

## **Associated Canadian Theological Schools of Trinity Western University**

### **HIS 541 OL: History of Christianity II: From the Reformation to the Present (Online)**

Rev. Tim Stewart, MDiv.  
Fall 2020  
3 credit hours

E-mail: [tim.stewart@twu.ca](mailto:tim.stewart@twu.ca)  
Phone: 250-884-8869  
Course Semester: Sep 1 – Oct 24, 2020  
Instructional Content: Sep 1 – Oct 24, 2020

#### **Table of Contents**

[Course Description](#)

[Objectives](#)

[Course Textbooks](#)

[Course Assignments](#)

[Grading Scale](#)

[Important Academic Notes from ACTS](#)

#### **Course Description**

A continuation of HIS 540 (“History of Christianity I”), this course brings the chronological survey of important individuals, issues and movements in the history of Christianity into the twentieth century. (Note: the completion of HIS 540 is NOT a prerequisite for this course). It will examine developments from the Reformation until the end of the twentieth century.

While some attention will be given to the modern missionary movement, the central focus of the course will be upon the history and theology of the church in the cultural context of Europe and North America. The course explores the major changes and continuities in Roman Catholicism and Protestantism by considering factors such as nationalism, the Enlightenment, and the development of a globally dispersed and diverse Christianity.

Attention will be given to theological developments, church-state issues, ministry changes and alternative forms of inter-church relationships. Students will gain an understanding of the various cultural, political and theological influences that have shaped the church's institutional development as well as an appreciation for the interrelationship between the Christian faith and western culture.

The course will be delivered entirely online, using video lectures from Logos Bible Software, and an online forum for discussion. Additional readings, research, and writing assignments will be required of each student. While the lectures provide a broad overview, the readings and writing assignments will allow students to focus on areas of interest.

## Objectives

This course will help students:

- Reframe current events with a broad and deep perspective of the historical context in which those events are situated by connecting major dates, names, places and events in a chronological sequence to reveal causal relationships, historical patterns, and ongoing developments. Beyond answering “Who” and “When,” students will explore “Why” events occurred, and “How” they have brought us to where we are today.
- Collaborate with other through forum **discussions**. With so much ground to cover in readings and lectures, such interaction can help reinforce what's important, and fill in knowledge gaps that may exist for individuals.
- Analyze cultural messages. Rather than taking all media at face value, students will have an opportunity to use their historical knowledge and research skills to interpret and evaluate the message of a popular book or film of their choice.
- Value and **apply** modern historical studies to their current lives and ministry context.
- Develop valuable **research** skills and expertise on a particular topic.

## Course Textbooks

These textbooks are selected as resources to broaden the scope of your learning beyond the content of the lectures, and to help deepen your knowledge of select areas of personal interest.

Be sure to read each assignment description that relates to each textbook – before you begin reading the text, itself. This will focus your reading and streamline your writing. Also, as you read, keep in mind that you'll be required to select a research topic for your final paper. These texts can be useful as you begin your research, but additional resources will be required to complete your assignment.

### Required:

[Return to Table of Contents](#)

Gonzalez, Justo L. *The Story of Christianity (Volume II): The Reformation to the Present Day*. Revised and Updated. New York: HarperCollins, 2010.  
ASIN: B00J0GB276

Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008.  
ISBN-13: 978-1894667906

*Amazing Grace*. Directed by Michael Apted. Los Angeles: Samuel Goldwyn Films LLC, 2006.

**Options for Book Presentation:** (CHOOSE ONE of personal interest; read at least 200 pages)

Bobrick Benson. *Wide as the Waters: The Story of the English Bible and the Revolution it Inspired*. New York: Penguin Books, 2001.

Buschart, David W. *Exploring Protestant Traditions: An Invitation to Theological Hospitality*. IVP Academic: Downers Grove, IL: 2006

Dochuck, Darren. *From Bible Belt to Sunbelt: Plain-Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*. Norton, 2010.

Estep, William R. *The Anabaptist Story: An Introduction to Sixteenth-Century Anabaptism*. Grand Rapids, MI: Eerdmans, 1995.

Hindmarsh, Bruce. *The Spirit of Early Evangelicalism: True Religion in a Modern World*. Oxford: Oxford University Press, 2018.

Long, Kathryn T. *God in the Rainforest: A Tale of Martyrdom and Redemption in Amazonian Ecuador*. Oxford: Oxford University Press, 2019.

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity, 3<sup>rd</sup> ed.* Oxford: Univeristy Press, 2011.  
\*\*\*Winner of Christianity Today Book award (2002)

Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids, MI: Eerdmans, 2019.

Olson, Roger E. *Reclaiming Pietism: Retrieving an Evangelical Tradition*. Grand Rapids, MI: Eerdmans, 2015.

Stewart, Kenneth J. *Then Myths about Calvinism: Recovering the Breadth of the Reformed Tradition*. Downers Grove, IL: IVP Academic, 2011.  
\*\*\*Includes opportunity to chat online with the author.

Tucker, Ruth A., and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987.

Walls, Andrew. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*. Maryknoll, NY: Orbis Books, 1996.

**Options for Narrative Analysis:**

*(CHOOSE ONE book OR film from the list of biographical and historical fiction pieces below; permission for other options may be requested)*

**Books:**

- Achebe, Chinua. *Things Fall Apart*. Toronto, ON: Anchor Canada, 2009.
- Brother Andrew. *God's Smuggler*. Grand Rapids, MI: Chosen Books, 2015.
- DC Talk and the Voice of the Martyrs. *Jesus Freaks: Stories of Those Who Stood for Jesus*. Minneapolis, MN: Bethany House Publishers, 2014.
- Endo, Shusaku. *Silence*. London: Pan MacMillan, 2015.
- Guenther, Bruce L. *The Altester: Herman D.W. Friesen, A Mennonite Leder in Changing times*. Regina: University of Regina Press, 2018.
- Ignatius of Loyola. *A Pilgrim's Journey: The Autobiography of St. Ignatius of Loyola*. CreateSpace Independent Publishing Platform, 2013.
- Lewis, C. S. *Surprised by Joy: The Shape of My Early Life*. San Francisco, CA: HarperOne, 2017.
- McCasland, David. *Oswald Chambers: Abandoned to God: The Life Story of the Author of My Utmost for His Highest*. Grand Rapids, MI: Discovery House, 2010.
- Richardson, Don. *Peace Child: An Unforgettable Story of Primitive Jungle Treachery in the 20<sup>th</sup> Century*. Bloomington MN: Bethany House Publishers, 2005.
- Selderhuis, Herman. *Martin Luther: A Spiritual Biography*. Wheaton, IL: Crossway, 2017.
- Yaxley, Trevor. *William & Catherine: The Life and Legacy of the Booths, Founders of The Salvation Army*. Minneapolis, MN: Bethany House Publishers, 2003.
- Wacker, Grant. *One Soul at a Time: The Story of Billy Graham*. Grand Rapids, MI: Eerdmans, 2019.

**Films:**

- A Candle in the Dark: The Story of William Carey*. Directed by Tony Tew, 1998. (set in India)
- Bonhoeffer: Agent of Grace*. Directed by Eric Till, 2000. (in Nazi Germany)
- Cromwell*. Directed by Ken Hughes, 1970. (set 17<sup>th</sup> century British Isles)
- Of Gods and Men*. Directed by Xavier Beauvois, 2010. (about Trappist monks; set in Algeria)
- God's Outlaw*. Directed by Tony Tew, 1986. (about William Tyndale; set in England)

*A Man for all Seasons*. Directed by Fred Zinnemann, 1966. (about Thomas More; set in England)

*The Mission*. Directed by Roland Joffe, 1986. (\*\*\*)warning: violence; set in Argentina)

*Romero*. Directed by John Duigan, 1989. (\*\*\*)warning: violence; set in El Salvador)

*Silence*. Directed by Martin Scorsese, 2016. (\*\*\*)warning: violence; set in Japan)

*Xavier: Missionary and Saint*. Directed by Jeremy Zippel, 2007. (16<sup>th</sup> century mission to the East)

*The Song of Bernadette*. Directed by Henry King, 1943. (set in 19<sup>th</sup> century France)

### Helpful Resources for Research Paper:

Bettenson, Henry and Chris Maunder eds. *Documents of the Christian Church*, 4<sup>th</sup> ed. Oxford: Oxford University Press, 2011.

\*\*\* *A collection of primary sources such as creeds and confessions.*

Christian Classics Ethereal Library. <https://ccel.org>

\*\*\* *A free source of primary documents and classic writings.*

Cross, F. L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. Oxford, New York: Oxford University Press, 2005.

\*\*\* *Included in ACTS Logos Software package; valuable for quick reference.*

James, Frank A. "CH102: Introducing Church History II: Reformation to Postmodernism." In Logos Bible Software.

\*\*\* *Aside from the video and audio lectures, there are also links to relevant primary documents listed in the transcript of each lecture.*

Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*, 3<sup>rd</sup> ed. Grand Rapids, MI: Baker Academic, 2012.

\*\*\* *Each chapter is a helpful example of how to focus research on a particular topic.*

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2018.

\*\*\* *an essential guide for properly formatting your academic papers*

Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*, 3<sup>rd</sup> ed. Grand Rapids, MI: Zondervan, 2014.

### Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. To access the instructional videos, you will require an ACTS Seminaries FaithLife Logos account which is accessible through the ACTS office. Please contact the ACTS office for access. To access the instructional content, please see the "accessing logos" tab in the Moodle classroom.

[Return to Table of Contents](#)

The video lectures are available in your Logos package in a Mobile Ed course called “**CH102 Introducing Church History II: Reformation to Postmodernism,**” taught by Frank A. James III. Written transcripts, lecture audio, and supporting primary documents are also provided.

## Course Assignments

Course assignments will be submitted via the Moodle website. They include four forum discussions three written papers, and one video presentation – so there will be something to do every week.

**\*\*\*NOTE: At the beginning of week, the instructor will post “Course Announcement” on the Moodle website with helpful reminders and clarifications. Look for it under the “Home” tab.**

The assignments for this course do not include knowledge-based exams. Rather, the assignments have been purposefully designed to encourage students to engage in deeper analysis, formulate broader connections, synthesize evidence-based conclusions, and make personal applications.

Assignments are **due** at the end of a given week, by midnight (your time) on the Saturday. It will be important to stick to deadlines, as there will be new work each week. A 5% penalty will be applied to an assignment for each weekday that it is late, unless exceptional circumstances occur (with a doctor’s note, etc.). One extension, of one full week, will be granted or one assignment per student, when the request it at least one week in advance.

Please **submit your assignments** in the online Moodle classroom accessible through MyCourses. Each assignment will have a specific folder in which your files may be submitted. Please include a title page, with 12-point font, double-spaced. Please also format your file name as follows: *Last Name, First Name – HIS541 – Assignment Name.docx*.

Assignments will be typically marked within a week and posted in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book).

Here is an overview of all the assignments followed by a detailed description of them:

Week	Due Date	Assignments	% Final Grade	Cumulative %
1	Sep 1-6	Forum Week #1	5%	5%
2	Sep 12	Perspective	15%	20%
3	Sep 14-19	Forum Week #2	5%	25%
4	Sep 26	Presentation	15%	40%

5	Sep 28-Oct 3	Forum Week #3	5%	45%
6	Oct 10	Analysis	15%	55%
7	Oct 12-17	Forum Week #4	5%	60%
8	Oct 24	Research	35%	100%

### Assignment # 1: Forum Participation (20 % of the final grade)

Students are expected to contribute to the online forum discussions (on the Moodle platform) by posting a minimum of **four conversational** (worth up to 10 points each) and **three substantive** contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days in two different weeks during the designated forum two-week segments so that you engage in the forum conversations at different points.

Here is when the forum weeks will happen (please note that the forum segments start on a Monday and end on a Saturday; Sundays are the Lord's Day!):

- Forum Week #1 — Sep 1-6
- Forum Week #2 — Sep 14-19
- Forum Week #3 — Sep 28-Oct 3
- Forum Week #4 — Oct 12-17

**Responses** to the questions will involve demonstrating familiarity with the lecture content, drawing personal applications, and interacting with the responses of others. Each week, students will be expected to post:

- A minimum of three substantive contributions (1 point each)
- A minimum of four conversational contributions (0.5 points each)
- Contributions must be posted on at least three different days of the week
- ½ Marks awarded if posts are late or not spread over three days

### Information regarding Forum Posts

**Substantive** contributions directly respond to the questions assigned to each forum. They will demonstrate a deep processing of relevant ideas (200-300 words) by drawing from lecture materials and making personal applications. This provides us with a tremendous opportunity to draw from one another's knowledge, insights, and experience as we journey through the course together.

**Conversational** contributions simply involve responding to other people's posts. These do not need to be long, but must demonstrate an understanding of what the person has written and also add something to the conversation. This will be our opportunity to offer affirmation of one another's thoughts, to gently challenge each other, or build on what others have said for the benefit of the group. The goal is to create an atmosphere of healthy dialogue – a supportive subculture that encourages the growth and development of ideas and their integration into our lives and ministries.

Engaging in **healthy dialogue** can certainly involve expressing your personal view – as long as room is provided for others to express their own view, as well. It is also helpful to support your view with Scripture, personal experience, course readings, etc. But, we must be sure to communicate in a respectful manner, recognizing that each of our perspectives are somewhat limited.

**Substantive participation may include (among other things):**

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

**What Substantive Participation is NOT:**

- Very basic comments such as “I agree” or “I disagree.”
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

**Below are examples of how to stimulate your own and others' thinking:**

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...

Have fun!

**\*\*\*Note:** You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

### **Assignment #2: Perspective** (15% of final grade, due September 12)

Read the Justo L. Gonzalez text, *The Story of Christianity* (Volume II) with the following instructions in mind:

Write a 5-6 page paper that traces the development of a **particular theme** over the course of Church History between the church's birth and the Reformation. Do not summarize the entire contents of the book; rather, you must **narrow** your discussion to a particular theme of interest, to offer useful insight.

However, the specific theme must be viewed **broadly** over multiple centuries and, if possible, multiple locations. This allows you to gain perspective through comparison and contrast, and to notice how things progress over time. Please be sure to move beyond mere summary (who, what, when, where) to interpretation (why, how) – exploring causal relationships that exist between events.

Note – while the research paper focuses on a particular event, person or place, this paper explores a theme by drawing examples from different historical eras and geographical regions. Ideally, it will reach beyond the European Reformation, and beyond the content of the lectures.

You may request to use a theme of your choice, or choose an aspect of a topic listed below:

- The context surrounding the development of a particular doctrine or Christian practice
- The spread and growth of Christianity to a particular region
- The evolving relationship between church and state
- The interaction between Christianity and its surrounding culture
- The rise and influence of missionary movements

This is not a formal research paper; it does not require outside sources or footnotes. Please simply cite references to the Gonzalez text with page numbers in parentheses. Your paper should follow an approximate **structure** as follows:

- A brief introduction (1 page, max.) of the topic, explaining your personal interest in it
- A body (4 pages, approx.) where you outline the development of your theme with specific examples from the book
- A brief conclusion (1 page, max.) in which you describe some areas of personal curiosity and specific questions that you'd like to explore further. Though you are not obligated to write your final Research Paper on this topic, it could help to begin formulating a research question here.

### **Assignment # 3: Presentation** (15% of final grade, due September 26)

Select one book from the list above (see "[Options for Book Presentation](#)") and read at least 200 pages.

[Return to Table of Contents](#)

Then, prepare an **8-10 minute video presentation**, following this structure:

1. Introduction – of yourself and of your interest in this particular book. (~1 min)
2. Summary – Describe, in your own words, what the book was about, what it argued, and what support it provided for its claims. Be sure to move beyond quotation to offer interpretation. (~3 min)
3. Significance – Tell three memorable points from the book that impacted you most. (~3 min)
4. Application – Relate to your audience how these points connect with your life, your ministry, and your context. How will you personally respond to what you've learned? (~2 min)

The video presentation must be between **8-10 minutes**, and cover all of the questions efficiently. Using a script or notes while filming your presentation is recommended, as it may help you economize your time.

Video files can become excessively large, so **please submit it as an online link in a word document**. Videos can be posted and shared privately on Vimeo or YouTube, and can also be saved and shared via Google Drive, OneDrive, or Dropbox.

\*\*\*NOTE: These videos will be viewed and discussed by your classmates in the following week's forum. Please post your link in **Question #1 of the next week's forum** by the Saturday prior – the same due date as the assignment.

#### **Assignment # 4: Analysis** (15% of final grade, due October 10)

For this assignment, students will be asked to select from a list of books and films (see under "**Options for Narrative Analysis**" above). They will either be historical fiction, biographical, or a written piece from an historical figure. With special permission, another book or film may be selected. Be sure to check ratings and availability ahead of time.

Then, write a **5-6 page paper**, answering the following questions (~1 page each):

1. **Introduction:**  
*Briefly name the title, describe the main characters, and summarize the events portrayed.*
2. **Context:**  
*Identify the historical setting (time & place) and any major historical events that surrounded it. Research – what broader historical movements were occurring at that time, and how might they have affected the events in this narrative?*
3. **Accuracy:**  
*Investigate – were the historical events and characters portrayed accurately? If not, how were they embellished? Is this fiction or non-fiction?  
What questions does the story raise for you? What is left unanswered?*
4. **Interpretation:**  
*In your view, what was the overall message of this story?  
Do you suspect that the writer had any bias or agenda? Give reasons why.  
Would you classify this as a "Christian" portrayal of events? Why or why not?*
5. **Significance:**  
*Did the events of this story produce any long-lasting effects?  
What insight or applications would you personally draw from this story?*

Class lectures and textbooks may be used as source material for this paper, but outside sources may be required in order to answer these questions. Consider encyclopedias, and please create footnotes and a bibliography.

### **Assignment #5: Research** (35% of final grade, due October 24)

Select a **topic** of personal interest that you'd be motivated to continue exploring. A research paper typically centers on a particular event, person, development, etc. and seeks to answer a particular **question** or prove a certain **thesis**. This assignment is your opportunity to use your knowledge and skills to learn something new and produce a piece that can offer valuable insight to others.

After reading the Gonzalez text (week 2), which provides a broad overview of the historical time period covered by this class, you should be ready to start formulating a question or thesis. The earlier this process begins, the more time you'll have to collect resources and start organizing your paper.

It is highly recommended that you seek **pre-approval** for your topic from the course instructor. This gives you the opportunity to sharpen your focus, clarify what is expected, and receive timely advice. You may submit your proposals as early as you'd like, but sometime between weeks 3 and 7 are recommended. The topic should be significant enough to provide plenty of research material, but narrow enough to thoroughly cover in the space of your essay.

\*\*\*Note: Unlike a Bible/Theology paper, whose focus is prescriptive, the **focus** of a history research paper is **descriptive**. It is about what **happened**, not what should happen. Yet, it does not merely seek to answer who, what, when and where; it endeavors to answer **why, how, and so what?** Please keep this in mind. After selecting an historical event, place, or person – you should spend your energy exploring its **context and cause**, its **effects and significance**. Don't just tell what happened – but explain why it did, and why it matters.

Moreover, unlike the first paper (Perspective), this essay should not survey a broad topic. Rather, it must **narrow** its focus to a particular person, place, event, and time. Instead of referring to multiple examples of a large theme, it must consult **multiple sources of research** in order to address one particular question or thesis.

Finding research sources may be difficult from distance, but online access (proxy) can be granted to the TWU library, which contains many full-text articles. ACTS students are also given access to Logos Bible Software, which contains many useful resources (explained in lecture videos). Moreover, electronic sources of books (Google Books, Kindle, etc.) offer quick, affordable, and easily searchable materials. Also consider visiting local libraries, churches, and even the office of your pastor for good books! For more useful sources, see **Distance Research Tips**.

As you proceed through the course, note the **relevant material** that shows up in course textbooks. Be sure to glance through the recommended textbooks list in the syllabus, and the primary documents provided in each lecture transcript of CH101 in Logos. Some books will also have helpful footnotes, endnotes, and bibliographies that will lead you to more and better sources for your research. Please aim to use a balance of both **primary** sources (originating from the time period of the event) and **secondary** sources (later reflections by other researchers).

Use of research sources: Quotations may be inserted into your paper (with proper footnotes) when appropriate and helpful, but it is usually best to interpret and paraphrase into your own words. Moreover, one should not lean too heavily on a single type of historical source; a balance of primary and secondary can ensure proper perspective, while academic articles and reference works add deep and wide insights. Random blog and online articles are not ideal, but may lead you to better sources if you view their references.

The essay should be approximately **3,000 words** long, including a title page and bibliography. It must also include:

- An **introduction** (1-2 pages) in which you state your thesis or research question in 1-2 sentences, followed by an explanation of your personal interest in the topic.  
A thesis is a statement that you wish to prove with your research;  
a research question indicates what you seek to answer through your research.
- A **body** (~10 pages) in which you describe historical development of your subject, analyze its causes, effects, and significance – and, most importantly – prove your thesis/answer your question. Be sure to move beyond description of events, to drawing conclusions. Be sure to base your conclusions on historical research, and not merely current views.
- A **conclusion** (1-2 pages) in which you summarize your most important research findings that answer your question/prove your thesis, relate its significance to today, and draw some useful applications for your own context.

Note: A **grading scale** can be found below, to give you an indication of how your paper will be evaluated. Sections include: Required Content (40%), Critical Thinking (30%), Structure/Format (20%), and Communication/Presentation (10%).

The paper must be **formatted** correctly, according to university standards (see below). Also:

- Be sure to double-space your work and use 12-point font.
- Please use inclusive language.
- Footnotes are preferred, unless your program asks for a different citation format.
- Please use **Turabian** style for bibliographies and footnotes (see Course Textbooks).

Failure to provide proper references for your research may result in committing **plagiarism**.

- Please be sure to avoid this by always using quotation marks where appropriate, and giving credit where it is due.
- Every instance of plagiarism will be reported to academic authorities, and result in the failure of the assignment. See ACTS Student Handbook and Important Academic Notes (below) for more details.

For further assistance, tutoring, editing, etc., please contact the TWU Student Writing Centre at [create.twu.ca/learning-commons](http://create.twu.ca/learning-commons) or contact [writingcentre@twu.ca](mailto:writingcentre@twu.ca).

## Course Evaluation

[Return to Table of Contents](#)

In the 8th week, you will be asked to complete a course evaluation for this course. Because feedback is very important, the course evaluation a required part of the course.

## Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.

C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

*Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.*

## Assignment Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

## Important Academic Notes from ACTS

### Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### Paper Formatting

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

[Return to Table of Contents](#)

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS World Campus Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

[Return to Table of Contents](#)