



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT PROGRAM

<<REQUIRED: <https://www.slu.edu/registrar/calendars/1818-calendar.php>>> (We recommend you also post this link to your classroom management site)

THEO 2410 Making Christianity Credible

3 credits

<<High School Name>>

<<High School Course Name and Number>>

Course Syllabus

Semester:

<<TERM and YEAR>>

Instructor:

<<Instructor Name>>

Contact Information:

<<Office Address>>

<<E-mail Address>>

<<Phone>>

<<Availability/Office Hours>>

Textbook(s)/Resources:

<<<<**REQUIRED.** insert here>>

Course Description:

THEO 2410 Making Christianity Credible

3 Credits

This course aims at providing a comprehensive understanding of Christian faith by investigating the historical development and interrelation of its main tenets. Attention will be given to how Christian beliefs arise from, and themselves give distinct shape to, Christian practices in the Church and the world.

Prerequisite(s): THEO 1600 **Attributes:** Catholic Studies-Theology, Theology BA Requirement (A&S), Theology BS Requirement (A&S)



Additional Description

<<OPTIONAL. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

Students will be able to:

1. Identify the core ideas, beliefs, and practices of the Christian faith
2. Define and describe the central teachings of Christianity
3. Explain important historical developments in the history of Christian thought
4. Synthesize historical and theological reflections about the Christian faith in relation to its contemporary place in the world

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:

<<OPTIONAL: insert any high school, district, state or instructor developed outcomes here>>

Attendance Policy:

<<REQUIRED: Please list the attendance policy for the class, the policy on late/missing exams and work, in addition to penalties on missed classes and/or tardiness. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:

<<insert here (i.e. Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

SLU Grading Information/Scale:

<<REQUIRED: Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grading is at the discretion of the 1818 instructor, who will be guided by the course description, shared learning outcomes, and shared assessment as well as professional experience and collaboration. Use of the LLC grading scale is required for your syllabus, and the instructor must outline how grades are determined at the end of the course in accordance with the provost's required syllabus components:

https://www.slu.edu/provost/policies/academic-and-course/policy_course-syllabus_12-12-18.pdf.

Grades are assigned to the SLU transcript as follows: >>



Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

The following grading scale applies for this LLC course:

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
B (3.0)	83-86	Above average achievement
B- (2.7)	80-82	Approaching above average achievement
C+ (2.3)	77-79	Slightly higher than average achievement
C (2.0)	73-76	Average achievement
C- (1.7)	70-72	Below average achievement
D (1.0)	65-69	Inferior, but passing achievement
F (0)	<64	Course failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades, and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<Please insert here a listing of each of the major units and assignments.>>

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

Disability Accommodations

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must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

<<<<END OF SYLLABUS TEMPLATE>>>>



SAMPLE SYLLABUS

THEO 2410-01: MAKING CHRISTIANITY CREDIBLE

Fall 2016

Tuesdays & Thursdays, 2:15-3:30pm Syllabus is subject to change

“Confessing faith is incomplete unless it becomes a form of life.”

Catherine Mowry LaCugna, *God For Us* (1973), 377

Amelia C. Blanton, MTS

Adjunct Instructor

ablanto1@slu.edu

806.790.9082 - You may text this number, please include your name and a reference to the course

Office hours are by appointment. I am happy to meet with you for coffee and discussion! Please allow 72 hours for response to email, Monday through Friday.

I. Course Description:

Is Christianity credible? This is a completely legitimate, even necessary question. In fact, theology is traditionally described as “faith seeking understanding.” So Christian theology seeks to understand the faith, to make it credible in both what it believes (orthodoxy) and does (orthopraxis). Thus, the premise of this course is that what Christians believe shapes how they live, and how they live shapes what they believe. To investigate this premise, the first part of the course will start by examining core Christian beliefs as evidenced in the Christian Creeds (Apostles and Niceno-Constantinopolitan). Then, the second part will turn to explore three writings of Pope Francis as examples of a lived Christianity. If Christianity is credible, then we must be prepared to explain why it is credible. If it is not credible, then again: why? In effect, the title of this course is not Making Christianity Credible; rather, it is: Is Christianity credible?

II. Learning Outcomes:

By the end of the course, students will be able to answer two rather simple questions:



1. Is Christianity Credible? As it relates to its core beliefs (creed: creation, Trinity, Christology, anthropology, redemption, eschatology, pneumatology, Church, etc.) and practices (ethics, social justice, environment, human development, economics, culture, politics, etc.).
2. Why does it matter? As a student receiving an education at a Catholic/Jesuit University, its mission (i.e., its creed) accepts the credibility of Christianity as a worldview that can transform society in ways that promote authentic human development.

III. Skill Set Acquisition:

Throughout the Course, students will answer the above questions with the following skills:

- Ability to Read Theologically via Weekly Reflection Papers.
- Ability to Write & Research Theologically via the Essays and Pair Project.
- Ability to Speak Theologically via Overall Classroom Discussion.
- Ability to Think Theologically via the Above Assessments.

IV. Required Texts:

- Luke Timothy Johnson. *The Creed: What Christians Believe and Why It Matters* (Image, Doubleday, 2004). ISBN: 0385502486
- Martin C. Albl. *Reason, Faith, and Tradition: Explorations in Catholic Theology*, Revised Edition (Anslem Academic, 2009). ISBN: 1599826321
- Blackboard readings as assigned (folders for each class with readings will be released the class prior)
- Pope Francis, *Laudato Si* (Praised be to You), 2015

V. SLU Mission Statement:

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

VI. Course Structure & Policies:

Classroom Policy

Students are expected to be present, punctual, attentive, and respectful. Cell phone use is not permitted during class. Other electronic devices such as laptops or tablets are to be used only



with instructor permission. The instructor reserves the right to disallow any electronic devices if they are being abused. Failure to abide by this policy will adversely affect a student's class participation grade. Students are expected to bring required reading texts to each class.

Course Requirements and Assessment:

Class Attendance	10%
Overall Classroom Participation & Discussion	10%
Weekly Reflection Papers	10%
Synthesis and Research Essays (x2)	20%
Paired Project & Presentation	20%
Final Essay	25%
Completion of Course Evaluation	5%

Course Structure

Part I (6 weeks):

Christianity's Creed: Orthodoxy – Constructing a Worldview of Faith from a Story

Part II (9 weeks):

Christianity's Credibility: Orthopraxis – Responding to a World with Charity and Truth

*Students who have questions regarding grades given on an assignment must wait at least one (1) calendar day before coming to the instructor to discuss the grade. It will be assumed that prior to coming to the instructor, the student has reviewed the comments on the assignment at hand and the rubric or guidelines given.

*Every assignment turned in late will drop one (1) letter grade for each day (not class period) it is late. So for example, an A- paper turned in two (2) days late will receive a grade of B.

*Please note: extra credit is not available for this course.

*All work should contain the student's name, date, class, class period, and instructor's name in the top left hand corner.

Class Attendance (10%)

Students are expected to be in all classes. Students who are tardy, those who arrive at class once class has already begun, will be marked for half ($\frac{1}{2}$) of an absence. If students know in advance that they will miss a class, they should speak with the course instructor. Excused absences are not penalized.

0 absences earn all 10 attendance points 1 unexcused absence earns 8 points

2 unexcused absences earn 6 point (one week missed) 3 unexcused absences earn 4 points

4 unexcused absences earn 2 points (two weeks missed)

After four unexcused absences (two weeks missed), the penalty is substantial. Each additional unexcused absence beyond four lowers your overall grade by –1 percentage point. Ten unexcused absences earn a failing grade (five weeks). If missing a class is inevitable, it is your responsibility to bring it to the instructor's attention on or before the missed day of class.

Overall Classroom Participation & Discussion (10%)

Students will be evaluated for the entire class each day. Evaluation will be based on preparedness for class, respect, attention, and active participation in class, including in-class assignments. Active, frequent student discussion in the learning process is expected and will be evaluated. While the daily level of participation will certainly shift, it is expected that all students participate in each class throughout the semester.

Reflection Papers (10%)

Each week students will turn in a one (1) page, typed, double-spaced, 12 pt., Times New Roman, with one (1) inch margins, reflection paper. The papers should focus on the readings and class discussion for the week. The reflection paper should not be a regurgitation of material covered in the course but rather an active and critical engagement with the materials and discussion. Any text referenced in reflection papers should be noted with parenthetical citations.

At the end of each reflection paper, students should present two of the following (this does not count toward the 1 page):

- a) A question regarding the readings, discussion, or material
 - b) One new word, phrase, or term learned in the week's readings, discussion, or material
 - c) With citation of a reading, something you found difficult, confusing, or problematic
 - d) With citation of a reading, something you found interesting
- Reflection papers are to be printed and are due at the beginning of class.

Synthesis and Research Essays (20%)

2 page essays with details discussed in class and guidelines will be posted on Blackboard.

- Essay 1 is due on Thursday, September 29, 2016 during class.
- Essay 2 is due on Thursday, November 3, 2016 during class.

Paired Project & Presentation (20%)

Details discussed in class and guidelines will be posted on Blackboard. Presentations are due on Tuesday, November 29, 2016 during class.

Final Essay (25%)



5 page essay with details discussed in class and guidelines posted on Blackboard. Paper is due on Friday, December 9, 2016 at 5pm.

Submission of Assignments

Students/groups are expected to turn in their work on time as specified in the syllabus.

Reflection papers and essays should be printed, brought to class, and turned in at the beginning of class. Those assignments turned in after class will be considered a day late.

The final essay should be submitted via email to ablanto1@slu.edu by Friday, December 9, 2016 at 5pm. The subject line of the email should include your name and the title of the assignment.

Grading Scale and Standards:

A	100-93%	B+	89-87%	C+	79-77%	D	69-60%
A-	92-90%	B	86-83%	C	76-73%	F	59-0%
		B-	82-80%	C-	72-70%		

A range: Superior, excellent, outstanding (A = 100-94, A- = 93-90)

The assignment demonstrates critical, informed, and creative theological inquiry that reflects an organized understanding of essential theological/historical concepts. The assignment demonstrates insight beyond what is normally expected. This grade presupposes carefully nuanced reasoning and writing that is free from material, structural and grammatical errors. The differentiation between an A and A- largely depends on the assignment's astute reasoning and engaging writing style.

B range: Very Good, Good (B+ = 89-87, B = 86-83, B- = 82-80)

The assignment demonstrates ready command of full range of concepts and shows some critical, informed, and creative inquiry that reflects above average understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors. The differentiation between a B+ and B largely depends on the assignment's creativity.

C range: Okay, Acceptable (C+ = 79-77, C = 76-73, C- = 72-70)

The assignment demonstrates satisfactory ability to describe the overall picture and essential concepts in a summary manner. This means the student has completed the assignment in a



manner involving no significant errors. Material may not be free from structural and grammatical errors.

Nuanced reasoning is not demonstrated. The differentiation between a C+ and C largely depends on the assignment's organization.

D range: Below average (D = 69-60)

The assignment demonstrates reasoning that is neither carefully reasoned nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F range: Unsatisfactory (F = 59-0)

In one or more of the following ways the student: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort; 4) was involved in plagiarism or cheating (the penalty for academic dishonesty is a zero for the assignment).

VII. Academic Integrity, Assistance, Accommodations, and Title IX Statement

The Office of Academic Affairs and the Student Success Center encourage all faculty and students to review the College of Arts & Sciences statements regarding Syllabi Statements.

1. Academic Integrity Syllabus Statement
2. Title IX Syllabus Statement
3. Student Success Center Syllabi Statements
4. Disability Services Academic Accommodations Syllabus Statement

These four statements can be found at <http://www.slu.edu/college-of-arts-and-sciences-home/faculty-and-staff-resources/syllabi-statements>

VIII. Course Calendar

All assignments are due in class on the day listed.

PART I

Christianity's Creed: Orthodoxy Constructing a Worldview of Faith from a Story

Week / Date Readings for Class Assignments Due/Notes



WEEK 1: Introduction to Class and Creed

August, Tuesday (T) 23

Thursday (R) 25 Johnson: Preface and Introduction

Albl: Chapter 2 Blackboard Readings Personal Creed Due (in lieu of Reflection Paper)

WEEK 2: The Creed's Purpose and Function

T30 Johnson: Chapter 1 Blackboard Readings

September, R1 No readings assigned Meet in Library for Research Orientation (more details to follow)

WEEK 3: Belief in God & Christ: What is God? Who is God?

T6 Johnson: Chapter 2 Blackboard Readings

R8 Johnson: Chapter 3

Albl: Chapter 6 Blackboard Readings First Reflection Paper Due

WEEK 4: Belief in Christ: Synopsis of the Gospel Story

T13 Johnson: Chapter 4

Albl: Chapter 10 Blackboard Readings

R15 Johnson: Chapter 5

Albl: Chapter 11 Blackboard Readings Reflection Paper Due

WEEK 5: From the Story of Christ to the Life of the Church

T20 Johnson: Chapter 6

Albl: Chapter 12 Blackboard Readings

R22 Johnson: Chapter 7

Albl: Chapter 6 Blackboard Readings Reflection Paper Due

WEEK 6: Four Marks of the Church and Creedal Christianity

T27 Johnson: Chapter 8 Blackboard Readings * Social Justice Night sponsored by the School of Social Work at 6:30pm with Sr. Simone Campbell of in the BSC Wool Ballrooms. STRONGLY recommended!

R29 Johnson: Chapter 9

Albl: Chapter 7 Blackboard Readings Essay 1 Due

PART II

Christianity's Credibility: Orthopraxis Responding to a World with Charity and Truth

Week / Date Readings for Class Assignments Due/Notes

WEEK 7: From Francis to Francis: Enkindling a Spirit of Responsibility

October, T4 Johnson: Chapter 9



Laudato Si: Introduction Blackboard Readings

R6 Laudato Si: Chapter 1

Blackboard Readings Reflection Paper Due

WEEK 8: Visualizing the Damage

T11 MOVIE: This Changes Everything

R13 MOVIE (cont): This Changes Everything * Blackboard Questions posted at 3:30pm on Thursday, October 13th – due by 11:59pm that day.

WEEK 9: The Gospel Amid Crisis

T18 NO CLASS, FALL BREAK

R20 Laudato Si: Chapter 2 Blackboard Readings Reflection Paper Due

WEEK 10: Integral Ecologies: Environment, Economics, and Society/Culture

T25 Laudato Si: Chapter 3 Blackboard Readings

R27 Laudato Si: Chapter 4 Blackboard Readings Reflection Paper Due

WEEK 11: Dialogue & Conversation

November, T1 Laudato Si: Chapter 5 Blackboard Readings

R3 Laudato Si: Chapter 6 Blackboard Readings Essay 2 Due

WEEK 12: Politics and the Life of the Church

T8 Blackboard Readings ELECTION DAY! Go Vote!

R10 Blackboard Readings Reflection Paper Due

WEEK 13: Race and the Life of the Church

T15 Blackboard Readings

R17 Blackboard Readings Reflection Paper Due

WEEK 14: Gender and the Life of the Church

T22 Blackboard Readings Final Reflection Paper Due

R24 Thanksgiving Holiday, no class

WEEK 15: Pair Presentations & Final Papers

T29 Paired Project Due

December, R1 Discussion of Final Papers Complete Final Course Evaluation!

Final Paper Due Friday, December 9, 2016 at 5pm.

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