

Abilene Christian University
College of Biblical Studies
BIBH 432 .W1 – The Story of Christian Spirituality

3 credit hours

Online | Fall 2022

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Office Hours (virtual or in-person): Monday 9:00-11:00, 1:00-3:00; Thursday 9:00-11:00, 1:00-3:00
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The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to fulfill ACU's mission to educate students for Christian service and leadership throughout the world by providing leadership preparation and resources for effective worldwide ministry in the cause of Christ.

Course Description

Aimed at advanced students, this class is a historical and analytical survey of Christian spirituality. After introducing the study of Christian spirituality, the bulk of the class will be devoted to a chronological study of various Christian traditions and an ongoing discussion of the classic texts of spiritual writers. Emphasis will be placed on the need for sympathetic appreciation and on developing a process of mature analysis.

Required Textbooks

Bradley P. Holt. *Thirsty for God: A Brief History of Christian Spirituality*. Third edition. Fortress Press, 2017. ISBN: 9781451487947

Marjorie J. Thompson. *Soul Feast: An Invitation to the Christian Spiritual Life*. Newly Revised Edition. Westminster John Knox Press, 2014. ISBN: 9780664239244

J. R. Tyson. *Invitation to Christian Spirituality. An Ecumenical Anthology*. New York: Oxford University Press, 1999. ISBN: 9780195106374

Additional readings may be made available on Canvas.

Course Competencies

When students have successfully completed the course, they should be able to do the following:

Competencies	Measurement Instruments
1. Define <i>Christian spirituality</i> and explain its significance;	Weekly essays and discussions

2. Propose an analytical model for mapping the diverse landscape of Christian spiritual expression;	Weekly essays and discussions
3. Identify major movements, themes, and persons in the history of Christian spirituality, indicating their significance;	Weekly essays, discussions, Spiritual Classics Project, Reflective Critical Proposal
4. Read and critically evaluate classic spiritual literatures;	Weekly essays, discussions, Recollections Project, Reflective Critical Proposal
5. Critically contrast and compare classic spiritual expressions, with a view towards recovering constructive and corrective impulses within them;	Weekly essays, discussions, Reflective Critical Proposal
6. Construct historically informed, theologically robust, and lively proposals for cultivating the Christian spiritual life, individually and corporately;	Weekly essays, discussions, Recollections Project, Reflective Critical Proposal, Final Essay
7. Analyze personal spiritual priorities and commitments, evaluating themselves within the larger context of Christian spiritual expression.	Weekly essays, discussions, Final Essay

Grading

Assignments will be weighted as follows:

- Weekly Essays: 35%
- Weekly Group Discussions: 15%
- Recollections Project: 10%
- Reflective Critical Proposal: 25%
- Final Essay: 15%

Final grades will be assigned according to this scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Writing as Spiritual Discipline & Testimony

“We who say we love God: why are we not as anxious to be as perfect in our art as we pretend we want to be in our service of God? If we do not try to be perfect in what we write, perhaps it is because we are not writing for God after all. In any case it is depressing that those who serve God and love Him sometimes write so badly, when those who do not believe in Him take pains to write so well...”

The fact that your subject may be important in itself does not necessarily mean that what *you* have written about it is important. A bad book about the love of God remains a bad book, even though it may be about the love of God. There are many who think that because they have written about God, they have written good books. Then men pick up these books and say: If the ones who say they believe in God cannot find anything better than this to say about it, their religion cannot be worth much.”

Thomas Merton, from a meditation set down 14 August 1947

Assignments

Weekly Assignments (worth 50% of your final grade)

Each week, students will fully engage with the provided course material (i.e., all items listed under the “Instruction” heading on Canvas) and complete the assigned reading for the week. The student’s critical engagement with reading and instruction will be evaluated by a weekly group discussion board and a weekly essay.

Weekly Discussion (15%)

After completing the reading assignment for the week and engaging with the other course material, compose a short post asking a question or posing a topic of conversation based on the material for the week. You are free to choose any topic or approach as long as it is clearly related to the week’s subject matter. Post to your group discussion board by Wednesday night. Read all of your classmates’ posts and respond substantively to at least two of them by Saturday night at 11:59 pm. If someone comments on your post, keep the conversation flowing with thoughtful, substantive responses. See more details and a rubric for the discussion board in Appendix B or on the discussion page in the week 2 module.

Weekly Essay (35%)

After reading and engaging all of the course material for the week, students will write a 500- to 700-word essay (about 1-1½ pages single-spaced), which is due by Friday at 11:59 pm Central time. You can see the general prompt and rubric for weekly essays in Appendix A or in the assignment page for the week 2 module on Canvas.

Major Assignments (worth 50% of your final grade)

Recollections Project (10%)

For this project you will create an artifact that is representative of a repeated theme from the primary sources that has especially resonated with you during the first six weeks of class. (For example, perhaps the theme resonated with you because it speaks to an aspect of your spiritual life, something relevant to the concerns of the church today, or to issues in the wider world.) The purpose of the project is to spend time recollecting and reflecting on the aspects of these texts that have meant the most to you and to create something that will keep them fresh in your mind and provide a way to share them with others. You will also submit a short interpretation of the artifact. See Appendix C for more details and the rubric, or visit the assignment page in the Week 7 module. Due 11:59 pm on Wednesday, October 6.

Reflective Critical Proposal (25%)

Students will write an essay of approximately 1700–2200 words critically treating two (2) of the authors for which they have read excerpts in *Invitation to Christian Spirituality*. Both authors must be from a different period, i.e. Ancient, Medieval, Reformation, Modern, or Contemporary. The paper

should put the authors in conversation in such a way that the resulting synthesis proposes insights and practices that are useful for contemporary reflection. The paper should 1) analyze major themes of both authors, exhibiting skillful use of the tools and perspectives acquired during the course; 2) exhibit basic awareness of how the authors' cultural and historical contexts shaped them; 3) compare and contrast the two works, and 4) propose and defend ways in which the resulting ideas or solutions or attitudes or habits could beneficially challenge or enhance one's understanding and practice of Christianity or Christian ministry today. Use the writing and citation style with which you are most familiar (e.g. Turabian, SBL, Chicago, MLA). See the rubric for this assignment in Appendix D or on the assignment page (week 12 module). The Critical Reflective Proposal is due Saturday, November 20th at 11:59 pm.

Final Essay (15%)

Students will write an essay in which they carefully compare and contrast any two (2) of the practices explored in Thompson with dis/similar practices exhibited elsewhere in the course reading, showing how reflection on the historic tradition can inform and enliven contemporary practice. The essay should be 750-1,000 words in length. (About 3 or 4 pages double-spaced.) See the rubric in Appendix E or check the assignment page in the finals week module.

Class Policies

1. Contact Expectations

There are various ways to get in touch with me:

- a. Send me an email (kelli.gibson@acu.edu) or a Canvas inbox message. This is a great way to get a quick response on simple questions, to let me know if you have a problem that may interfere with your coursework, etc.
- b. Drop by my on-campus office during my office hours or make an appointment to meet outside of office hours.
- c. For questions or other matters of general interest to the entire class, post on the Q&A discussion board.

2. Participation

Students are expected to login to the Canvas site multiple times per week to check on assignments and participate in discussions. Students should plan to sign into the Canvas site at least three times: early in the week, mid-week, and at the end of the week. Students whose participation is limited due to illness or other unforeseen circumstances should notify the instructor *as soon as possible* to make arrangements to submit assignments after the deadline.

3. Course Deadlines

Please submit all work on time. Discussion boards lock on Sunday, a day after final posts are due; except in the case of illness or other unavoidable circumstances, posts cannot be submitted later than Sunday, and they will lose a point for being late. All other assignments will lose 5 percentage points for each day that they are late, and they will not be accepted more than two weeks late except under special circumstances.

4. Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities 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 the 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 at (325)674-2667.

I am committed to providing reasonable accommodation to students with disabilities, so as not to discriminate on the basis of that disability. Students are responsible to inform faculty at the beginning of the semester of their need for accommodations and to provide authorized documentation through designated administrative channels.

5. Academic Integrity Policy

“Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and are therefore a form of lying” (ACU Academic Integrity Policy). For the full university policy, see <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>.

Plagiarism includes (but is not limited to):

1. Intentional or unintentional failure to give credit to sources used in a work, especially (but not only) in an attempt to present the work as one’s own.
2. Submitting for credit in whole or in part the work of others.
3. Submitting a paper previously submitted for another course (self-plagiarism) is also not permitted.
4. Any degree of academic dishonesty will result in an automatic zero for the assignment. A second violation will result in an F for the course. All instances will be reported to the administration following university procedure, and it will be noted in your permanent academic record

6. Title IX Policy

The professor will uphold the university’s Title IX policy. At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. 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.

Our Title IX – Sexual Misconduct Policy outlines specific definitions and procedures related to **sexual harassment, sexual exploitation, sexual assault, stalking, and relationship violence**. If you experience sexual misconduct 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 behavior. For more information, please see <https://www.acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

7. Subject to Change

The professor reserves the right to alter the readings, assignments, and due dates as needed during the semester. She will make every effort to communicate these changes to students well in advance and in written form.

8. Course Materials

Course materials prepared by the instructor (including PowerPoint presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

Class Schedule

Week	Dates	Topic	Reading	Assignments
1	8/29-9/3	Introduction & Spiritual Landscapes	Holt, pp. 1-29	Introduction discussion, Virtual office appointment, weekly essay
2	9/4-10	The Bible & the Four Relationships	Holt, pp. 31-49	Virtual office appointment (cont.), weekly essay & discussion
3	9/11-17	Early Christianity	Holt, pp. 51-72 Tyson, pp. 53-8, 60-6, 73-86	Weekly essay & discussion
4	9/18-24	Late Antique Christianity	Holt, pp. 73-93 Tyson, pp. 86-8, 91-8, 103-20, 124-8	Weekly essay & discussion
5	9/25-10/1	Eastern Christianity	Holt, pp. 95-101 Tyson, pp. 88-91, 128-39 Additional primary source readings provided on Canvas	Weekly essay & discussion
6	10/2-8	Middle Ages	Holt, pp. 102-19 Tyson, pp. 142-53, 159-77, 188-203	Weekly essay & discussion
7	10/9-15	Recollections Project	N/a	Recollections Project (due Friday, Oct. 14) & discussion (responses due by Tuesday, Oct. 18)
8	10/16-22	Early Protestantism & Reformed Catholicism	Holt, pp. 121-40 Tyson, pp. 211-16, 230-5, 240-68	Weekly essay & discussion

				(Recollection Project discussion responses due on Tuesday, Oct. 18)
9	10/23-29	Early Modern Era	Holt, pp. 141-56 Tyson, pp. 270-82, 318-37	Weekly essay & discussion
10	10/30-11/5	Modern Writers	Holt, pp. 156-71 Tyson, pp. 282-6, 292-300, 306-18, 350-9, 364-72	Weekly essay & discussion
11	11/6-12	The West since 1900	Holt, pp. 173-216 Tyson, pp. 401-9, 417-44	Weekly essay & discussion
12	11/13-19	The Non-Western World since 1900	Holt, pp. 217-45 Tyson, pp. 448-62	Weekly essay & discussion
13	11/20-26	Reflective Critical Proposal (RCP)	After submitting your RCP, begin reading Thompson, pp.	Reflective Critical Proposal due on Tuesday, Nov. 22 at 11:59 pm. <i>Happy Thanksgiving!</i>
14	11/27-12/3	<i>Soul Feast</i>	Thompson, Introduction and chapters 1-5	Discussion (see assignment details)
15	12/4-10	<i>Soul Feast</i>	Thompson, chapters 6-10	Discussion (see assignment details)
Finals Week	12/11-16	Final Essay	N/a	Final Essay due by Thursday, Dec. 15 at 11:59 pm

Appendices: Assignment Instructions and Rubrics

Appendix A: Weekly Essay Prompt and Rubric

Each week you will write an essay interacting with the course material and reading. Your essay should focus on a single theme or subject of your choice that connects the reading from Holt with two or more of the assigned primary sources of the week. You may include reflection on the significance this topic has for contemporary Christian devotion, make connections between the week's texts and previous weeks' reading, or integrate thought from other areas of knowledge (e.g. other classes, church, personal experience, media, etc.) as you reflect on the week's topic.

Your weekly essay should have the following format:

- 500-700 words in length
- Proper essay format with an introduction, thesis statement, supporting paragraphs, and a conclusion.
- Appropriate citations and examples supporting your thesis drawn from the assigned reading. When you quote or summarize a passage, give a parenthetical citation in the main text with the author or editor's last name followed by the page number. For example: (Tyson, 132)

Your weekly essay is due on Friday night by 11:59 pm.

Weekly Essays Rubric: Total of 10 points possible

Criteria	Excellent (A)	Good/Fair (B/ C)	Poor (D/F)
Communication (2.5 points)	Correct style; no spelling, grammar, or punctuation errors. Elegantly combines clarity and economy of expression. Clear thesis, logical structure. Ideal length for the thoughts expressed. (2.5/2.5)	Few lapses in style; very few spelling, grammar, or punctuation errors. Exhibits clear language. Clear thesis, but limited development. Sufficient length for the thoughts expressed. (2/2.5)	Incorrect style; exhibits regular spelling, grammar, or punctuation errors. Exhibits major flaws in thinking or development. No thesis, or poorly stated and ill-defended. Faulty structure. May be very brief or excessively verbose. (1/2.5)
Understanding of Material (3.5 points)	Essay reflects the breadth of the pertinent material to which the student has been exposed, with accuracy and depth of comprehension, nuanced by broad and proper reliance on primary sources. (3.5/3.5)	Essay reflects comprehension of at least the most crucial components of the material to which the student has been exposed, with accuracy and good comprehension; regular and proper reference to primary sources. (2.5/3.5)	Essay exhibits little or sketchy understanding of course materials. Use of primary sources is absent or improper. (1.5/3.5)
Critical Thought and Synthesis (4 points)	Makes clear proposals and justifies them through reasoned argumentation and evidence. Creatively relates material to other areas of knowledge and practice, making effective use of	Makes clear proposals and exhibits fairly reasonable attempts to justify them through argument and evidence. Makes realistic application, using examples, personal experiences, and	Makes no proposals or only very weak ones. Often states opinions with no justification. Applications are unrealistic, underdeveloped, or overuse personal opinion, experiences,

	examples, personal experiences, and contexts to discuss course concepts and material, connecting deeply with course readings and other sources. Exhibits a high level of interdisciplinary skill and spiritual maturity. (4/4)	contexts, supporting application by referring to course readings and other sources. Exhibits spiritual and interdisciplinary creativity and sensitivity. (3/4)	and contexts with little or no interaction with course concepts or other material. (2/4)
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Appendix B: Weekly Discussion Prompt and Rubric

After reading and engaging with all the materials for the week, you will compose a post of no fewer than 200 words to promote discussion about a central aspect of the week's material. You may pose a question, raise an issue, or offer a reflection that invites response and engagement. After your initial post, you have until Saturday at 11:59 pm to read your peers' posts and write two substantive comments on two of the others' posts. You will also respond thoughtfully to any comments your peers make on your posts, thus keeping the conversation going.

Here's some more information about discussion boards:

- You will be assigned to a discussion group for the duration of the course.
- A comment on another student's post doesn't have to be long, but it should be substantive. A substantive response to another essay does one of the following things:
 - Supports your view on the matter with evidence
 - Builds on the previous post while expanding the conversation in a new direction
 - Critically reflects on the post
 - Connects the idea with other areas of knowledge (personal experience, the arts, your major field of study, etc)
- "I agree" or "Thanks for your post" (or wordy variations on those themes) are not substantive responses and will not receive full credit.
- Each student must respond to at least two other students' essays. If other students comment on a student's essay, the student must also respond thoughtfully and keep the conversation going, but this does not count as one of the two required comments.
- You'll want to check the discussion board a time or two after you've made your comments to make sure that you're not missing out on the discussion.
- The discussion board will remain open for 24 hours after the deadline to allow conversation to come to a close. Late posts (i.e., the two comments on others' essays) will be penalized according to the late work policy.

Discussion Rubric: 5 points possible

Criteria	Excellent (A)	Good/Fair (B/C)	Poor (D/F)
Timeliness (.5 point)	Posts by Wednesday night at 11:59 pm and two comments on others' posts by Saturday night at 11:59 pm (.5/.5)	n/a	Posts own post and/or two comments more than 24 hours late (0/.5)
Initial Post (2 points)	Initial post demonstrates depth of engagement with the topics at hand and invites further conversation. Well written and meets length requirements. (2/2)	Post shows limited or flawed engagement with the material of the week.	Post shows little to no evidence of engagement with the week's materials. (0/2)
Comments on posts (2 points)	Comments on two other students' posts are substantive, relevant, evince critical thought, move the conversation in productive directions, and communicate clearly. (2/2)	Comments are relevant to the discussion, but are somewhat lacking in critical engagement, do not move the conversation forward, or communication is somewhat muddled. Student may have only commented on one other post. (1/2)	Both comments on others' posts are missing or lacking in substance. Comments fail to engage in relevant or critical ways with the other students' ideas. (0/2)
Engagement with others' comments (.5 point)	Student responds to timely comments other students make on his or her initial post. (.5/.5)	n/a	Student does not respond to timely comments made by other students. (0/.5)

NB: "Timely comments" are those made more than 24 hours before the discussion board closes (i.e., before Friday night at 11:59 pm). You may also respond to "just-in-time" comments the day after. If you have concerns that you will not be able to meet this requirement because of work or other unavoidable obligations, please get in touch with me (kelli.gibson@acu.edu).

Appendix C: Recollections Project Details and Rubric

For this project, you will create an artifact that is representative of a prominent theme from the primary sources and other reading that has especially resonated with you during the first five weeks of class. (For example, perhaps the theme resonated with you because it speaks to an aspect of your spiritual life, something relevant to the concerns of the church today, or to issues in the wider world.) The purpose of the project is to spend time recollecting and reflecting on the aspects of these texts that have meant the most to you and to create something that will keep them fresh in your mind and provide a way to share them with others. In addition to submitting the assignment to

the assignment page, you will also share your artifact and short written interpretation in a small group discussion board (4-5 people), and your peers will respond to your project with questions and substantive observations.

Artifacts may be any medium that you choose as long as it is appropriate to the subject (i.e., it should be firmly rooted in an aspect of the reading and course material). Here are a few examples (but feel free to come up with your own!):

- A piece of 2- or 3-D art in any medium
- A series of photographs (thoughtfully staged)
- A piece of creative writing (poetry or prose)
- A series of Christian spirituality-themed memes
- A podcast or video (10 minutes maximum)
- A blog or website (the Adobe suite can do some pretty cool things!)
- A song or piece of instrumental music (e.g., composed and/or performed by student)
- An “upcycled” project

The written interpretation of your artifact should be no fewer than 500 words. First, you should identify the theme as it appears the main primary sources that inspired the creation of your artifact. Be specific and give examples from the primary sources. Then, you will explain why you chose to create your artifact and describe how the artifact or the creative process itself connects to the theme you selected. Finally, reflect on what contemporary relevance this theme may have to your faith community and/or society at large. What adjustments and explanations might be needed to communicate about this theme today?

Please note: Aesthetics will not be the primary measure of the quality of your project. The most important thing is that you adequately connect your artifact with the course material.

Recollections Project Rubric: 100 points possible

Criteria	Excellent	Good/Fair	Poor
Artifact (35 points)	The artifact shows evidence of careful planning, creativity, and critical reflection on a prominent theme from the primary sources. The artifact expresses the theme in a compelling way. (range of 35-31)	The artifact shows evidence of critical reflection on a theme from the primary sources, with some planning and creativity. The artifact adequately relates to the theme. (Range of 31-24)	The artifact has little apparent relationship to a theme from the primary sources. The quality of work may seem rushed, unplanned, or lackluster. (<24)
Communication (15 points)	Correct style; no spelling, grammar, or punctuation errors. Elegantly combines clarity and economy of expression. Clear thesis,	Few lapses in style; very few spelling, grammar, or punctuation errors. Exhibits clear language. Clear thesis, but limited development. Sufficient	Incorrect style; exhibits regular spelling, grammar, or punctuation errors. Exhibits major flaws in thinking or development. No thesis,

	logical structure. Ideal length for the thoughts expressed. (15-14)	length for the thoughts expressed. (14-10)	or poorly stated and ill-defended. Faulty structure. May be very brief or excessively verbose. (<10)
Interpretation – Primary Source Engagement (25 points)	The written interpretation offers a persuasive reflection on a theme from the primary sources, with abundant evidence, and clearly explains the relationship to the artifact. (25-22)	The written interpretation offers a reflection on a theme from the primary sources, with some evidence. It addresses the relationship between the theme and the artifact. (22-17)	The written interpretation offers no evidence from the primary sources on the chosen theme. It fails to connect the theme with the artifact. (<17)
Interpretation – Contemporary Reflection (25 points)	Makes excellent contemporary application of the material according to the assignment instructions, in ways that fully respect the ancient theme's integrity yet exhibit a high degree of interdisciplinary creativity and spiritual maturity. (25-22)	Makes realistic contemporary application of the material according to the assignment instructions, in ways that partially respect the theme's integrity and exhibit sound interdisciplinary imagination and strong spiritual sensitivity. (22-17)	Makes weak contemporary application of the material in light of the assignment instructions. Applications are unrealistic or underdeveloped, they show little respect for the text's integrity, or they lack interdisciplinary viability and are inappropriate. (<17)

Appendix D: Reflective Critical Proposal Rubric

Students will write an essay of approximately 1700–2200 words critically treating two (2) of the authors for which they have read excerpts in, *Invitation to Christian Spirituality*. Both authors must be from a different period, i.e. Ancient, Medieval, Reformation, Modern, or Contemporary. The paper should put the authors in conversation in such a way that the resulting synthesis proposes insights and practices that are useful for contemporary reflection. The paper should 1) analyze major themes of both authors, exhibiting skillful use of the tools and perspectives acquired during the course; 2) exhibit basic awareness of how the authors' cultural and historical contexts shaped them; 3) compare and contrast the two works, and 4) propose and defend ways in which the resulting ideas or solutions or attitudes or habits could beneficially challenge or enhance one's understanding and practice of Christianity or Christian ministry today. Use the writing and citation style with which you are most familiar (e.g. Turabian, SBL, Chicago, MLA).

Reflective Critical Proposal Rubric: 100 points possible

Criteria	Excellent	Good/Fair	Poor
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Communication (15 points)	No spelling, grammar, or punctuation errors. Elegantly combines clarity and economy of expression. Clear thesis, logical structure. (Range of 15-14)	Very few spelling, grammar, or punctuation errors. Exhibits clear language. Clear thesis, but limited development. (Range of 14-10)	Exhibits regular spelling, grammar, or punctuation errors. Exhibits major flaws in thinking and development. No thesis, or poorly stated and ill-defended. Faulty structure. (<10)
Handling of Primary Sources (30 points)	Project reflects accurate and deep comprehension of the primary sources, with full appreciation for how its context informs an understanding of major themes of the text. Excellent critical analysis is evident. (30-27)	Project reflects accurate comprehension of at least some of the most crucial elements of the primary sources, with broad appreciation for how its context informs an understanding of the text. Strong critical analysis is evident. (27-21)	Project exhibits little or sketchy understanding of the primary sources, with shallow or false appreciation for how its context informs an understanding of the text. Little or no critical analysis evident. (<21)
Comparison (20 points)	The project insightfully compares and contrasts the insights of both texts in fruitful ways that inform the application. (20-18)	The project engages in some comparison of the texts, which is loosely connected to the application. (18-14)	The project fails to offer any comparison or contrast between the two primary sources. (<14)
Application (35 points)	Makes excellent application of the material according to the assignment instructions, in ways that fully respect the text's integrity yet exhibit a high degree of interdisciplinary creativity and spiritual maturity. (35-31)	Makes realistic application of the material according to the assignment instructions, in ways that partially respect the text's integrity and exhibit sound interdisciplinary imagination and strong spiritual sensitivity. (31-24)	Makes weak application of the material in light of the assignment instructions. Applications are unrealistic or underdeveloped, they show little respect for the text's integrity, or they lack interdisciplinary viability and are inappropriate. (<24)

Appendix E: Final Essay

Students will write an essay in which they carefully compare and contrast any two (2) of the practices explored in Thompson with dis/similar practices exhibited elsewhere in the course reading, showing how reflection on the historic tradition can inform and enliven contemporary practice. The essay should be 750-1,000 words in length. (About 3 or 4 pages double-spaced.)

Final Essay Rubric: 100 points possible

Criteria	Excellent	Good/Fair	Poor
Communication (15 points)	No spelling, grammar, or punctuation errors. Elegantly combines clarity and economy of expression. Clear thesis, logical structure. (Range of 15-14)	Very few spelling, grammar, or punctuation errors. Exhibits clear language. Clear thesis, but limited development. (Range of 14-10)	Exhibits regular spelling, grammar, or punctuation errors. Exhibits major flaws in thinking and development. No thesis, or poorly stated and ill-defended. Faulty structure. (<10)
Engagement with Thompson (30 points)	The essay demonstrates incisive, thoughtful, and creative engagement with two practices discussed in Thompson's book. (30-27)	The essay engages with two disciplines in Thompson's book in a thoughtful manner. (27-21)	The essay shows inadequate critical engagement with Thompson's book. (<21)
Comparison/contrast with course material (35 points)	The essay offers insightful and robust comparison and/or contrast between Thompson's work and practices discussed in the course reading. It cites specific and appropriate examples. (35-31)	The essay offers adequate comparison and/or contrast between Thompson and the course material. It cites some examples, which may be vague or loose. (31-24)	The essay inadequately compares or contrasts course material with Thompson. It offers no citations or examples to back up claims. (<24)
Contemporary practice (20 points)	The essay eloquently articulates how the study of historical Christian spirituality can inform and enliven contemporary practice. (20-18)	The essay adequately addresses how historical Christian spirituality can inform contemporary practice. (18-14)	The essay does not adequately address whether historic Christian spiritual has any bearing or importance for contemporary practice (<14)