

Approval Chart for Curriculum Changes

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

Course Number BIBH 380 or Degree Plan(s) _____

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

By means of this curriculum change approval chart, as well as the attached memorandum and sample syllabus, the Department of Bible, Missions and Ministry, supported by the College of Biblical Studies, would like to apply to include BIBH 380: Survey of Church History on the University Requirements menu for Historical Literacy. As the memorandum demonstrates, we believe that the course meets the criteria outlined in the document entitled "UGEC Criteria for the Historical Literacy Menu," available at the UGEC blog.

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

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

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							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
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

Approval Chart for Curriculum Changes

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COUNCIL ³										
	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
5.	Other academic policy changes	--	--	--	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.

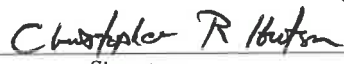
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation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

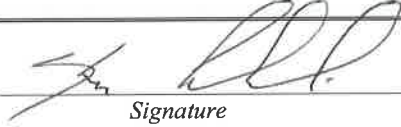
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

 Signature	Department/School Chair(s) 12-5-18 Approval date
_____ Signature	_____ Approval date

 Signature	College Academic Council(s) 2-4-19 Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 2-4-19 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

MEMORANDUM

Date: November 1, 2018

To: UGEC (University General Education Council)

From: David Kneip, Associate Chair, Department of Bible, Missions and Ministry

Re: BIBH 380: Application for Inclusion in the Historical Literacy Menu

By means of this curriculum change approval chart, memorandum, and sample syllabus, the Department of Bible, Missions and Ministry, supported by the College of Biblical Studies, would like to apply to include BIBH 380: Survey of Church History on the University Requirements menu for Historical Literacy. The relevant information is as follows:

Name of Course: Survey of Church History

Course Prefix and Number: BIBH 380

Catalog Course Description: Examines major people, ideas, and events in the history of Christianity from the beginnings to the present. Includes introductions to ancient, medieval, Reformation and modern church history. Prerequisite: Sophomore standing; BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. May be used to satisfy Bible University Requirements.

Responses to the “UGEC Criteria for the Historical Literacy Menu” Document:

- A. The course meets the criterion of appealing to more than one or two majors, since it can be taken by any student at the University and can serve as one of the courses required for a Bible minor. Further, because of the broad focus on two thousand years of church history, it does not “narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession,” and so it meets that criterion. However, we are requesting an exception to the criteria of having a lower-level number and being free of pre-requisites. The reasons for this exception are as follows: Almost all of our upper-level courses require the BIBL 101/102/211 sequence, so that students have a grounding in Scripture before coming to their upper-level courses. This course is no different, and given the place of Scripture, as well as the ideas and stories found in Scripture, in the study of church history, we find it beneficial for students to have that background before taking the course. Further, the course is not a pre-requisite for another course, but rather presupposes prior knowledge. As a result, it is appropriately placed as an upper-level course. Finally, almost without exception, all University students have to take at least two upper-level Bible courses of their choosing, and this course is one of the options available. For that reason, and since it functions as an upper-level Bible course for our majors (required for some; available to all), it would cause more problems to re-arrange the course to a lower-level status, simply for the benefit of being on the Historical Literacy menu.

B. The course meets the Historical Literacy menu criteria, as follows and in ***bold, italicized print***:

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
The course itself is inherently broad, in that it covers all two thousand years of church history. The course includes examinations that are cumulative and that ask students to demonstrate the very knowledge described here. See the attached syllabus for more details. With regard to gender and social diversity, the material almost inherently contains that diversity; however, we intentionally use more than one textbook for the sake of multiple perspectives, and one of those books (the one authored by Jonathan Hill) takes a global approach to church history, rather than simply focusing on the story of the West. Should we ever need to replace that book, we will do so with a similar volume, since its intentionally broad focus is an important component of the course.
2. Students will encounter and analyze primary sources in their historical context.
As the syllabus demonstrates, students regularly encounter primary sources in this course from throughout the history of the church, and from diverse authors and locales. While the methods of including primary sources have changed over the years, the practice of doing so has not. Further, course examinations ask students (among other activities) to reflect on and analyze primary sources in their historical context(s).
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
Because the history of Christianity is tied up so closely with the history of Western civilization, and because the vast majority of our students come to us with at least some academic background in that history (e.g., high-school courses in “World History”), the course is replete with opportunities to connect with “significant turning points in history,” including but not limited to the fall of the Roman Empire, the move to and from a feudalistic economy in Western Europe, the Crusades, the Protestant Reformation, the Enlightenment, the World Wars of the 20th century, etc. Such connections are made repeatedly in class lectures and discussions, and students make their own in the writing for the course, most specifically in their weekly reflection papers.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).
Because we use multiple textbooks in the course and “cover” the same material using those books, we regularly have opportunities to reflect on such considerations. Further, one of the options for students to write their weekly reflection papers includes a historiographical examination of a topic in light of our two sets of readings. In other words, this concern is “baked in” to the course.

- C. This course meets Overall SLO 2, GenEd Competency 4.C. First, the following text box shows the course's individual competencies and measurements:

COURSE COMPETENCIES

Through this course students will grow in their abilities to:

- Learn, recall, and comprehend the basic names, dates, and events of Christian history, with emphasis on major individuals and themes
- View Christian history within the larger framework of the cultural context in which it occurred and assess how each influenced the other
- Apply historical knowledge to new situations
- Analyze contemporary accounts of history and its relevance
- Develop lifetime skills in interpreting lessons from church history and incorporating them into their contemporary lives and religious contexts for their good and the good of others

COMPETENCY MEASUREMENTS

The above goals will be measured by means of the following assignments:

- In-class quizzes and activities designed to assess student comprehension of class reading materials, lectures, and class discussions
- Three examinations designed to assess student understanding of the semester material in larger chunks
- Class discussions, student written work and projects, and portions of exams designed to help students see relevance between history and the contemporary world, to analyze others' understanding of Christian history, and to apply historical knowledge to new situations

With specific regard to competency 4.C, the course will be assessed as follows:

Course Name and Number	BIBH 380
University Requirement Menu	Historical Literacy
General Education Competency	4.C: Social Issues: Recognize social issues when issues are presented in complex contexts
Assessment Method	In addition to the variety of means used to assess the <u>course-specific</u> competencies outlined above, we use a specific question on the final exam that asks students to demonstrate knowledge of a particular individual in church history, his/her place in that larger context, and his/her relevance for the contemporary church. The question will be assessed according to the rubric found immediately below this table.

Acceptable Goal	Across the course, an average score of 2.5 (between “Developing” and “Competent”)
Ideal Goal	Across the course, an average score of 3.0 (“Competent”)
Results for This Year	Not yet available

The following rubric will be used to assess the students’ answers on their final exam question for the purposes of assessing the course on GenEd Competency 4.C:

<u>Criterion</u>	<u>Unacceptable (1)</u>	<u>Developing (2)</u>	<u>Competent (3)</u>	<u>Exemplary (4)</u>
Demonstrates understanding of the person in question	Shows little to no understanding of the person in question whatsoever, with no insights pertinent to the material	Shows mediocre understanding of the person in question; insights are derivative from the instructor or text	Shows solid understanding of the person in question, indicating that the student has “mastered” the material	Shows deep understanding of the person in question, including insights developed apart from the instructor or text
Demonstrates understanding of the historical context of the person in question	Shows little to no understanding of the historical context whatsoever, with no insights pertinent to the material	Shows mediocre understanding of the historical context; insights are derivative from the instructor or text	Shows solid understanding of the historical context, indicating that the student has “mastered” the material	Shows deep understanding of the historical context, including insights developed apart from the instructor or text
Demonstrates understanding of and reflection on the person in question’s relevance for contemporary Christianity	Exhibits little to no reflection on contemporary Christianity, providing only general details, if any at all	Exhibits mediocre reflection of contemporary Christianity, with few details	Exhibits solid consideration of contemporary Christianity, with some details	Exhibits deep and thoughtful consideration of contemporary Christianity, with specific details

**Abilene Christian University
Department of Bible, Missions, and Ministry
Fall Semester 2018**

**BIBH 380.01
SURVEY OF CHURCH HISTORY**

Dr. David C. Kneip, Instructor

SCHEDULING MATTERS

- Class Meetings: Monday/Wednesday/Friday, 9:00-9:50 am, in BSB 103
- Office Hours:
 - Monday/Wednesday/Friday, 10-11 am (BSB 221)
 - Tuesday, 1-3 pm (BSB 221)
 - Thursday, 1-3 pm (Library Main Floor)
 - By appointment
- Contacting the Instructor:
 - Email: david.kneip@acu.edu
 - Office phone: 325-674-3743
 - Cell phone (emergencies): 325-725-0155
 - GoogleVoice account (in-class texting): 325-261-0007
 - Facebook: <http://www.facebook.com/davidckneip>

COURSE DESCRIPTION, GOAL, AND AUDIENCE

This course is an introduction to the history of Christianity, from the first century to the present time and beyond. Due to ACU's location geographically and historically, students will also spend important time studying American church history, as well as the history of the "Stone-Campbell movement" (the historical roots of the Churches of Christ). Students will grow deeper in their understanding of the "nuts and bolts" of history (names, dates, etc.) and on the broad sweep of the narrative, and they will also gain experience in discerning history's relevance for today. This course assumes students who are beyond the freshman year and have taken (or are taking) the freshman-sophomore Bible sequence.

ASSOCIATED MISSIONS

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The College of Biblical Studies partners with this mission by seeking to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ. In concert with these goals, the Department of Bible, Missions, and Ministry is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.

COURSE COMPETENCIES

Through this course students will grow in their abilities to:

- Learn, recall, and comprehend the basic names, dates, and events of Christian history, with emphasis on major individuals and themes
- View Christian history within the larger framework of the cultural context in which it occurred and assess how each influenced the other
- Apply historical knowledge to new situations
- Analyze contemporary accounts of history and its relevance
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COMPETENCY MEASUREMENTS

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REQUIRED TEXTS

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

- Required:
 - Jonathan Hill, *Zondervan Handbook to the History of Christianity* (Grand Rapids: Zondervan, 2007)
 - Gary Holloway and Douglas A. Foster, *Renewing God's People: A Concise History of Churches of Christ* (Abilene: ACU Press, 2002)
 - Bruce L. Shelley, *Church History in Plain Language*, 4th ed. (Nashville: Thomas Nelson, 2012)
 - Other texts available via links at our course Canvas page
- Recommended:
 - Henry Bettenson and Chris Maunder, eds., *Documents of the Christian Church*, 4th ed. (Oxford: Oxford University Press, 2011)
 - Justo L. González, *Church History: An Essential Guide* (Nashville: Abingdon Press, 1996)

EVALUATIONS*Exams*

In order to help students check their learning, they will complete three exams during the course of the semester, to be held October 21 (100 points), November 2 (100 points), and during the final exam period (200 points).

Reading Quizzes and Class Activities

Due to the nature of the class, engagement with class material is highly important and will be tested regularly via quizzes (and other class activities) that are based on the reading, lecture, and/or class discussion for that class day.

Weekly Reflection Papers

At the end of 13 weeks of the semester, students will have the opportunity to turn in a paper of 2.5-3.0 pages and related to the content of the week or the previous week. Students will be able to choose from four different writing prompts for each paper. There will be a total of 13 opportunities to write papers.

Student-Choice Projects

Students will have the option to complete one or two "student-choice" projects, which involve enrichment activities beyond those of the classroom. Options will include a variety of media, including writing papers, creating presentations, recording podcasts, making videos, etc.

COURSE POLICIES*Grading Structure*

Adult-learning theory will be used to evaluate student 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, students will have a choice about which grade to pursue in this course depending on their personal learning objectives. Each grade is associated with a set of required assignments/criteria that students must complete/meet in order to earn that grade. Quizzes and exams will be graded with point totals; writing assignments and projects will be graded as satisfactory or unsatisfactory. The instructor will provide clear assignment specifications with examples of satisfactory work. Only assignments completed by the deadline will count toward the 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. Students can read more about the theory behind this grading structure in Linda B. Nilson's book *Specifications Grading*.

The semester grade will be determined based on exams, quizzes and daily activities, weekly reflection papers (WRPs), student-choice projects (SCPs), and unexcused absences (UAs), according to the following chart:

Desired Grade	Exam Minimum	Exam Points (out of 400)	Quiz Average	Satisfactory WRPs	Satisfactory SCPs	Maximum Number of UAs
A	60%	At least 340	At least 88	At least 6	2	3
B	50%	At least 290	At least 78	At least 5	1	5
C	40%	At least 240	At least 68	At least 4	0	7
D	30%	At least 200	At least 58	At least 3	0	9

Note: the mid-term report will reflect the work completed up to the deadline for the instructor to submit mid-term grades, proportional to the amount of work available for the entire semester.

Tokens (Including Late Work)

Each student will receive three virtual “tokens” (recorded in Canvas). Each student may redeem a token at their discretion for any of the following five actions: a) to excuse an absence (or pair of tardies); b) to submit a WRP or SCP late; c) to revise a WRP or SCP for re-submission and re-grading; d) to drop a quiz from the grade book; or e) to complete an exam remediation activity for up to 10 points on the exam grade.

The last day on which late work will be accepted is Friday, December 7 (the last day of classes), at 5:00 pm. The deadline for notifying the instructor of token usage, and the last day on which re-submitted work will be accepted, is Monday, December 10 (Dead Day), at 5:00 pm. Students are advised to submit late work as soon as possible, so that they can benefit from instructor feedback on subsequent assignments.

Writing

The following instructions apply for all written work submitted for the class:

- All written assignments will follow a standard style of the student’s choice (e.g., SBL, MLA, APA, etc.), and they should be formatted in standard, “professional” ways: 1-inch margins, 11- or 12-point font sizes, etc.
- All written assignments must be submitted via Canvas in PDF format.
- Submissions are due at the beginning of class time on the due date for the assignment.
- Assignments will be grading according to the grading criteria noted in Appendix B.

Attendance (and “Attending”)

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:

- 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.
- Absences may be excused in the event of acute illness on the part of the student, a death in the family, school-sponsored activities, etc.; 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 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.

Classroom Behavior (Including Recording of Class Sessions)

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. 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 differing abilities. 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 (Inside and Outside the Classroom)

The following policies will obtain concerning matters of technology:

- At the beginning of the semester, students will be asked to commit to one of two courses of action with regard to technological devices (e.g., phones, laptops, etc.): either no usage unless directed by the instructor, or to responsible usage at the students' discretion. The class will be seated according to these choices, so that students of like minds will be able to help one another.
- That said, due to the way that each class will begin, Internet-ready devices are required for each class meeting. However, technological devices should always be used with self-discipline and only for class purposes; texting and other such non-class uses are not appropriate and will inhibit learning (see [this link](#), [this link](#), and [this link](#) for research studies on the topic). As noted above, if the instructor judges that students' technology use is impeding their ability to engage class activities and material, they may be counted absent or tardy for the session.
- 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.
- The instructor is not active on Twitter or Instagram; however, he is active on Facebook. As such, he will accept Facebook friend requests from students, should they appear; however, he does ask that students treat the information, photos, etc., available on Facebook with the same respect he will accord their own personal information.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct 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.

Academic misconduct may result in, 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, by following this link: <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>.

Students with Differing Abilities

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.

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](#).

COURSE CALENDAR**(Date, Session focus, Assignments/readings to be done/read before class)**

Aug. 27	Introduction to the Class	
Aug. 29	Introduction to the Syllabus	Syllabus
Aug. 31	Reasons to Study Church History	"Single Narrative History Classes"

Recommended: None

Sept. 3	Overview: The Early and Medieval Churches	"Summary of Church History," pp. 142-169
Sept. 5	Overview: The Reformation and Modern Churches	"Summary of Church History," pp. 170-199
Sept. 7	The First 150 Years or So	Shelley, ch. 3 Hill, pp. 37-43 "Selections from the Didache"

Recommended: Gonzalez; Shelley, chs. 1-2; Hill, pp. 14-32; *Documents*, 1-3

Sept. 10	The Church in the Roman Empire	Shelley, ch. 4 Hill, pp. 44-46, 54-57 "Correspondence between Trajan and Pliny"
Sept. 12	Church Life in the Early Centuries	Shelley, ch. 7 Hill, pp. 33-37, 46-54 "Justin Martyr on Christian Worship"
Sept. 14	Early Christian Intellectual Life	Shelley, chs. 8 Hill, pp. 57-71 "The Muratorian Canon"

Recommended: Shelley, chs. 5-6; *Documents*, 5-14, 28-30, 37-41, 66-67, 72-83

Sept. 17	NO CLASS: SUMMIT	Complete the "Summit Activity"
Sept. 19	NO CLASS: SUMMIT	Complete the "Early Church Activity"
Sept. 21	Before and After Constantine	Shelley, ch. 9 Hill, pp. 72-77 "Eusebius on Constantine's Conversion"

Recommended: *Documents*, 14-24

Sept. 24	The Council of Nicaea	Shelley, ch. 10 Hill, pp. 80-86 "The Nicene Creed in Two Stages"
Sept. 26	Other Early Conflicts and Heresies	Shelley, ch. 11 Hill, pp. 89-92, 96-99 "The Definition of Chalcedon"
Sept. 28	Monasticism in the Early Church	Shelley, ch. 12 Hill, pp. 86-88 "Some Sayings of the Desert Fathers"

Recommended: Shelley, ch. 13; *Documents*, 25-26, 41-66

Oct. 1	EXAM #1	Study for the exam
Oct. 3	Christianity in Early Medieval Europe	Shelley, ch. 18 Hill, pp. 158-164, 166-167, 173-181 "Pope Gregory I on Mission Work"
Oct. 5	Christianity in "the East"	Shelley, ch. 15 Hill, pp. 100-118 "John of Damascus in Defense of Icons" (III)

Recommended: Shelley, ch. 16; Hill, pp. 130-157; *Documents*, 93-118

Oct. 8	Monasticism in the Middle Ages	Shelley, ch. 21 Hill, pp. 164-166, 184-195 "Selections from the Rule of St. Benedict"
Oct. 10	The Papacy and Other Authorities	Shelley, ch. 14 Hill, pp. 167-172, 182-184 "Unam Sanctam"
Oct. 12	Islam, the Crusades, and the Churches in the East	Shelley, ch. 19 Hill, pp. 118-129, 204-210 "Urban II Sermon for the First Crusade"

Recommended: Shelley, ch. 17; *Documents*, 84-88, 118-142, 170-174

Oct. 15	Intellectual Life in the Middle Ages	Shelley, ch. 20 Hill, pp. 195-204, 210-214 "Aquinas on Love and God"
Oct. 17	Decline and Reform in the Late Middle Ages	Shelley, ch. 23 Hill, pp. 214-219, 240-249 "From On the Church by John Hus"
Oct. 19	NO CLASS: FALL BREAK	

Recommended: Shelley, ch. 22; *Documents*, 142-159, 184-197

Oct. 22	Luther and German Christianity	Shelley, ch. 24 Hill, pp. 249-254 "Luther's 95 Theses"
Oct. 24	Zwingli and the Anabaptists	Shelley, ch. 25 Hill, pp. 254-256 "The Schleithem Confession"
Oct. 26	Geneva, England, and Scotland	Shelley, chs. 26-27 Hill, pp. 256-258, 264-268 "The Thirty-Nine Articles"

Recommended: *Documents*, 203-261

Oct. 29	Reform and Renewal among Roman Catholics	Shelley, chs. 28-29 Hill, pp. 258-263 "Bartolome de las Casas and the Natives"
Oct. 31	England and its Colonies in the 1600s	Shelley, chs. 30-31 Hill, pp. 268-273 "Preface to the Original King James Bible"
Nov. 2	EXAM #2	Study for the exam

Recommended: Hill, 292-296; *Documents*, 261-271, 286-330

Nov. 5	The Enlightenment	Shelley, ch. 32 Hill, pp. 312-320 "Locke Reasonableness of Christianity"
Nov. 7	Pietism and the Early Revivals	Shelley, ch. 33 Hill, pp. 324-333, 334-339 "Spener and Pietism"
Nov. 9	Western Europe in the 1800s	Shelley, ch. 36 Hill, pp. 340-342, 347-358 "Wilberforce Before Parliament"

Recommended: Shelley, chs. 34-35, 37; Hill, 362-370; *Documents*, 274-280, 331-344

Nov. 12	North America in the 1800s	Shelley, ch. 39 Hill, pp. 342-347, 358-362, 440-444 "A Christian Statement About Slavery"
Nov. 14	Western Europe in the 1900s	Shelley, ch. 42 Hill, pp. 421-439 "The Barmen Declaration"
Nov. 16	North America in the 1900s	Shelley, ch. 43 Hill, pp. 444-460 "Journal Champion May 4 1979"

Recommended: Shelley, chs. 40-41, 44-45; *Documents*, 281-286, 344-363, 373-378

Nov. 19	Modern Christianity in Russia and Eastern Europe	Hill, pp. 320-324, 370-373, 410-421 "Three Russian Monks"
Nov. 21	NO CLASS: THANKSGIVING	Get ahead on your work
Nov. 23	NO CLASS: THANKSGIVING	Get ahead on your work

Recommended: Hill, pp. 220-239

Nov. 26	Modern Christianity in Africa	Hill, pp. 275-283, 374-389, 506-531 "Sermon of Simon Kimbangu"
Nov. 28	Modern Christianity in East and Southeast Asia	Hill, pp. 298-311, 403-409, 476-505 "William Carey's Inquiry"
Nov. 30	Modern Christianity in India, Australasia, and Latin America	Hill, pp. 283-292, 296-298, 333-334, 389-403, 460-476 "Boff Sermon from Mount Corcovado"

Recommended: Shelley, chs. 38, 46-48; *Documents*, 363-373, 381-384, 408-411, 439-447

Dec. 3	The Churches of Christ, Part 1	Holloway and Foster, chs. 2-5 "13 Propositions from Declaration & Address"
Dec. 5	The Churches of Christ, Part 2	Holloway and Foster, chs. 6-9 "Preface to Civil Government"
Dec. 7	The Churches of Christ, Part 3	Holloway and Foster, chs. 10-12 "Carl Spain Sermon on Racism"

Recommended: Holloway and Foster, chs. 1, 13

Dec. 12, 12:00 pm	FINAL EXAM	Study for the test
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APPENDIX A: FREQUENTLY ASKED QUESTIONS

1) What is the best way to prepare for each class session?

The best way to prepare is to read all of the assigned readings listed in the syllabus for that day. As you read, you should make notes that you can bring to class with you. Suggested things to note include 1) what seems to be the main point(s) of the text; 2) something you didn't know before; 3) something that suddenly or finally became clear to you (a "light bulb" moment); 4) something that seems really important to the author; and 5) where you still have questions.

2) What is the best way to prepare for the exams?

There is no one right way, but I will share some tips with you. First, plan to study both individually and in a group; studies show that using both strategies helps you learn better, albeit in different ways. Second, don't wait until the night before – plan ahead. Third, make sure to review the textbook materials and the primary sources, along with our class notes – all of them will include material that will appear on the exams. Finally, find a way to consolidate your learning on each chapter; for example, you might see if you can summarize each day's material in one paragraph, including information from all three aforementioned sources (as appropriate). That last strategy can help you get the broad overview of each chapter/section and also keep them distinct from one another.

3) Will there be review sheets for the exams?

No, there will not be review sheets. However, you will be able to bring one (1) 3"x5" index card to the exam, with whatever you want written on it. Additionally, I encourage you to make your own review sheets as the semester progresses, and I will be glad to look over them with you, if you would like feedback.

4) What is the best way to get in touch with you?

Email is the most reliable way to contact me in a non-emergency situation. I am typically on email at various times through the day, and in most cases, I am able to respond to you within 24 hours.

5) Are there any dumb questions in this class?

In general, there are neither dumb questions nor dumb question-askers in this class. However, in my experience, I find that most questions students have can actually be answered accurately by classmates, especially if they concern class logistics ("When is ____ due?" "Are we meeting during Summit?" etc.). I am glad to respond to student questions, but please know that if you email me with a question whose answer has already been provided in the syllabus or other printed material, I will likely respond very briefly, e.g., "Check the syllabus." These answers are not meant to be rude; rather, they reflect the reality that I teach many students each semester, and I need to spend my email time responding to more substantive issues. In other words, before you send an email that regards information, you should check your documents and also with a friend, because you might just find the answer there.

6) Is there extra credit available in this class?

Yes, in a sense: see the section on "tokens" in the grading notes on page 4.

APPENDIX B: GRADING CRITERIA

As noted above, all written assignments will be graded on a pass/fail basis. Satisfactory/unsatisfactory ratings can map onto a traditional grading system. The criteria listed below serve as basic descriptions of different grades that are often assigned for written work in college. For the purposes of this class, students can safely assume that "B"-level work will generally be considered satisfactory. Work below the "B"-level has a good chance of being considered unsatisfactory. Each set of assignments will be accompanied by specific instructions as well as the criteria by which it will be evaluated, and all such assignments and criteria will be made available in an electronic format prior to each the execution of each assignment.

A Excellent, Outstanding, Fluent, Thought-Provoking, Original

"A" work is a superior and carefully organized response to the assigned topic, each paragraph or component having (where appropriate) a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any major mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or text.

B Good, Above Average, Clear, Well-Organized

"B" work 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. Mechanical errors are not overly distracting to the reader. The writer has mastered the material presented by the text and the teacher.

C Average, Adequate, Competent, Fair, Unoriginal

"C" work is an adequate, routine response to the assigned topic. A central idea, if needed, is stated (perhaps too generally), and it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with a reader's understanding of the paper.

D Below Average, Inadequate, Ineffective, Unclear, Under-Developed

"D" 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.

F Failure for one or more of the following reasons: Blocked Communication, Plagiarism/Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-Developed

"F" work is an altogether unacceptable response to the assigned topic whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped. Errors in diction may suggest illiteracy. The writer did not follow the directions for the assignment at all.