

Associated Canadian Theological Schools of Trinity Western University

HIS 540 OL: History of Christianity I: From the First Century to the Reformation (Online)

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Spring 2020
3 credit hours

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Course Semester: Jan 6 – Feb 29, 2020
Instructional Content: Jan 6 – Feb 29, 2020

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Course Description

This course surveys the important events, individuals, issues, and movements of the first fifteen centuries of Christianity – right up until the Reformation of the sixteenth century.

A great deal of attention will focus in on the **first five centuries** – when Christianity developed from a marginal “sect of Judaism” to become Rome’s official religion. During those early years, the Biblical Canon was formed and ecumenical councils established the core doctrines that still exist today. It has been said that virtually all theological debates that we currently encounter were encountered in some way during those formative years of the church.

Then, as we survey the **following millennium** of church history, we will observe how the church grows, spreads, recedes, and adapts to new lands, new time periods, and new contexts. We will give attention

to church-state relationships, Christianity's application in culture, and factors that led up to the Reformation.

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:

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Gonzalez, Justo L. *The Story of Christianity (Volume I): The Early Church to the Dawn of the Reformation*. Revised and Updated. New York: HarperCollins, 2010.

ASIN: 006185588X

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

ASIN: B01N90ZGAH

Luther. Directed by Eric Till. Los Angeles: Samuel Goldwyn Films LLC, 2003.

ASIN: B0002C9D9U

Options for Narrative Analysis:

(CHOOSE ONE biographical book OR film, ensuring that you are comfortable with its rating; permission for other options may be requested)

Books:

Athanasius. *The Life of St. Antony*. San Francisco: HarperOne, 2006.

Augustine of Hippo. *Confessions*. Translated by R. S. Pine-Coffin. Oxford: Oxford Paperbacks, 2008.

Bede. *Ecclesiastical History of the English People*. Oxford: Oxford Paperbacks, 2008.

Benedict. *The Rule of St. Benedict*. London: Penguin Classic, 2017.

Louth, Andrew, editor. *Early Christian Writings: The Apostolic Fathers*. London: Penguin Classics, 1987.

Singer, Randy. *The Advocate*. Cambridge, UK: Tyndale House Publishers, 2014.

Sweeny, Jon M. *St. Francis of Assisi in His Own Words: The Essential Writings*. Brewster, MA: Paraclete Press, 2013.

Films: (**be sure to check ratings)

Brother Sun, Sister Moon. Directed by Franco Zeffirelli, 1972. (about St. Francis, 13th century Italy)

Joan of Arc. Directed by Christian Duguay, 1999. (set in 15th century France)

John Hus. Directed by Michael Economou, 1977.

John Wycliffe: The Morning Star. Directed by Tony Tew, 1984. (14th century England)

Kingdom of Heaven. Directed by Ridley Scott, 2005. (***)warning: violence – about the European Crusades into Israel, 13th century)

Quo Vadis. Directed by Mervyn LeRoy and Anthony Mann, 1951. (about 1st century Rome)

Sant'Antonio di Padova. Directed by Umberto Marino, 2002. (13th century Portugal, Africa)

St. Francis of Assisi. Directed by Michael Curtiz, 1961. (set in 13th century Italy)

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

Cahill, Thomas. *How the Irish Saved Civilization: The Untold Story of Ireland's Heroic Role from the Fall of Rome to the Rise of Medieval Europe*. New York: Doubleday, 1995.

Stark, Rodney. *The Rise of Christianity: How the Obscure, Marginal Jesus Movement Became the Dominant Religious Force in the Western World in a Few Centuries*. San Francisco: HarperOne, 1997.

Jenkins, Philip. *The Lost History of Christianity: The Thousand Year Golden Age of the Church in the Middle East, Africa, and Asia and How It Died*. New York: HarperCollins, 2009.

Stewart, Kenneth J. *In Search of Ancient Roots: The Christian Past and the Evangelical Identity Crisis*. Downers Grove, IL: IVP Academic, 2017.

Ware, Timothy. *The Orthodox Church: An Introduction to Eastern to Christianity*. Toronto: Random House, 2015.

Recommended:

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

***Primary documents such as these can be valuable for your research paper; alternatively, each transcript of our video lectures on Logos Software also includes several links to relevant primary documents from the time period

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

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.

Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology, 3dd ed.* Grand Rapids, MI: Zondervan, 2014.

Course Instructional Content

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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 for diploma and degree students through the ACTS office. If you are a degree or diploma student, please contact the ACTS office for access. If you are not enrolled in a diploma or degree program, please contact T Anderson, ACTS World Campus Program Coordinator (tanderson@mbseminary.ca) to request special access privileges for the duration of this course.

The video lectures are available in your Logos package in a Mobile Ed course called “**CH101 Introducing Church History I: Obscurity to Christendom,**” 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 – HIS540 – 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	Jan 6-11	Online Forum Week #1	5%	5%

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2	Jan 18	Reading Response	15%	20%
3	Jan 20-25	Online Forum Week #2	5%	25%
4	Feb 1	Book Presentation	10%	35%
5	Feb 3-8	Online Forum Week #3	5%	40%
6	Feb 15	Narrative Analysis	15%	55%
7	Feb 17-22	Online Forum Week #4	5%	60%
8	Feb 29	Research Paper	40%	100%

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

Students are expected to contribute to the 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 — Jan 6-11
- Forum Week #2 — Jan 20-25
- Forum Week #3 — Feb 3-8
- Forum Week #4 — Feb 17-22

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 spread over a minimum of 3 days in the week (Monday-Saturday)

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: Reading Response (15% of final grade, due January 18)

Read the Justo L. Gonzalez text, *The Story of Christianity (Volume I)* 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 from the church's birth to the Reformation. Do not summarize the entire book; you must narrow your discussion to a particular theme of interest. Themes should be broad enough to **apply to multiple centuries**; an ideal paper will reflect on 3-4 specific historical examples from 3-4 different centuries.

Be sure to move beyond dates and names to actually discuss the **causal relationships** that exist between events. Be sure to transition from "Who, What, When, Where" to actually answering "Why and How." Examples may include:

- The development of a particular doctrine
- The geographical spread of Christianity
- The evolving relationship between church and state
- The interaction between Christianity and its surrounding culture

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: Book Presentation (15% of final grade, due February 1)

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

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

1. *Briefly introduce yourself and your personal interest in this particular book.*
2. *Describe to your audience what the book was about, what it argued, and what support it provided for its claims.*
3. *Tell three memorable points from the book that impacted you most.*
4. *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?*

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 via online link**. Videos can easily be posted privately on Vimeo, saved on Google Drive, or Dropbox. Once you have done so, please **share the link in a word document** for your assignment.

***NOTE: These videos will be viewed by a couple of your classmates and discussed in the following week's forum. Therefore, please submit this video be shared via online link.

Assignment # 4: Narrative Analysis (10% of final grade, due February 15)

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 **3-4 page paper**, answering the following questions:

1. **Context:**
 - In what time and place did the story take place?*
 - What broad historical movements were also taking place at this time?*
 - How might they have affected the story's events?*
2. **Accuracy:**
 - While you watch and read, take note of historical events, names, places, and dates.*
 - Do some research in your textbooks, online, etc. to learn more about the story.*
 - If it was historical fiction, were the events portrayed accurately?*
 - What was embellished, or added in?*
 - If it was biographical or a primary document, was there any bias?*
 - Was anything left out? What other perspectives or information could fill out the picture?*
 - What questions does the story raise for you? What is left unanswered?*
 - How might a viewer/reader be misled without further research?*
3. **Interpretation:**
 - In your view, what was the overall message of this story?*
 - Was the author favourably disposed toward Christianity? Why or why not?*
4. **Significance:**
 - Did the events of this story have any lasting effects on our world today?*
 - What insight or applications would you personally draw from this story?*

The class textbooks and lectures may be sufficient sources to answer these questions. Simple parenthetical page references or lecture numbers will suffice. Additional sources are welcome, but not required.

Assignment #5: Research Essay (40% of final grade, due February 29)

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**.

After reading the Gonzalez text (week 2), which provides a broad overview of the historical time period, 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.

Research theses and questions must be **pre-approved** by the course instructor. You may submit your proposals as early as you'd like, but be sure to do so no later than week 7. The topic should be broad enough to have plenty of material to work with, but narrow enough to offer a thorough analysis.

***Note: The **focus** of a history research paper is not to answer who, what, when and where; it is 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 the **cause, effect, and significance** of this topic. Don't just tell what happened – but explain why it did, and why it matters.

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).

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%), Coherent Structure (20%), and Writing Style (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/learningcommons or contact writingcentre@twu.ca.

Course Evaluation

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 <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> 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

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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

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.

Information regarding Forum Posts

Substantive contributions directly respond to the questions listed above. 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. *Forum contributions may even create material or provide inspiration for your personal assignments in this course! Be sure to use proper citations.*

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. 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. You can seek to support your view with Scripture, personal experience, etc. and even question or challenge what the lecturer or other students have said. 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.
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- Pat answers that are not thought-provoking.

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- Other times it may be helpful to...
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- You might approach this from...
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- 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!

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).

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 (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.