Seventh-day Adventist Theological Seminary
Andrews University

Department of Theology & Christian Philosophy

# THST 647: Human Nature and Destiny

MAPM Intensive
October 6-9, 2025

*Instructor: Ante Jerončić*

*Last update: June 11, 2025*

## SYNOPSIS OF THE COURSE

## CLASS & CONTACT INFORMATION

**Class Location:**     Union College, Nebraska

**Meeting Times:**      October 6-9 M-R 08:00-17:00

**Course Website:**     LearningHub [Course still needs to be added to the LH]

**Instructor Contact:**  jeroncic@andrews.edu

**Appointments:**       Calendly (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. Religious and philosophical traditions offer divergent visions of human nature, while disciplines such as biology, neuroscience, psychology, and sociology contribute their own methods and insights. Within this vast and multifaceted landscape, theological anthropology seeks to articulate a vision of personhood that is faithful to Scripture and shaped by the grand arc of creation, redemption, and consummation.



The relevance of such reflection to pastoral ministry is profound. Every ministerial act—preaching, counseling, lamenting, guiding—presupposes some understanding of what it means to be human. Questions such as *What moves us? What constitutes our wholeness? What is the shape of our ultimate destiny?* are not only philosophical—they are deeply pastoral.

This course approaches theological anthropology with a focus on the existential and spiritual contours of human life. We will explore the lived experience of being human in light of Scripture, tradition, and contemporary reflection, attending especially to longing, identity, desire, suffering, and hope. Our aim is to cultivate a Christ-centered vision of the human person, one captured poignantly in Pilate's unwitting declaration: "*Ecce homo—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 theological ideas and concepts found in key texts on the doctrine of humanity.

## COURSE MATERIALS

*Required Course Materials*

Cortez, Marc. *Theological Anthropology: A Guide to the Perplexed.* T&T Clark, 2011 [*TA*]

Smith, James K. A. *On the Road with St. Augustine.* Brazos, 2019. [*ORA*]

## 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**

These assignments are designed to prepare you for our in-person intensive. The more you engage beforehand, the richer our class discussions will be.

Complete the assigned readings and submit a 200–250 word reflection for each. Your reflection should include both a critical evaluation and at least one point of personal appropriation (e.g., ministry application, spiritual insight, sermon idea).

Note: *The assigned texts do not necessarily represent the instructor's views but have been chosen for their theological seriousness and their capacity to raise important questions.* Thoughtful engagement with differing perspectives is vital to learning and deepening your own convictions.

- **Reading Reflection 1:** *TA*, ch. 1–2. Read both chapters, but respond to one of your choice.
- **Reading Reflection 2:** *TA*, ch. 3–4. Read both chapters, but respond to one of your choice.

- **Reading Reflection 3:** *TA*, ch. 5–6. Read both chapters, but respond to one of your choice.
- **Reading Reflection 4:** *ORA*, ch. 1 & 3. Read both chapters, but respond to one of your choice.
- **Reading Reflection 5:** *ORA*, ch. 4 & 5. Read both chapters, but respond to one of your choice.
- **Reading Reflection 6:** *ORA*, ch. 8 & 9. Read both chapters, but respond to one of your choice.
- **Reading Reflection 7:** *ORA*, ch. 10 & 12. Read both chapters, but respond to one of your choice.

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. Additionally, there will be a place for you in the "quiz" to type your response.

**Note**: There will be a 20% deduction for submissions after the **due date of Friday, October 3**. No assignments will be accepted **after Sunday, November 2**.

## 2. VIEW LECTURES

You are asked to view three lectures *before* our intensive. The links are provided in the LearningHub. You are asked to give a report on what you have covered in the appropriate LearningHub form in the form of a simple multiple-choice question. The lectures will be debriefed and discussed during the intensive.

**Note**: Viewing reports will be accepted only **until October 5**.

## *REQUIREMENTS DURING THE INTENSIVE (OCTOBER 6-9, 2025)*

### 1. MAPM INTENSIVE SCHEDULE

|       | MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
|-------|--------|---------|-----------|----------|
| 8:00  | L1: Introduction | Review & Elaboration | Review & Elaboration | Review & Elaboration |
| 9:00  | L2: Modern Self | L4: The Image of God | L8: Embodiment | L10: Pride & Desire |
| 10:00 | CD | CD: Image of God | CD: Embodiment | CD: Girard & Desire |
| 11:00 | L3: Postmodern Self | L5: Sacredness of HL | L9: Narrative Identity | L11: Guilt & Shame |
| 12:00 | *Lunch Break* | *Lunch Break* | *Lunch Break* | *Lunch Break* |
| 13:30 | L3: Contemporary Issues | L6: What is a Person? | L10: Intellectual Virtue | L12: The Path of Wisdom |
| 14:30 | Review & Elaboration | Review & Elaboration | Review & Elaboration | Review & Elaboration |
| 15:30 | L4: Theological Anthrop. | L7: Intersubjectivity | L11: Moral Virtue | L13: The Craft of Living |
| 16:30 | AMA/Debrief | AMA/Debrief | AMA/Debrief | AMA/Debrief |

**Note:** The schedule is subject to revision based on class dynamics.

**2. CLASS PARTICIPATION**

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

While there is 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 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 #4). **Note**: *The usage of electronic devices implies 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 a 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]

## *POST-INTENSIVE COURSE REQUIREMENTS*

**Note:** All post-intensive assignments are due **November 23 by 11:59 PM**, except the final exam, which is due **December 7 by 11:59 PM**.

**1. CLASS PROJECT: PwerPoint (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 the directions:

1. This should be a new presentation rather than recycling old material. As with everything else in the class, this should be your independent work.
2. Please specify your target audience and the outcome you envision for your talk.

3. The presentation you are preparing for is <u>60 min. in length</u> and should not have fewer than 30 slides, excluding the title slide, audience specification slide, and bibliography slide.

4. In addition to the course material, you should utilize at least <u>two additional</u> 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 <u>32 pts</u>.

6. See <u>Appendix 2</u> for the grading rubric.

There are innumerable topics you could choose from. Here are 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.

**Note**: The assignment will be accepted up to one week after the due date with a 20% deduction.

## 2. VIEW PRE-RECORDED PRESENTATIONS

You are asked to view <u>three presentations</u> *after* our intensive. The links are provided in the LearningHub. You will need to report on what you have covered.

**Note**: Late reports will be accepted up to one week after the due date with a 10% deduction.

## 3. FINAL EXAM

The final exam is a take-home exam to be submitted **by Sunday, December 7, by 11:59 PM** 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. It is found in the LearningHub above the submission box.

Note: Plagiarized exams and those composed by an AI tool will receive an automatic F grade of 0%.

See Appendix 3 for the final exam grading rubric.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

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

- Courses for professional master's degrees (e.g., MDiv) include 15 instructor contact hours and 30 hours of independent learning activities.
- Courses for academic master's (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 the 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** | 70 hrs |
| | **Post-Intensive Project** | 20 hrs |
| **Total Hours:** | | 135 hrs |

## GUIDELINES FOR COURSE ASSIGNMENTS

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

| | |
|---|---|
| Pre-intensive reading reflection: | October 3 |
| Pre-intensive recorded lectures: | October 3 |
| Post-intensive recorded lectures: | November 23 |
| Project: | November 23 |
| Final Exam: | December 7 |

**Letter Grades and Percentages**

Grades are based on the independent learning activities below, which provide practice toward and an 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:

| | |
|---|---|
| Pre-intensive reading reflections | 20% |
| Listening to recorded lectures | 10% |
| Project | 30% |
| Participation | 10% |
| Final exam | 30% |
| **Total** | **100%** |

| Grading system (in percentages) | | | | |
|---|---|---|---|---|
| A : 94-100 | B+ : 87-90.99 | B- : 80-82.99 | C : 74-76.99 | D : 65-69.99 |
| A- : 91-93.99 | B : 83-86.99 | C+ : 77-79.99 | C- : 70-73.99 | F : 0-64.99 |

**No Deferred Grade (DG)** will be issued for MAPM 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 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 an 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)

Incompletes are given only under exceptional, extenuating circumstances such as hospitalization or serious situations. Unsubmitted assignments or final exams do not warrant an incomplete. **Remember the AU policy that you need to achieve a passing grade in the course to be eligible for an incomplete**. If you feel that you won't be able to achieve that due to various circumstances, make sure to withdraw from the course before the stipulated deadline

### 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.

Please keep in mind the following Generative AI policy:

"Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated."

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

### Class AI Policy

For the purposes of this class, adhere to the following principles:

- You are free to use AI tools as a research assistant, i.e., to generate ideas and questions, ask for feedback, etc. In other words, the kind of things you might do by talking to a friend or a professor.
- You can also use it for editorial purposes for cleaning up *your text*. In other words, once you have written your assignment, you can request something along the lines of: "Please correct my syntax, grammar, and style while not changing my voice, wording, and ideas." You then make a decision whether to accept something or not. If suggested thoughts or wording are not a part of your thinking or vocabulary, don't use them. It is not you.
- In using Grammarly, make sure whether you are using the writing or the AI tool
- Keep a track record of your interactions with the AI tool so you can produce evidence if requested to do so.
- The burden of proof is on the student, not the professor. You need to provide a believable explanation of how a document that does not seem to be your voice is actually your work.

For a complete statement of the Seminary AI policy, please consult the statement posted on the class LH page.

### Academic Accommodations

If you qualify for accommodation under the Americans with Disabilities Act, please 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 | |
| --- | --- | --- |

***Emergency Protocol***

Andrews University takes the safety of its students 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.

***The instructor reserves the right to revise the syllabus, with the exception of class requirements, in consultation with the class, for the benefit of the learning process.***

## ABOUT YOUR INSTRUCTOR

Ante Jeroncic'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 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 need 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!" **5 points** | Very Good 90-95% \|"Good job!" **4 points** | Good 80-89% \| "Meets the requirement." **3 points** | Satisfactory 70-79% \| "Not quite on par with the requirement." **2 points** | Unsatisfactory 65-69% \| "Misses the point of the assignment." **1 points** | No Submission **0 points** |
|---|---|---|---|---|---|---|
| **Content** | Excellent, well-documented content either in the slides themselves or the notes section. **50 points** | Good content free from typos either in the slides or the notes section. **47 points** | The slides are somewhat lacking in meaningful content. **45 points** | The slides are either riddled with mistakes, or are significantly lacking in content or perhaps both. **40 points** | Hard to see what the presentation is about. Filled with mistakes. **35 points** | No submission. **0 points** |
| **Design** | Slides have an exceedingly clear and creative design. Very attractive! **30 points** | Slides have a nice look and are quite clear. Quite a good job. **27 points** | The topic of the presentation is evident, but slides lack in clarity or visual appeal or perhaps both. **24 points** | No submission or contains plagiarized material. Points given for curving purposes. **22 points** | The topic is discernable, but the slides are bland in their visual appeal or lacking in content or perhaps both. **21 points** | Visually and content-wise, it is hard to imagine an audience that would find the slides appealing. **18 points** |
| **Integration with Course Material** | A number of good references that fit the presentation. **15 points** | | To few references or references not quite fitting the presentation. **10 points** | | Integration with course material missing. **2 points** | |
| **Length** | Required slides count. **0 points** | | Missing a couple of slides. **-3 points** | | Not enough slides. Probably less than 20. **-10 points** | |
| **Two External Sources** | Yes **0 points** | | | No **-6 points** | | |
| **Submission** | Timely submission **0 points** | | | Late submission **-10 points** | | |
| **PP Statement** | Yes **0 points** | | | No **-30 points** | | |

Note: *Slight revisions to the rubrics are possible. Please consult the LearningHub for any changes before you submit the assignment*.

## APPENDIX 3: FINAL EXAM RUBRIC

| Criteria/Competency | Outstanding | 96-100% **5 points** | Very Good | 90-95% **4 points** | Good | 80-89% **3 points** | Satisfactory | 70-79% **2 points** | Unsatisfactory | < 65% **1 points** | No Submitted **0 points** |
|---|---|---|---|---|---|---|
| Grammar/Style | Excellent prose without grammar or spelling mistakes. Integration with course vocabulary outstanding. **15 points** | Good prose without grammar or spelling mistakes, with a few exceptions possibly. **14 points** | A couple of grammatical and/or stylistic mistakes. **13 points** | A good number of mistakes. **12 points** | Filled with numerous mistakes. **10 points** | Not submitted. **0 points** |
| Structure/Flow | Excellent organization of all the answers with strong paragraph transitions. The flow is impeccable. **20 points** | Good structure with decent flow and transitions. It is easy to follow along. Some answers might be weaker than others. **18.5 points** | A discernable flow, but some issues with organization, flow, and/or structure. **17 points** | Major issues with flow and structure. Hard to follow the progression of thought. **15.5 points** | Structure not discernable. Answers lack coherence. **13 points** | Not submitted. **0 points** |
| Comprehensiveness | The answers utilize all types of class material to an abundant degree, appropriately so, and well-referenced. **40 points** | A solid amount of class material utilized, but perhaps missing some important references. **38 points** | While references are present, they are either sparse or limited in scope. **36 points** | Very few references on a narrow range of class material. **34 points** | References are virtually non-existent. **32 points** | Not submitted. 20 points given for curving purposes. **20 points** |
| Creativity/Insightfulness | Highly creative and insightful, filled with insightful connections that go beyond what was presented in class. **20 points** | A decent amount of insightful observations, with some creativity at display. **18.5 points** | The exam is quite predictable in its structure where issues/authors are simply listed. **17 points** | Lacks insightfulness and creativity and does not exhibit any deepening of the course material. **15.5 points** | Not up to minimum standards expected from the exam. **14 points** | Not submitted. **0 points** |

| Length | Required word count. **0 points** | Incomplete word count in one answer, somewhere above 900. **-5 points** | Incomplete word count in two answers, or substantially less in one of them. **-10 points** | Incomplete word count in all answers, or substantially missing in two, or one answer missing. **-25 points** | The total requited word count for the whole exam is substantially less that is required. **-35 points** |
|---|---|---|---|---|---|

| Word Count | Provided **0 points** | Not provided **-2 points** |
|---|---|---|

Note: *Slight revisions to the rubrics are possible. Please consult the LearningHub for any changes before you submit the assignment.*

## APPENDIX 4: 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 consent to the stipulations above.