

THST 627  
ROMAN CATHOLIC  
LIFE AND THOUGHT  
*March 20-24, 2016*

*Instructor: Darius Jankiewicz*

InMinistry Center Intensive  
MA in Pastoral Ministry

# Andrews University

## THST627 ROMAN CATHOLIC LIFE AND THOUGHT SPRING 2016 MARCH 20-24, 2016

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### GENERAL CLASS INFORMATION

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Class acronym:	THST 627
Class name:	Roman Catholic Life and Thought
Class location:	Southeastern California Conference Office, Riverside California
Class Time/Day:	<b>Sunday, 5 p.m. – 8 p.m.</b> Mon – Thurs. 8 a.m. – 12; 1:00 p.m. – 5:30 p.m.
Credits offered:	3

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### INSTRUCTOR CONTACT DETAILS

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Instructor:	Darius Jankiewicz, Ph.D.
Telephone:	(269) 471 3438
Email:	<a href="mailto:darius@andrews.edu">darius@andrews.edu</a>
Office location:	Seminary Building, N309

Administrative Assistant:	Prudence Campbell
Telephone:	(269) 471 3607
Email:	<a href="mailto:prudence@andrews.edu">prudence@andrews.edu</a>
Office Location:	Seminary Building N310

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### BULLETIN CLASS DISCRIPTION

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An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

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## CLASS OBJECTIVES

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### Program Learning Outcomes (PO)

#### *MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes*

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership
6. Capable of reaching specific social groups

### Student Learning Outcomes (SLO)

Upon the completion of this course students should be able to:

1. Have a working knowledge of the Catholic system of belief, including the theology of the sacraments.
2. Intelligently and critically reflect on the theological positions of Roman Catholicism.
3. Be familiar with contemporary Roman Catholic liturgy and devotional practices, as well as understand the theology underlying these practices.
4. Informatively and concisely share the information gained during this semester in a written form in a manner reflecting their status as graduate students.
5. Learn how to work with a small group of students made up of randomly selected class members throughout the semester.

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## REVISION STATEMENT

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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### **Pre-Intensive Required Reading:**

*Catechism of the Catholic Church*. Liguori: Liguori Publications, 1994.

### **Post-Intensive Required Reading:**

Ellen G. White, *The Great Controversy*. Nampa: Pacific Press Publishing Assn., 1995.

### **Recommended:**

Thomas Bokenkotter. *Dynamic Catholicism*. New York: Image Books, 1986.

## CLASS SCHEDULE

Schedule for class meetings: March 20-24, 2016.			
			Running total
<b>Sunday</b>	<b>5:00-8:00 p.m.</b>	3 hours	3
Monday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	11.5
Tuesday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	20
Wednesday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	28.5
Thursday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	37
Post-session	Guest lectures to be viewed on-line (to be discussed in class)	8 hours	45

## OUTLINE OF TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1	March 20	Introduction to the Course  Understanding Catholicism	Report on a Visit to the Church  Book Reading Report
2	March 21	The Church is One	
		The Church is Holy	
		The Church is Catholic 1	

3	March 22	The Church is Catholic 2	
		The Church is Apostolic 1	
		The Church is Apostolic 2	
4	March 23	The Structure of the Church	
		The Sacramental Theology 1	
		The Sacramental Theology 2	
5	March 24	The Importance of Vatican II 1	
		The Importance of Vatican II 2	
		Final Exam	

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## PRE-CLASS REQUIREMENTS

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### 1. Visit to a Catholic Church and Report.

- a. In preparation for the course students will attend, but not participate in, a Catholic Mass. Please arrive early and take a careful look at the church, its décor and attempt to decipher the meaning of various symbols found around the building, like, for example, the red light at the front of the church.
- b. At the end of the church service the students are asked to make an attempt in engaging a participating parishioner (or even better a priest) in a short (up to 1h) discussion. Prior to the visit, the students will prepare a list of exploratory questions that would come from a person who would genuinely want to find out about the Catholic faith. The student may thus ask questions that deal with the meaning of the persons' faith, the reasons why they come to church, the role of the papacy, etc. Please avoid asking confronting questions or attacking the Catholic faith. The primary purpose of this exercise is to learn about the Catholic faith rather than a hard-sell of Adventism. This is in accordance with Ellen G. White's counsel:

*"We should not, upon entering a place, build up unnecessary barriers between us and other denominations, especially the Catholics, so that they shall think we are their avowed enemies. We should not create a prejudice in their minds unnecessarily, by making a raid upon them. . . . From that which God has shown me, a great number of will be saved from among the Catholics." EV 573-74.*

*"We should not go out of our way to make hard thrusts at the Catholics. Among the Catholics there are many who are most conscientious Christians and who walk in all the light that shines upon them, and God will work in their behalf." 9T 243; GW 329.*

When approaching the person, please explain the purpose of your visit and proceed with the conversation. If the person is willing the student may extend the time of the interview. Furthermore, more than one person can be engaged in conversation.

**Please Note:**

1. Please memorize your questions prior to the interview and do not make any recording during the conversation, either written or electronic.
  2. Please make sure you write everything down (or record it on a recording device) *immediately upon returning to your car.*
- c. Following the visit, write a reflection (1400 words minimum) on your experience of the visit and the interview. In this paper, students may reflect on their attitudes, level of comfort, feelings, confusions, questions, meaning of the various rituals, sermon, etc.

Specifications:

- Style: According to *AU Standards for Written Work*.
- Length: 1400 (min) – 1600 words (max), approximately 6-7 pages of double spaced text. Please ensure your report is no more than 8 pages (excluding the title page).
- Text size: 12 pt, Times, Times New Roman, Cambria or Arial. Please do not use Courier or any other wide-spaced font.
- Margins: 1” on all sides.
- Title page: Please see an example of a title page at the end of this outline.

**This report is due on the first day of class, March 20, 2016.** If the report is not submitted by this date, the assignment will accrue a 10% penalty on April 1, and will lose additional 10% of its value per week.

2. **Book Reading Report.** The students will carefully read the assigned pages from the *Catechism of the Catholic Church* and submit a signed report with the following statement: “I have carefully and thoughtfully read the assigned pages.”

**Please order the 1994 version** (yellow paperback) of the *Catechism* from Amazon.com as it is the cheapest available. You can buy this book used (in very good condition) for under a dollar plus shipping (\$3.99). Here’s the Amazon web address where the book can be purchased from:

[http://www.amazon.com/Catechism-Catholic-English-Liguori-Publications/dp/0892435666/ref=sr\\_1\\_9?ie=UTF8&qid=1420654133&sr=8-9&keywords=Catechism+of+the+Catholic+Church](http://www.amazon.com/Catechism-Catholic-English-Liguori-Publications/dp/0892435666/ref=sr_1_9?ie=UTF8&qid=1420654133&sr=8-9&keywords=Catechism+of+the+Catholic+Church)

**Please note:** The requirement of this class is that everyone must purchase a copy of the *Catechism*.

Below is a list of pages you must read in preparation for the class. Even though it looks like a lot, this reading is rather uncomplicated and easy to follow as it is designed for lay people rather than theologians. For this reason, students will be able to read it quickly.

Paragraphs 74-100; 232-324; 355-421; 748-780; 811-1065; 1066-1321; 1322-1536; 1536-1666; 1730-1876; 1949-2082; 2196-2400; 2401-2557.

**The reading report is due on the first day of class, March 20, 2016.** If the report is not submitted by this date, the assignment will accrue a 10% penalty on April 1, and will lose additional 10% of its value per week.

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## IN-CLASS REQUIREMENTS

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**Final Exam.** It is suggested that each student spends 2-3 hours each evening reviewing the material presented during the class. The professor will be present during some of this time to clarify some matters and answer questions. This additional study time should be largely directed toward preparation for the final examination scheduled for **Thursday, March 24, 2016 2-5 pm.**

The material for the examination will be taken from the class lectures and the professor will do his utmost best to point out the material that will need to be reviewed for the exam. The exam will consist of short answer and essay questions.

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## POST-CLASS REQUIREMENTS

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1. **Research Paper.** Students will write a research paper, minimum 15 pages (excluding the title page and bibliography) on the topic, which they have agreed on with the professor. These papers must be written strictly according to the *AU Standards for Written Work* and using a Turabian style of footnotes and bibliography. Please refer to the rubric at the end of this document for specific information regarding the requirements for this assignment.

**The paper is due on June 30, 2016.** Please consider the late submission rules on page 8 of this document.

2. **Reflection Paper.** Students will read the *Great Controversy* and write a short, 600-800 word reflection paper on what they have learned during the course and through the reading of the *Great Controversy*.

**This paper is due on July 1, 2016.** Please consider the late submission rules on page 7 of this document.

3. The student will listen and reflect on the following presentations by the professor
  1. Darius Jankiewicz, "The Story of Ordination" presented in Green Lake Church in Spring 2014. <https://www.youtube.com/watch?v=1ZFNT1f4Q3A>
  2. Darius Jankiewicz, "I Want to Be Like Jesus" (Authority of the Christian Leader) presented in Green Lake Church in Spring 2014. <https://www.youtube.com/watch?v=ZLkA-KyVqek> (the presentation begins at 40:35)
  3. Darius Jankiewicz: "Male Headship in the Church" presented in Green Lake Church in Spring 2014. <https://www.youtube.com/watch?v=LZ05Jkq7NWY>

**A short, one page, reflection paper is due on July 15, 2016.**

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## GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

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### Criteria for Grades

Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with *AU Standards for Written Work, 12th ed*; quality of writing including grammar, punctuation, and clarity. (e.g., Criteria for each grade are listed in the *Criteria for Assessment Guidelines* which is attached as Appendix 1 of this document.)

### Passing Grades

All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

### Assessment Submission

All assignments should be submitted to me as MS Word documents via [darius@andrews.edu](mailto:darius@andrews.edu) dated no later than the day the assignment is due.

### Late Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

### Academic Integrity

Please make sure that there are no traces of any form of plagiarism in your written work. If any form of plagiarism is detected the assignment will receive 0 points. For more information please see Class Policies below. For more information on plagiarism and how to avoid it, please visit <http://www.plagiarism.org/>

### Assessment Breakdown

Lectures		(SLO 1;3;5)	45 hours
Visit to a Catholic Church and Report	20%	(SLO 3;4)	10 hours
Reading and Reports	20% (10% each)	(SLO 1;2;3)	45 hours
Paper	30%	(SLO 1;2;4)	30 hours
<u>Final Exam</u>	<u>30%</u>	<u>(SLO 1;2;3;4)</u>	<u>5 hours</u>
<b>Total:</b>	<b>100%</b>		<b>135 hours</b>

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## CLASS POLICIES

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### **Classroom Seating**

To facilitate the process of learning, students will be divided into teams of three or four during the first class. The purpose of this procedure is four-fold: first, to create a mini-community of believers where various ideas relating to the subject matter of the course can be safely shared and discussed; second, to enable students to better understand and interact with other people; third, to facilitate the analysis and learning of the subject matter; fourth, to prepare the students for the communal way of doing things in their future ministry.

### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

### **Recording**

Students are not permitted to record class lectures.

### **Laptop Computers**

Computer use in class is for taking notes and research not playing games, emailing or surfing the internet. The professor reserves the right to ban the individual students who break these rules from using his/her computer during class lectures.

### **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

*Andrews University Bulletin 2010, page 29-30*

### **Academic Integrity**

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.” *Andrews University Bulletin 2010, page 30*

### **Class Bibliography**

- Aquinas, Thomas. *God's Greatest Gifts: Commentaries on the Commandments and the Sacraments*. Manchester, N.H.: Sophia Institute Press, 1992.
- Bausch, William J. *Pilgrim Church: A Popular History of Catholic Christianity*. Mystic, CT: Twenty-Third Publications, 1989.
- Bedouelle, Guy. *The History of the Church*. Hamburg: Lit, [2000-].
- Béguerie, Philippe, and Claude Duchesneau. *How to Understand the Sacraments*. New York: Crossroad Pub. Co., 1991.
- Bokenkotter, Thomas. *A Concise History of the Catholic Church*. New York : Image Books, 1990
- Buckley, James J., Frederick Christian Bauerschmidt, and Trent Pomplun. *The Blackwell Companion to Catholicism*. Malden, MA; Oxford: Blackwell Pub., 2007.
- Burns, Robert A. *Roman Catholicism After Vatican II*. Washington, D.C.: Georgetown University Press, 2001.
- Burns, Robert A. *Roman Catholicism Yesterday and Today*. Chicago: Loyola University Press, 1992.
- Cadorette, Curt. *Catholicism in Social and Historical Contexts: An Introduction*. Maryknoll, N.Y.: Orbis Books, 2009.
- Carmody, Denise Lardner, and John Tully Carmody. *Roman Catholicism: An Introduction*. New York: Macmillan Pub. Co.; London: Collier Macmillan Publishers, 1990.
- Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Minn.: Liturgical Press, 2001.
- Colwell, John. *Promise and Presence: An Exploration of Sacramental Theology*. Waynesboro, GA: Paternoster, 2005.
- Coppa, Frank J. *The Great Popes Through History: An Encyclopedia*. Westport, Conn.: Greenwood Press, 2002.
- Deedy, John. *Retrospect: The Origins of Catholic Beliefs and Practices*. Chicago, Ill.: Thomas More Press, 1990.
- Deedy, John. *The Catholic Church in the Twentieth Century: Renewing and Reimagining the City of God*. Collegeville, Minn.: Liturgical Press, 2000.

- Dillon, Michele. *Catholic Identity: Balancing Reason, Faith, and Power*. New York: Cambridge University Press, 1999.
- Froehle, Bryan T., and Mary L. Gautier. *Global Catholicism: Portrait of a World Church*. Maryknoll, N.Y.: Orbis Books, 2003.
- Herr, William A. *This Our Church*. Chicago, Ill.: T. More Press, 1986.
- Higgins, Gregory C. *Christianity 101: A Textbook of Catholic Theology*. New York: Paulist Press, 2007.
- Jankiewicz, Darius W. "Sacramental Theology and Ecclesiastical Authority." *Andrews University Seminary Studies* 42 (Autumn, 2004), 361-382.
- Johnson, Paul. *The Papacy*. New York, NY: Barnes & Noble Books, 1997.
- Klein, Gregory L., and Robert A. Wolfe. *Pastoral Foundations of the Sacraments: A Catholic Perspective*. New York: Paulist Press, 1998.
- Macquarrie, John. *A Guide to the Sacraments*. London: SCM Press, 1997.
- Mannion, Gerard, ed. *Readings in Church Authority: Gifts and Challenges for Contemporary Catholicism*. Burlington, VT: Ashgate, 2003.
- Maxwell-Stuart, P. G. *Chronicle of the Popes: The Reign-By-Reign Record of the Papacy from St. Peter to the Present*. New York, N.Y.: Thames and Hudson, 1997.
- McBrien, Richard P. *Lives of the Popes: The Pontiffs from St. Peter to John Paul II*. San Francisco: Harper San Francisco, 1997.
- McLaughlin, John. *Half-hours with the Servants of God: With a Compendium of the History of the Catholic Church*. New York: Murphy & McCarthy, 1891.
- Nichols, Aidan. *The shape of Catholic Theology: An Introduction to its Sources, Principles, and History*. Collegeville, Minn.: Liturgical Press, 1991.
- Noonan, John T. *A Church that Can and Cannot Change: The Development of Catholic Moral Teaching*. Notre Dame, Ind.: University of Notre Dame Press, 2005.
- O'Collins, Gerald, and Mario Farrugia. *Catholicism: The Story of Catholic Christianity*. New York: Oxford University Press, 2003.
- O'Grady, John F. *The Roman Catholic Church: Its Origin and Nature*. New York: Paulist Press, 1997.
- Osborne, Kenan B. *Christian Sacraments in a Postmodern World: A Theology for the Third Millennium*. New York: Paulist Press, 1999.
- \_\_\_\_\_. *Sacramental Theology: A General Introduction*. New York: Paulist Press, 1988
- Philibert, Paul J. *Stewards of God's Mysteries: Priestly Spirituality in a Changing Church*. Collegeville, Minn.: Liturgical Press, 2004.

- Power, David N. *Sacrament: The Language of God's Giving*. New York: Crossroad Pub., 1999.
- Ratzinger, Joseph. *Church, Ecumenism, and Politics: New Essays in Ecclesiology*. New York : Crossroad, 1988.
- \_\_\_\_\_. Joseph. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. San Francisco: Ignatius Press, 1987.
- Schimmelpfennig, Bernhard. *The Papacy*. New York: Columbia University Press, 1992.
- Vorgrimler, Herbert. *Sacramental Theology*. Collegeville, Minn.: Liturgical Press, 1992.
- Wedewer, Hermann, and Joseph McSorley. *A Short History of the Catholic Church*. St. Louis, Mo., and London: B. Herder, 1916.
- Witte, John, and Frank S. Alexander, eds. *The Teachings of Modern Roman Catholicism on Law, Politics, and Human Nature*. New York: Columbia University Press, 2007.

APPENDIX I  
CRITERIA FOR ASSESSMENT GUIDELINES

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**THE B GRADE**

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

**THE A GRADE**

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade

**THE D GRADE**

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have

difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

## **FAIL**

The Fail grade is given when very limited or no demonstrable competency has been observed.

## **EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

## **PLAGIARISM**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

## **LANGUAGE AND GRAMMAR**

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

**Department of Theology and Christian Philosophy**  
**Research Paper Evaluation Rubrics**

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Student's Name: \_\_\_\_\_

Criteria Category	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
<b>Introduction</b>	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	Out of 10 _____
<b>Purpose or Thesis</b>	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable	The purpose is not stated and/or unintelligible	No purpose given	Out of 10 _____
<b>Content</b>	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		Out of 25 _____

	topic. Reader gains important insight.						
<b>Use of Sources</b>	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	Out of 10 _____
<b>Citations</b>	All cited works are presented in the correct format	Cited works are presented in mostly correct format. Few inconsistencies	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	Out of 5 _____

	with no errors.						
<b>Organization &amp; Structural Development of Ideas</b>	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		Out of 20  _____
<b>Conclusion</b>	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	Out of 5  _____
<b>Bibliography</b>	Presented in the correct format with no errors. Includes more than	Presented in the correct format with few errors. Includes 10-15 major references but no more than 2 internet sites. It is clear that	Presented in the correct format with some errors. Includes 8-10 major references but no more than 2	Some errors in formatting. Fewer than 5 major references, with some listed as internet sites. References are	Many errors in formatting. Fewer than 5 major references, with some listed as internet sites. References are	No bibliography included	Out of 5  _____

	15+ major references (books and articles) but no more than two internet sites. Evidence that most references were used judiciously in text.	most references were used in text.	internet sites. It is clear that some references were not used in text.	sometimes unrelated to the text.	mostly unrelated to the text.		
<b>Mechanics</b>	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		Out of 10 _____
<b>Note</b>	See course syllabus for penalties regarding late submission and issues of plagiarism.						
<b>Comments</b>							
<b>Total</b>			<b>Total</b>	(out of 100_____)			

Andrews University

SDA Theological Seminary

Department of Theology and Christian Philosophy

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

REPORT ON THE VISIT TO THE NOTRE DAME BASILICA  
(or your research paper title)

A Paper

Presented in Partial Fulfillment of the Requirements

For the Course THST 627: Roman Catholic Life and Thought

by

Your Name

Due: \_\_\_\_\_

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## INSTRUCTOR PROFILE

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Welcome to my class. You are about to embark on a fascinating educational journey and it is my privilege to guide you through it. As you already know, my name is Darius Jankiewicz (Yun-kye-vich) and I am an Australian of Polish birth. I immigrated from Poland to Australia in 1986 and there attended Avondale College.

After a few years in ministry, my wife and I decided to move to Berrien Springs to continue my education at Andrews where I first completed an M.Div. and then a Ph.D. My area of specialty is Historical Theology and specifically Roman Catholic Ecclesiology. Following my studies at Andrews, I returned to ministry in Australia and then became a missionary teacher at Fulton College in Fiji. From there, I was invited to become a professor at the Seminary.

I have now been married to my lovely Australian wife, Edyta, for over 21 years and have two wonderful daughters, Caitlin and Ashley. You will probably see them on the screen when we meet in class.

And by the way, I don't care much for titles so please call me Darius.

