



THST 647: Human Nature and Destiny

MAPM Intensive
Columbia Union Conference
October 11-14, 2021

Ante Jeroncic, PhD

Last update: October 3 (Consult the LearningHub for the most up-to-date version).

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location: Chesapeake Conference

Class meeting times: October 11-14

- Monday – Thursday 08:00-17:30
- Final Exam: Thursday 17:00-19:00

Course Website: learninghub.andrews.edu

Instructor Contact: jeroncic@andrews.edu

Appointments: <https://calendly.com/ajeroncic> (click to schedule appointments)



BULLETIN DESCRIPTION OF COURSE

Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God.

More About the Course

“There can be no theology of the incarnation which does not become a theology of the cross. As soon as you say incarnation, you say cross. God did not become man according to the measure of our conceptions of being a man. He became the kind of man we do not want to be: an outcast, accursed, crucified. Ecce homo! Behold the man! is... a confession of faith which recognizes God’s humanity in the dehumanized Christ on the cross.”—Jürgen Moltmann

The task of understanding human beings is one of bewildering complexity. Not only do various religions and philosophies present differing visions of what it means to be human, but there are



also numerous vantage points from which the question can be approached. Thus, we have biological, neuroscientific, psychological, sociological, and other perspectives, each with their own slants and methodologies. It is within this broader context that theological anthropology seeks to articulate a biblically faithful account of personhood in the light of creation, redemption, and consummation.

That such a task should be of significance for ministry goes without saying. There is always a particular anthropology at work in everything we do, often implicitly so. Questions such as, “What drives human beings?” or “What wholeness does the God’s word promise?” or perhaps “What is the meaning of human life?” are key to pastoral concerns.

In this class we are going to explore these and other issues by focusing on the existential dimensions of theological anthropology. That is, we will be primarily concerned with the lived experience of what it means to be human in light of the Scriptures. To that end, we will propose a christocentric approach, signified in Pilates’s words, “Behold the man!”

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MAM Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.

(The full set of program learning outcomes for your degree program is listed in **Appendix #1**)

Course Learning Outcomes

Upon completion of this course students should be able to:

1. Gain foundational knowledge pertaining to the doctrine of humanity,
2. Appreciate the significance of theological and biblical anthropology for ministry,
3. Differentiate the range of Christian approaches to the doctrine of humanity,
4. Develop critical reading skills of theological concepts,
5. Evaluate the theological ideas and concepts of documents pertaining to the doctrine of humanity.

COURSE MATERIALS**Required Course Materials**

Green, Joel B. *Body, Soul, and Human Life: The Nature of Humanity in the Bible*. Grand Rapids: Baker Academic, 2008.

Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids: Baker Academic, 2016.

For ISBN and price information, please see the listing at the AU Bookstore www.andrews.edu/bookstore.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs).

PRE-INTENSIVE COURSE REQUIREMENTS

Note: Students should complete all assignments and submit them in the pertinent LearningHub dropbox. Please take note of the deadlines for the respective sections.

1. READING REFLECTIONS

The purpose of these assignments is to help the participants acquire a good knowledge of some of the issues *before* we begin our study in class. The more students know we meet, the more fulfilling our class discussions and learning experience will be. In fact, receiving benefits from the intensive is to a large degree predicated on the readiness of students in that regard.

With that in mind, you are asked to complete the assigned readings and then turn in reading reflections as indicated below. The reflection should be about 200 words in length and should include a critical evaluation and at least one point of personal appropriation (implication for ministry, spiritual significance, sermon idea, etc.).

- **Reading Reflection 1:** Green, *Body, Soul, and Human Life*, ch. 1 & 2. *Read both, but respond to one of the chapters.*
- **Reading Reflection 2:** Green, *Body, Soul, and Human Life*, ch. 3 & 4. *Read both, but respond to one of the chapters.*
- **Reading Reflection 3:** Smith, *You Are What You Love*, ch. 1 & 2. *Read both, but respond to one of the chapters.*
- **Reading Reflection 4:** Smith, *You Are What You Love*, ch. 3 & 4. *Read both, but respond to one of the chapters.*
- **Reading Reflection 5:** Smith, *You Are What You Love*, ch. 5 & 6. *Read both, but respond to one of the chapters.*
- **Reading Reflection 6:** Vanhoozer, “Human Being, Individual and Social” (posted in the LearningHub)
- **Reading Reflection 7:** Gushee, *The Sacredness of Human Life*, ch. 1 & 12 (posted in the LearningHub). *Read both, but respond to one of the chapters.*
- **Reading Reflection 8:** Gorman, *Inhabiting the Cruciform God*, “Conclusion ” (posted in the LearningHub).

Type your reflections in the appropriate LearningHub dropbox. There will be a multiple-choice question for each submission asking you to give a report on how much you have read of the respective material. The report will be graded.

Make sure that you bring to class your reflections and that you have access to an electronic or hard copy of the readings during class. These will be used during dedicated times for discussion.

Note: There will be a **20% deduction for each week late** after the **due date of October 2**. No assignments will be accepted **after October 24**.

2. VIEW PRE-RECORDED PRESENTATIONS

You are asked to listen to four presentations before our intensive. The links are provided in the LearningHub. You will be need to give a report in the appropriate LearningHub form on what you have covered. The lectures will be debriefed and discussed during the intensive.

Note: Viewing reports will be accepted only until October 10.

REQUIREMENTS DURING THE INTENSIVE (OCTOBER 11-14, 2021)

1. MAPM INTENSIVE CLASS SCHEDULE

CLASS MEETING TIMES			TOTAL HOURS
Monday	8:00-12:30	4.5	8.5
	13:30-17:30	4	
Tuesday	8:00-12:30	4.5	8.5
	13:30-17:30	4	
Wednesday	8:00-12:30	4.5	8.5
	13:30-17:30	4	
Thursday	8:00-12:30	4.5	10.5
	13:30-17:30	4	
	19:00-21:00 (FE)	2	
Total of Instructional Hours			36

2. LECTURE TOPICS DURING THE INTENSIVE

DATE	CLASS TOPICS	DISCUSSION
October 11 Morning	Introduction	Green, ch. 1
	Contours of Theological Anthropology	Green, ch. 2
October 11 Afternoon	The Image of God	Vanhoozer [LH] Class Handout [LH]
October 12 Morning	The Sacredness of Human Life	Gushee [LH]
	Personhood	Green, ch. 3
October 12 Afternoon	Embodiment and Holism	Smith, ch. 1 & 2 Class Handout [LH]
October 13 Morning	Finitude and Contingency	Smith, ch. 3 & 4
	Fallenness: Pride/Desire	Class Handout [LH]

October 13 Afternoon	Fallenness: Unfreedom	Green, ch. 4 Class Handout [LH]
October 14 Morning	Fallenness: Alienation/Homelessness The Cruciform Self	Gorman [LH] Class Handout [LH]
October 14 Afternoon	Virtue and the Good Life	Smith, ch. 5 & 6 Class Handout [LH]

Note: Class Handouts will be provided during the intensive.

3. CLASS PARTICIPATION

Throughout the intensive you will be asked to give oral responses to questions posed in class. The questions may pertain to the reading material assigned for the given class period or to wider issues raised in the course.

While there is obviously a subjective component to that, I ask myself the following sort of questions when assigning the grade:

- Did the student have the pertinent reading material at hand needed for class discussions?
- Was he or she able to give responses to questions without consulting the text first?
- How did the student connect his or her answer with other class material?
- Was the student alert and ready to contribute?
- Did the student respect the opinions of others?
- Did the student use electronic devices in a way that honors the class contract? (See **Appendix #6**). **Note:** *the usage of electronic devices implies an automatic consent to the stipulated class policy.*

Let me illustrate how I will grade this section:

- “For most of the intensive the student used his/her electronic devices in way that breaches class policy” [approx. 40% of category grade deducted]
- “The student took almost no notes and failed to bring class material to class.” [approx. 30% of category grade deducted]
- “The student regularly failed to answer even simple follow-up questions.” [approx. 30% of category grade deducted]

Pedagogical function: Foster the students’ ability to think quickly on their feet and connect class material under pressures. It also allows me to probe areas of unclarity and assess what needs to be additionally reviewed or explained.

POST-INTENSIVE COURSE REQUIREMENTS

Note: All post-intensive assignments need to be completed **by November 28.**

1. CLASS PROJECT—CHOOSE ONE

Project Option #1: PP Presentation

This assignment asks you to prepare a PP presentation on a preselected audience of your choice, e.g., a youth group, congregation, evangelistic audience, a seminar for your leaders, etc. Here are directions:

1. This should be a new presentation, rather than a recycling of old material. As with everything else in the class, this should be your independent work. Please do not breach the classes academic integrity policy by utilizing someone else's material.
2. Please specify your target audience and the outcome you envision for your talk.
3. The presentation you are preparing for is 60 min. in length.
4. In addition to the course material, you should utilize a minimum of two additional books on the topic. Specify those sources on the last slide of the presentation
5. The text font in the slides should be a minimum of 32 pts.
6. See **Appendix 2** for grading rubric.

There are innumerable topics you could choose from. Here are but just some examples:

- “Jesus: The True Human”
- “The Quest for Meaning”
- “What is Conscience?”
- “Sin and Human Will”
- “The Great Controversy and Human Desiring”
- etc.

I encourage you to prepare a presentation that you can legitimately anticipate utilizing in your ministry.

Project Option #2: Sermon

Write a new sermon related to the course theme. The sermon should be in full text written form with a clear outline and sub-headings, and should be approximate a delivery time of about 30 min. In-text references are preferred. Illustrations (stories) should also be written in full text as well. Sermons must be submitted through the LearningHub.

See **Appendix 3** for grading rubric.

Project Option #3: Essay

Write a 2500-word long essay with a publication in mind, such as, let's say, the *Ministry Magazine*. Whatever publication you choose, you need to consult the guidelines for authors and follow them. Attach those to your document. As for the topic, it can be anything related to the class theme.

Please adhere to the following stipulations:

1. In writing the essay, draw on the whole scope of the class material as appropriate. There is no need to consult other sources.
2. Reference the class reading parenthetically, e.g. (Smith, 27).
3. Please no quotations, except perhaps of a couple of words long.
4. Do not split your essay into different sections such introduction, subheadings, and conclusion. Instead, create a seamless text.
5. Stay close to the word count (+/- 50 words). Provide a word count.
6. Do not forget to include guidelines for authors, attached to the document.
7. See **Appendix 4** for grading rubric.
8. Beware of plagiarism!

Note: Late assignments, whether you choose the sermon or essay, will be accepted **up to one week after due date with a 20% deduction**.

2. LISTEN TO PRE-RECORDED PRESENTATIONS

You are asked to listen to five presentations after our intensive. The links are provided in the LearningHub. You will need to give a report on what you have covered.

Note: Late assignments will be accepted **up to one week after due date with a 20% deduction**.

3. FINAL EXAM

The final exam is a take-home exam to be submitted **by 11:59 PM on Sunday, December 5** in the LearningHub.

Note: **No late submissions will be accepted. Treat the deadline as you would an ordinary exam day.**

Please adhere to the following stipulations in crafting your exam responses:

1. *Specify the word count* at the bottom of each of the responses. Failure to do so will lead to a 5% grade deduction on the exam. The required word count per question is specified in the exam handout (see LearningHub).
2. Please do not use any extended quotations; in fact, keep the quotations to a minimum. Quotes do not count toward the required word count.
3. Reference the readings parenthetically, e.g., (Smith, 34).
4. Reference class slides simply as PP, i.e., (PP).

5. Please submit your exam in the appropriate LearningHub dropbox (Word format).
6. You will need to sign the class Honor Code as a part of your exam submission. The code is posted in the LearningHub and will also be provided in class. Please do not attach it to your file submission in the LH LearningHub.

Note: **Plagiarized exams will receive an automatic F grade of 0%.**

See **Appendix 5** for final exam grading rubric.

Pedagogical function: Enables students to critically reflect, in a synthetic matter, on the course material by exploring fundamental themes.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- Courses for professional masters' degrees (e.g., MDiv) include 15 instructor contact hours and 30 hours of independent learning activities.
- Courses for academic masters' (e.g., MA [Religion]) and all doctoral degrees include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	36 hrs
	Pre- and Post-Intensive Recorded Lectures	9 hrs
Independent Learning Activities	Pre-Intensive Reading and Reflections	50 hrs
	Post-Intensive Project	20 hrs
Total Hours:		135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Based on the course overview, here are important deadlines to keep in mind:

Pre-intensive reading reflection:	October 2
Pre-intensive recorded lectures:	October 10
Post-intensive recorded lectures:	November 28
Project:	November 28
Final Exam:	December 5

Letter Grades and Percentages

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates and assignment descriptions are given in the Course Overview above.

The breakdown for determining the final grade is as follows:

Attending class lectures	Required for final grade
Pre-intensive reading reflections	20%
Pre-intensive recorded lectures	10%
Post-intensive recorded lectures	10%
Project	25%
Participation	10%
Final exam	25%
Total	100%

Grading system (in percentages)				
A : 94-100	B+ : 87-90.9	B- : 80-82.9	C : 70-74.9	D : 50-59.9
A- : 91-93.9	B : 83-86.9	C+ : 75-79.9	C- : 60-69.9	F : 0-49

No Deferred Grade (DG) will be issued for Master of Divinity students.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

Incomplete (I)

In the event that you cannot complete the course, please contact the professor and inform him that you are unable to complete your course and state your reasons. For more details, please read the bulletin information below.

***I—Incomplete.** An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.*

An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The Incomplete is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an Incomplete shall be removed during the following semester. However, an Incomplete contracted in the spring semester may be extended to the autumn semester. Any

request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Late Submission

Course assignments submitted after the due date will receive 20% penalty for each week late. Assignments will not be accepted if submitted after 2 weeks late, unless an accommodation has been agreed to ahead of the due date.

No extra work will be given to improve one's final grade.

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960

Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
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Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout 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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

ABOUT YOUR INSTRUCTOR

Ante Jerončić's scholarship and teaching focus on the intersection of constructive Adventist theology and culture, especially as it relates to contemporary issues in theological and philosophical anthropology. Most basically, he is interested in questions of how humans as moral agents understand and relate to the world, and how that in turn informs (or ought to inform) our understanding of ethics, discipleship, ministry, and life in general.



Professor Jerončić strongly believes that the depth and relevance of the Adventist faith needs to be communicated in fresh and creative ways both within the Church and the culture at large. To that end, he frequently gives lectures and seminars focusing on themes such as Adventist identity, discipleship in the modern world, the character of God and human suffering, and the Sermon on the Mount. He is married to Debbie to whom he feels indebted beyond what words can express.

APPENDIX 1: PROGRAM LEARNING OUTCOMES

MA IN PASTORAL MINISTRY

1. Deliver effective biblically-based sermons
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist Church
4. Exhibit capability for training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership
6. Exhibit capability for reaching specific social groups

APPENDIX 2: PP PROJECT RUBRIC

Overall Assessment	Excellent 96-100% "Splendid!" <i>5 points</i>	Very Good 90-95% "Good job!" <i>4 points</i>	Good 80-89% "Meets the requirement." <i>3 points</i>	Satisfactory 70-79% "Not quite on par with the requirement." <i>2 points</i>	Unsatisfactory 65-69% "Misses the point of the assignment." <i>1 points</i>	No Submission <i>0 points</i>
Content	Excellent, well-documented content either in the slides themselves or the notes section. <i>50 points</i>	Good content free from typos either in the slides or the notes section. <i>47 points</i>	The slides are somewhat lacking in meaningful content. <i>45 points</i>	The slides are either riddled with mistakes, or are significantly lacking in content or perhaps both. <i>40 points</i>	Hard to see what the presentation is about. Filled with mistakes. <i>35 points</i>	No submission. <i>0 points</i>
Design	Slides have an exceedingly clear and creative design. Very attractive! <i>35 points</i>	Slides have a nice look and are quite clear. Quite a good joy. <i>32 points</i>	The topic of the presentation is evident, but slides like in clarity or visual appeal or perhaps both. <i>30 points</i>	The topic is discernable, but the slides are bland in their visual appeal or lacking in content or perhaps both. <i>28 points</i>	Visually and content-wise, it is hard to imagine an audience that would find the slides appealing. <i>25 points</i>	No submission or contains plagiarized material. Points given for curving purposes. <i>22 points</i>
Integration with Course Material	A number of good references that fit the presentation. <i>10 points</i>		To few references or references not quite fitting the presentation. <i>7 points</i>		Integration with course material missing. <i>2 points</i>	
Length	Required slides count. <i>0 points</i>		Missing a couple of slides <i>-3 points</i>		Not enough slides. Probably less than 20. <i>-10 points</i>	
Submission	Timely submission <i>0 points</i>			Late submission <i>-20 points</i>		

APPENDIX 3: SERMON PROJECT RUBRIC

Criteria/Competency	Excellent 94-100% <i>5 points</i>	Very Good 90-93%" <i>4 points</i>	Good 80-89% <i>3 points</i>	Satisfactory 70-79% <i>2 points</i>	Unsatisfactory < 69%, <i>1 points</i>
Content	Sermon topic is clear and nicely developed. <i>53 points</i>	Very interesting, inspiring, thought provoking, well-articulated. <i>50 points</i>	Content is clear but lacks one or more of the following: focus, progression, development, clarity. <i>49 points</i>	Content somewhat unclear and lack in two or more of the following: focus, progression, development, clarity. <i>46 points</i>	Has not discernible focus. Hard to follow. Theme unclear. <i>30 points</i>
Course Integration	Excellent integration with course material as appropriate. <i>30 points</i>	Very Good integration with course material. <i>28 points</i>	Good connections with course material. <i>25 points</i>	Connection with course material virtually non-existent. <i>20 points</i>	No connection to course material. <i>15 points</i>
Grammar/Style	Excellent prose without grammar or spelling mistakes. <i>20 points</i>	Good prose without grammar or spelling mistakes. <i>19 points</i>	A couple of grammatical and/or stylistic mistakes. <i>18 points</i>	A good number of mistakes. <i>15 points</i>	Filled with numerous mistakes. <i>12 points</i>
Word Count	Required word count. <i>0 points</i>	Incomplete word count (>85%). <i>-2 points</i>	Incomplete word count (<85%). <i>-5 points</i>	Late submission. <i>-20 points</i>	

APPENDIX 4: ESSAY PROJECT RUBRIC

Criteria/Competency	Excellent 94-100% <i>5 points</i>	Very Good 90-93% <i>4 points</i>	Good 80-89% <i>3 points</i>	Satisfactory 70-79% <i>2 points</i>	Unsatisfactory <70% <i>1 points</i>
Content/Analysis	Highly insightful essay with strong appeal. Content is clear and thoughtful. <i>45 points</i>	Goes to the core of the issue and offers a clear viewpoint. The essay has a good appeal. <i>42 points</i>	The essay is relatively clear, but the content is either bland or somewhat underdeveloped. <i>39 points</i>	The content is rather weak or lacks focus. <i>36 points</i>	Not met. <i>30 points</i>
Grammar/Style	Excellent prose without grammar or spelling mistakes. The flow of the paper is outstanding. A truly wonderful read. <i>30 points</i>	Good prose and flow. Might have some issues in regards to both. A few grammatical or syntactical mistakes possible. <i>28 points</i>	A number of grammatical and/or stylistic mistakes. Alternatively, it has significant flow issues. <i>25 points</i>	Many mistakes on the level of grammar, style, and syntax. And/or major flow issues. <i>20 points</i>	Not met. <i>15 points</i>
Class Material	Class material, insights, concepts, etc. are woven into the essay in an admirable way. <i>10 points</i>	Class content is well utilized. <i>8 points</i>	Some references to class material present. <i>6 points</i>	References to class material virtually nonexistent. <i>4 points</i>	Not met. <i>2 points</i>
Audience	Audience specified and properly addressed. <i>5 points</i>		Audience specified but the essay somehow doesn't fit it. <i>3 points</i>		Not specified. <i>0 points</i>
Journal	Journal specified and instructions to authors attached. <i>5 points</i>		One of the two is missing. <i>3 points</i>		Not provided. <i>0 points</i>
Word Count	Required word count. <i>0 points</i>		Incomplete word count. (>85%) <i>-10 points</i>		Incomplete word count. (<85%) <i>-20 points</i>
Submission	Timely submission. <i>0 points</i>			Late submission. <i>-20 points</i>	

APPENDIX 5: FINA EXAM RUBRIC

Criteria/Competency	Excellent 94-100% <i>5 points</i>	Very Good 90-93% <i>4 points</i>	Good 80-89% <i>3 points</i>	Satisfactory 70-79% <i>2 points</i>	Unsatisfactory <70% <i>1 points</i>
Content/Analysis	Highly insightful essay with strong appeal. Content is clear and thoughtful. <i>45 points</i>	Goes to the core of the issue and offers a clear viewpoint. The essay has a good appeal. <i>42 points</i>	The essay is relatively clear, but the content is either bland or somewhat underdeveloped. <i>39 points</i>	The content is rather weak or lacks focus. <i>36 points</i>	Not met. <i>30 points</i>
Grammar/Style	Excellent prose without grammar or spelling mistakes. The flow of the paper is outstanding. A truly wonderful read. <i>30 points</i>	Good prose and flow. Might have some issues in regards to both. A few grammatical or syntactical mistakes possible. <i>28 points</i>	A number of grammatical and/or stylistic mistakes. Alternatively, it has significant flow issues. <i>25 points</i>	Many mistakes on the level of grammar, style, and syntax. And/or major flow issues. <i>20 points</i>	Not met. <i>15 points</i>
Class Material	Class material, insights, concepts, etc. are woven into the essay in an admirable way. <i>10 points</i>	Class content is well utilized. <i>8 points</i>	Some references to class material present. <i>6 points</i>	References to class material virtually nonexistent. <i>4 points</i>	Not met. <i>2 points</i>
Audience	Audience specified and properly addressed. <i>5 points</i>		Audience specified but the essay somehow doesn't fit it. <i>3 points</i>		Not specified. <i>0 points</i>
Journal	Journal specified and instructions to authors attached. <i>5 points</i>		One of the two is missing. <i>3 points</i>		Not provided. <i>0 points</i>
Word Count	Required word count. <i>0 points</i>		Incomplete word count. (>85%) <i>-10 points</i>		Incomplete word count. (<85%) <i>-20 points</i>
Submission	Timely submission. <i>0 points</i>			Late submission. <i>-20 points</i>	

APPENDIX 6: ELECTRONIC DEVICES USAGE AGREEMENT

The student is allowed to use a laptop, an iPad, or similar devices during class periods by agreeing to the following:

1. The electronic device should *only* be used for the purpose of note taking or accessing of class material.
2. The professor reserves the right to claim unplugged time pockets, i.e., parts of class periods when students will be asked to put their electronic devices aside.
3. If a student is repeatedly looking at the screen without taking notes, it will be assumed that laptop privileges are being misused and the participation grade stipulations go into effect.
4. The burden of proof that the device is not being misused lies on the student and not on the professor. I do not see your screens, only your eyes, and thus cannot be faulted for arriving at a wrong conclusion. From where I stand, it looks the same whether you are, let's say, using Wikipedia or watching a movie.

The usage of electronic devices implies a consent to the stipulations above.