning and attention to global current events, the course trains

students to think globally, rather than simply nationally or locally, and to see the interconnectedness of peoples and systems around the world.

- **Training for Cross-Cultural Competence.** Through readings, discussions and reflective writing, students will learn to “read” and interpret their host societies. This will require a growing understanding of the complex nature of human communities, including the fluid nature of identities and allegiances. As students learn empathy for the “other,” they will also become more self-aware, i.e., more aware of the factors and influences that have shaped their own outlooks on the world.
- **Stimulating a sense of local engagement and global mission.** It would be unfortunate if living, traveling and studying with fellow Americans kept ACU students isolated from German society. This course aims to cultivate a stronger social consciousness and direct interaction with Germans or through students’ participation in Service Learning.

Required Texts

Three primary texts (or sets of texts) will be used for this course:

- Required:
 - Steven Ozment, *A Mighty Fortress: A New History of the German People* (New York: Harper Perennial, 2005) – copies are in the villa in Leipzig
 - Rough Guides, *The Rough Guide to Germany* (London: Apa Publications UK, 2018) – copies are in the villa in Leipzig
 - Anna Funder, *Stasiland: Stories from Behind the Berlin Wall* (Harper Perennial, 2011) – You’ll need to purchase this one before you leave
- Other electronic course material (e.g., pdfs, videos) will be supplied by the professor in Canvas.

Course Format

This course is an experiential learning course. The primary goal of our time in the classroom will be to prepare for various experiences and then reflect on those experiences. There will be some “lecture” or overview of the cultural experiences that we will engage in but most of our time will be spent in discussion.

Overview of Assignments

I. Participation and Engagement (All Bundles)

Due to the nature of the course material, students will gain the maximum benefit from the course when the greatest proportion of students attends (both in presence and focus). To that end, a portion of your semester grade will be tied to attendance and participation in the course. A rubric with participation and engagement expectations is posted on Canvas.

II. Pre-Departure Travel Portfolio (All Bundles)

The portfolio was assigned by the Study Abroad office and should be completed to their specifications. This is required for all grade bundles and is due on January 10th.

III. Pre-Departure Test (All Bundles)

You will take a test over the pre-departure reading that was assigned by Study Abroad. You will have the opportunity to revise your test and justify your answers. You will need the following revised score for each bundle:

- A bundle = 85
- B bundle = 78
- C bundle = 70
- D bundle = 60

III. Group Presentations (All Bundles)

You will work in groups of 3-4 to prepare three class presentations. The purpose of each presentation is to demonstrate what you are learning about German people and culture. Each presentation will be 9-11 minutes in length and should include some sort of visual. Additional information and due dates are posted to Canvas. All three presentations are required for all grade bundles.

IV. Reflection Journal (All Bundles)

You will keep a weekly journal in which you reply to prompts posted to Canvas that are intended to help guide your reflection on your experiences, readings, and travels will on study abroad. You will submit your journal at the end of each week. Specific prompts, due dates, and additional information are posted on Canvas. The reflection journal is required for all grade bundles.

V. Response Project (A, B, and C Bundles)

For students seeking to earn an A, B, or C in the course you will complete a response project based on your experience at Buchenwald. You may choose how you want to respond (poetry, art, song, podcast, essay, etc.) and then follow the specific instructions on Canvas. This assignment is intended to help you express your feelings and emotions following our visit to Buchenwald.

VI. Digital Story (A and B Bundles)

Students seeking to earn an A or a B in the course will create a 3-minute digital story recounting a concrete moment from the semester and exploring its significance. The story should combine a polished script, illuminating photos/videos, and quality sound. More information about this project can be found on Canvas.

VII. Research Report (A Bundle)

Students seeking to earn an A in the course will dive deeper into a topic of interest related to German culture and the readings from the class by doing research on the topic and writing a short research report. The report will include a total of 10 sources (the 3 texts from the class may be included in those 10) and be at least 1000 words long utilizing APA format and proper grammar and punctuation.

Evaluation

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments will be graded as complete or incomplete. Appendix A gives an overview of what makes an assignment complete versus incomplete, additionally, I will provide clear assignment specifications for each assignment. Only assignments completed by the deadline will count toward your final grade. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points-based systems.

Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to complete any of the requirements for a particular assignment will result in a grade of "incomplete" on that assignment. Each student will be given 3 tokens at the start of the semester. Each token may be used to reattempt one

assignment that did not receive a complete grade (multiple tokens may be used to reattempt an assignment more than one time), to excuse one absence, or to submit an assignment after the due date.

A grade of A indicates complete mastery of the learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have excellent participation and engagement in class and on field trips.
2. Complete the pre-departure portfolio.
3. Pre-departure test grade of 85 or higher.
4. Complete 3 group presentations.
5. Complete the reflection journal each week.
6. Complete a response project following our visit to Buchenwald.
7. Complete a 3-minute digital story.
8. Complete a research report.

A grade of B indicates above average mastery of the learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have above average participation and engagement in class and on field trips.
2. Complete the pre-departure portfolio.
3. Pre-departure test grade of 78 or higher.
4. Complete 3 group presentations.
5. Complete the reflection journal each week.
6. Complete a response project following our visit to Buchenwald.
7. Complete a 3-minute digital story.

A grade of C indicates average mastery of the learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have average participation and engagement in class and on field trips.
2. Complete the pre-departure portfolio.
3. Pre-departure test grade of 70 or higher
4. Complete 3 group presentations.
5. Complete the reflection journal each week.
6. Complete a response project following our visit to Buchenwald.

A grade of D indicates below average mastery of the learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have average participation and engagement in class and on field trips.
2. Complete the pre-departure portfolio.
3. Pre-departure test grade of 60 or higher
4. Complete 3 group presentations.
5. Complete the reflection journal each week.

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

GLST 214.S2 Grade Form					
Assignments Required for a...		A	B	C	D
Participation and Engagement		Excellent	Above Average	Average	Average
Pre-Departure Portfolio		Yes	Yes	Yes	Yes
Pre-Departure Test		85	78	70	60
3 Group Presentations		Yes	Yes	Yes	Yes
Weekly Reflection Journal		Yes	Yes	Yes	Yes
Buchenwald Response Project		Yes	Yes	Yes	No
Digital Story		Yes	Yes	No	No
Research Report		Yes	No	No	No

General Classroom Policies and Guidelines

Grade Book

I will post complete/incomplete grades on Canvas. You should use the grade book on Canvas as an indicator of how many assignments you have completed for credit. **The grade listed on Canvas as your overall grade does not correspond to your final grade in the class.** Grades will be determined based on which grade bundle you choose to complete and the grade form above.

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as incomplete and you will need to spend a token to turn them in late.

Absences

Attendance (and punctuality) at all class sessions is expected; in fact, the nature of the course and its readings renders attendance necessary to receive the full benefit of the course meetings. The following constitute the class policies regarding attendance and punctuality:

- In the Study Abroad context, as communicated in the Welcome Guide and Study Abroad policies, students are expected to attend class at all times. In other words, the expectation is of perfect attendance.
- Absences may ***only*** be excused in the event of acute illness on the part of the student or a death in the immediate family; in these cases, students should provide the instructor advance notice when at all possible, and they ***must*** provide appropriate documentation, in print or electronic format, either before or after the fact for the absence to be excused.
- Students who miss class (for whatever reason) are responsible for the material covered and any assignments made. Ignorance of an assignment will not excuse late work, as assignments and information may be accessed or turned in on your phones, tablets, laptops, etc.
- Students will be marked tardy should they be significantly late to class, leave class significantly early, or leave class for a significant part of the middle of the session. Additionally, students who are not engaged in class activities (due to sleeping, inappropriate technology usage, misuse of group activity time, etc.) may be marked tardy or even absent, if the instructor judges their inattention to have impaired their ability to engage the course material.
- Two tardies will be counted as an absence.

Grade Challenges

There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this course's Canvas website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately. Additionally, because we will be living together and see each other regularly please feel free to ask any questions when you see me.

I will check e-mail regularly between 8am and 3pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day. If you do not hear from me within 48 hours and you feel that your email needed a response, please feel free to resend the email with a note saying "just wanted to follow up" or something like that. You may also stop by my apartment and talk with me any time during normal daytime hours, just be mindful of my kid's early bedtime and nap times.

Classroom Behavior (Including Recording of Class Sessions, and Respect for Divergent Viewpoints)

The classroom is a place where class members increase their own and others' learning by full participation. That participation includes asking questions, offering answers, testing ideas, and (sometimes) exploring sensitive topics. These kinds of participation sometimes result in a student or instructor taking unusual or extreme positions in order to test hypotheses at certain points in discussions. Students are expected to respect other individuals as created in the image of God. This means that students will value each other in spite of differing viewpoints. In an academic environment where multiple perspectives are encouraged, it is important to respect people when disagreeing with positions. Class members will respect the views of others, even in cases of disagreement, registered or not. Class members will also not assume that any statement made during a conversation is that person's only and final thought on a topic. If class members are troubled by a position that someone takes in class, they will go to that person and discuss their concerns.

Now, because the reasons for these kinds of thoughts, positions, and hypotheses may not come across to someone who is not a member of the class, students are not permitted to record a class by any means without prior, express authorization from the course instructor and the express, written consent of **all** people who are seen or heard in the recording. The instructor may permit a student to record a class session for the personal use of the student, for the benefit of another student who is unavoidably absent, or as part of an accommodation for a student with a disability. Permission given by an instructor to record a class is limited to permission to record for personal use only. Students are also not permitted to share any recording they may make or possess (even with permission), as such behavior may misrepresent the intentions of a member of the class, and it is never permissible to copy, email, file-share, sell, Web-serve, or otherwise distribute such recordings without the express, written consent of **all** participants in the recording.

Finally, class members will also respect the privacy of their fellow class members by not talking about them behind their backs, either in person or on social media. This commitment will hopefully lessen class members' fear of "Twitter judgment" and other similar social concerns. (Also, it follows the Bible's discouragement of gossip—see texts like Ephesians 4:29, James 1:26, and a whole host of verses in Titus.)

Technology

The following policies concern matters of technology:

- In general, we will not use technological devices (e.g., phones, laptops, etc.) during class time unless directed by the instructor.
- That said, because we will use the Internet now and again in class, Internet-ready devices are required for each class meeting. However, these devices should remain put away until needed

for a class activity.

- **All** students should turn off or silence cell phones before the beginning of class.
- Technology problems are not suitable excuses for late or missed work. All projects are due at the beginning of the class session for that day, and students should allow time to submit papers ahead of deadlines.

Modifications to the Course, Including Online Resources

This course syllabus is intended to accurately reflect the course format, assignments, grading scale, and course schedule that allow students to appraise the course. However, the instructor reserves the right to modify any part of this syllabus as may be necessary at any point due to circumstances that occur. The instructor will give students notice of such changes as soon as is possible.

UNIVERSITY POLICIES

Anti-Harassment Policy

ACU strives to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. The University's Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence; the policy is available at [this link](#). If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment: reporting information is available at [this link](#).

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the above link to ACU's policy.

Students with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with differing abilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. In other words, on individual assignments you should do your own work and research. On team assignments you should collaborate and make significant contributions to the final product. Both the instructor and the University expect you as the student to maintain the highest academic integrity as you study and learn.

Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Academically dishonest actions are contrary to behavioral norms that flow from the nature of God. Academic dishonesty includes, but is not limited to, the following:

- Failure to give credit to sources used in a work, in an attempt to present the sourced material as one's own. This includes lifting sentences or whole paragraphs from Internet sources such as Wikipedia without clearly putting the material in quotation form and giving full credit in proper citation form.
- Putting others' ideas in one's own words without giving them credit
- Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own
- Cheating (either by giving or by receiving information) in any form on an exam or quiz
- Submitting for this class all or a portion of a paper that is/was used for another class.

Plagiarism may be the most frequent cause of academic dishonesty; it entails failure to attribute the original source of words or ideas, and as such it is a form of stealing. Strategies to avoid committing plagiarism in academic work include but are not limited to making sure to: 1) cite all ideas that are not common knowledge or original to the writer; 2) use quotation marks around quotations and then to reference the original author; and 3) referencing the original author even when *paraphrasing* that author's work or ideas.

In cases of academic misconduct, the result may include, but is not limited to, a penalty like a zero on the assignment and/or an F in the course. Additionally, the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, at the [website for the Provost's office](#), under the section "Academic Integrity Policy."

Schedule

The schedule of readings and topics will be posted in Canvas.

COPYRIGHT AND ATTRIBUTION

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This syllabus reflects significant contributions made by faculty who have taught this course. These professors include Stephen Shewmaker, Dr. Jennifer Shewmaker, Dr. David Dillman, Dr. Ron Morgan, Dr. Houston Heflin, Dr. Vic McCracken, Dr. Susan Lewis, Dr. Laura Carroll, Dr. David Kneip, and Dr. Cliff Barbarick .

APPENDIX A: GRADING CRITERIA

The following information gives general guidance as to what the professor deems “complete” work, especially in written form. (Students may justifiably extrapolate these criteria to other media, like face-to-face presentations.) That said, each assignment will be accompanied by specific instructions as well as the criteria by which it will be evaluated, and all assignments and criteria will be made available in an electronic format prior to the execution of each assignment.

Complete Work: Good, Above Average or Average, Clear, Well-Organized, Somewhat Original

An assignment that is marked as complete is a good response to the assigned topic, in which each paragraph or component has (where appropriate) a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with a reader’s understanding of the paper. The student clearly demonstrates that they understood the assignment and the course content.

Incomplete Work: Below Average, Inadequate, Ineffective, Unclear, Under-Developed, Plagiarism/Cheating, Major Errors, Directions Not Followed

An assignment that is deemed “incomplete” work is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear. The writer followed the assignment directions only marginally. Any evidence of plagiarism or cheating will result in a grade of “incomplete” as well as official documentation in accordance with the College of Arts and Sciences Academic Integrity policy.