



History & Development of Early Christian Thought

RLST 351 • PJ Levesque

RLST 351 Spring 2025

FACULTY INFORMATION

Professor Paul J. Levesque, Ph.D.

Voice/Text: 657-278-5902

Office: GH-309; Department Office: GH-313

E-mail: plevesque@fullerton.edu

Office Hours: Online: Weds. & Thurs. 2:00-3:00 PM. On-campus by appointment.

Response Time: I will respond to email 8 AM to 8 PM daily (seven days a week) – max 12-hour response time.

COURSE INFORMATION

Title:

RLST 351 History and Development of Early Christian Thought. Section 50. Class number: 16763.

Modality:

Fully Online: 100% fully asynchronous online.

This section is offered via the Internet using the CSUF Canvas learning management system. All course announcements and individual emails will be sent to your CSUF email account (unless you confirm to me an alternate email address for use during the semester). You *must* check your CSUF email (or confirmed alternative address) at least once a week for the duration of this course. I will send an email every Monday after I have graded the weekly assignments.

If you have any questions or difficulties, I am readily available via email, telephone voice/text, Zoom office hours, and on-campus office hours. Email and telephone responses are returned within 12 hours (usually within a few hours) seven days a week. I check email periodically from 8 AM to 8 PM daily (seven days a week) during the semester. Please re-send or send via Canvas if you do not receive a response within 12 hours.

There are no on-campus meetings. All assignments, including all exams, will be conducted online via Canvas and are available 24/7. There is no face-to-face or synchronous instruction for this course. All course readings are available FREE online via the CSUF library. You must use a computer (PC or MAC; Chromebook is okay) with an Internet connection. This course is a user-friendly, step-by-step learning endeavor. Taking an on-line course requires motivation and commitment. You must keep up with the assignments. You will participate in this class through your on-time completion of the assignments. This is a three-unit course, requiring approximately three to five hours of your time per week.

Weekly assignments are due on Sundays at 11:59 PM. Unless you dedicate three to five hours of solid studying on Sunday, it is expected that you complete various assignments throughout the week. Be sure to read this entire syllabus, including “Technical Competencies” below.

Prerequisite:

Completion of G.E. Category C.2.

Catalog Description:

Historical study of the diversity of Christian beliefs, movements, and key figures from New Testament times to the late Middle Ages, including important creeds and councils, spiritual movements, and central figures such as Augustine and Aquinas.

Additional Description:

We will investigate such questions as:

- How did the first Christians interpret the life and message of Jesus?
- Where were the initial centers of Christianity?
- What did the first Christians agree and disagree upon?
- Who are some of the key figures in presenting early Christian thought?
- What did the early Councils decree in matters of doctrine and practice?
- What were the roles of women in the early churches?
- What transformations took place in Christianity as it was embodied in European culture?
- How did the Middle Ages transform Christian definitions and attempt the union of faith and reason?

Questions such as these will be investigated to address the profound impact this period of Christian thought has had, and continues to have, upon human life. (It is left to us, individually and as a society, to evaluate and reevaluate whether this impact is beneficial or detrimental.)

Please note that this course is not a *religious* course. It is a course *about* religion. The course is not about the belief or unbelief of the instructor or the students, nor about the truth or falsity of the beliefs of those we'll be studying, but about our understanding of the beliefs of those figures.

Course Materials**Required Text:**

As an enrolled student, you have FREE access to all course materials – including electronic versions of the textbook and supplemental books. All the required books are available FREE, with unlimited access, via the CSUF library. Links and/or text will be available via Canvas.

[Mullin, Robert Bruce. *A Short World History of Christianity, Revised Edition*. Presbyterian Publishing Corporation, 2014. ProQuest Ebook Central.](#)

Other Required Course Materials:

To complete this course, you will need a computer (laptop or desktop) with Internet access. Required: PC (Windows 10 or newer) or Mac (macOS 10.13 or newer) or Chromebook (ChromeOS 100.0.4896.82 or newer). You may use an iPad, other tablet, or phone for most of the course assignments, but **you can NOT use an iPad or other tablet or phone for the quizzes or exams** because the Respondus LockDown Browser for the quizzes and exams is not compatible with iPad via Canvas, nor iPhone or Android phone.

Software for Students: You must be able to download and upload documents as DOCX (Microsoft Word) and PDF (Adobe Acrobat) files. You cannot upload Apple “.Pages” files. Students can receive free and low-cost software. Software downloads and request forms are on the [CSUF Student Software Website](#). Recommended for this course: [Office 365](#). See recommended technical requirements (below).

Free Download: Course Workbook/Study Guide—each week, download from Canvas. Other readings on Canvas.

Zero cost:

This section of this course is designated as “zero cost.” There are no materials to purchase; all materials are Open Access Resources (OER).

Student Learning Outcomes (SLO)

Course Level Learning Outcomes:

By successful completion of this course, students will be able to:

- evaluate the roots and development of Christianity from its beginning to the Middle Ages.
- analyze the central figures, concepts, and historical context of the great thinkers and concepts of the Christian intellectual tradition.
- describe certain ways in which Christianity has shaped—and was shaped by—various cultural, political and personal agendas.
- identify the early Christian literature which was not included in the New Testament.
- explain the basic theological terms employed in the development of Christian thought.
- articulate the various interpretations given to the person of Jesus by early Christians of different cultures.

Department of Religious Studies Learning Outcomes applied to this Course:

- Learning Outcome 1: Students will be able to describe the developments, worldviews, and practices of religions in an academic manner.
- Learning Outcome 2: Students will be able to write ... well-organized critical and analytical research projects related to the study of religion.
- Learning Outcome 3: Students will be able to evaluate the significance of how differing religious worldviews and religious trends affect their communities.
- Learning Outcome 4: Students will be able to express an understanding of the ways religion as a global phenomenon impacts different spheres of life.

GRADING POLICY

Participation & Weekly Assignments:

Taking an on-line course requires motivation and commitment. You must keep up with the weekly assignments. You will participate in this class through your on-time completion of assignments. To allow maximum flexibility for your schedule, all weekly assignments are due on Sundays at 11:59 PM. Unless you dedicate three to five hours of solid studying on Sunday, it is expected that you complete various assignments throughout the week. **If you fail to complete on-time the assignments due at the end of the first week of classes, you will be dropped from the course. If the instructor sends an email request to meet with you via Zoom and you do not respond, your final course grade will be no higher than "C" regardless of your final course point total.**

Examinations:

There are two exams; the midterm is 133 points; 13.3% of total grade. The final is 136 points; 13.6% of total grade. Both the midterm and final exams will be conducted online.

The midterm exam will be available on Canvas from Friday, 3/21/25, 8:00 AM to Sunday, 3/23/25, 11:59 PM.

Once you begin the midterm exam, you will have 1 hour and 50 minutes to complete it. To prepare for the midterm exam, study Workbooks/Study Guides 1-9.

The final exam will be available on Canvas from **Available from Tuesday, 5/13/25, 8:00 AM to Wednesday, 5/14/25, 11:59 PM.** Once you begin the final exam, you will have 1 hour and 50 minutes to complete it. To prepare for the final exam, study Workbooks/Study Guides 10-15.

Each exam will consist of three sections: 1) multiple choice questions; 2) true/false questions; and 3) an essay question. Each section will have a separate time limit.

Material for both exams will come from the course Workbooks/Study Guides. You may use your Workbooks/Study Guides while you take the exam, but your time is limited. It is expected that you have memorized enough of the material to complete the exam in the time allotted. You will need to memorize information and be able to synthesize the material. No make-up exams will be given except for reason of illness or other verified emergencies if you notify me within 24 hours of the due date.

Make-up and Late Submission Policy:

All Module 1 assignments must be completed on-time. If you fail to complete on-time the assignments due at the end of the first week of classes, you will be dropped from the course.

Certain health problems or emergencies may be exempt from the below policies if you notify me within 24 hours of the due date. The below late policies apply to all Modules, except Module 1, 9, and 15.

- Workbooks/Study Guides uploaded after a due date will be accepted for reduced credit (two-point deduction), up to one week after a due date; not accepted after one week except for certain circumstances. The Workbooks/Study Guides for weeks 1, 9, and 15 will not be accepted late.
- Postings and responses added after a due date will be accepted for reduced credit (one-point deduction), up to one week after a due date; not accepted after one week except for certain circumstances.
- Review Quizzes: Each quiz completed after 11:59 PM on a due date will automatically be marked “late”. Late quizzes will be re-graded with a 10% (up to three-points) deduction. Each quiz will automatically close at 11:59 PM one week after the due date. The quiz for Module 1 will not be accepted late.
- Email reflections sent after a due date will be accepted for reduced credit (one-point deduction), up to one week after a due date; not accepted after one week except for certain circumstances.
- Paper: Late submissions of the paper will be accepted, but any paper not uploaded to Canvas by 11:59 PM on the due date will be marked down ten percent (up to five-points), up to one week after the due date. Late papers must be uploaded no later than Sunday, 3/2/25 (Module 6). No papers accepted after this date.
- The Midterm and Final Exams will not be accepted late. No make-up exams will be given except for reason of illness or other verified emergencies if you notify me within 24 hours of the due date.

Grading Scale and Assignment Breakdown**Grading Scale:**

Plus-minus +/- will be used. Final grades will be calculated on the following basis:

Grade	Percent	Points	Grade	Percent	Points
A+	97.0-100%	970-1000 points	C+	77.0-79.9%	770-799 points
A	93.0-96.9%	930-969 points	C	73.0-76.9%	730-769 points
A-	90.0-92.9%	900-929 points	C-	70.0-72.9%	700-729 points
B+	87.0-89.9%	870-899 points	D+	67.0-69.9%	670-699 points
B	83.0-86.9%	830-869 points	D	60.0-66.9%	600-669 points (no D-)
B-	80.0-82.9%	800-829 points	F	0-59.9%	0-599 points

The grading scale is firm. “Faculty members are expected to maintain high standards regarding student achievement” (University Policy Statement 210.000, IV, C, 1, c). A grade of “C” is the “average” grade which describes what most students can reasonably accomplish. Average work includes completing all assignments and learning the class material. A grade of “B” means “above average” and requires achievement beyond normal expectations. A grade of “A” is reserved for “outstanding” work which is the mark of true excellence; such work exhibits profound comprehension of the material and creative insights. Religious Studies majors must earn a grade of C or higher in this course to receive credit. Religious Studies majors earning grades of C- or lower must repeat the course.

List of Assignments with Points:

There is NO extra credit. A total of 1000 points will be available for assessment based upon the following:

140 points—Workbook/Study Guide; weekly assignments; 10 points/14 weeks; each 1% of total grade.

55 points—Postings & Replies: 9 posts with replies +Academic Integrity Pledge +1 survey; 5 points each; each 0.5% of total grade.

48 points—Interactive Lecture Questions: 16 lectures; 3 questions each lecture; 3 pts each lecture; total 48 pts; each 0.3% of total grade.

28 points—Interactive Video Questions: 14 modules; 2 questions each; 2 points each lecture; total 28 points; each 0.2% of total grade.

390 points—Review Quiz: 13 quizzes; 15 questions each; 30 points each quiz; each 3% of total grade.

20 points—Email Reflections: 4 reflections; 5 points each; each 0.5% of total grade.

50 points—Paper (two-four pages) on an apocryphal New Testament text. 50 points (5% of total grade).

133 points—Midterm Exam; 13.3% of total grade.

136 points—Final Exam; 13.6% of total grade.

Authentication of Student work: This is accomplished by requiring multiple measures of student performance submitted via Canvas, including in-video questions, Workbooks/Study Guides, postings, quizzes, a paper, and midterm exam, and final exam. Your name must be included on each Workbook/Study Guide in the space provided (otherwise, one point will be deducted for each missing name).

Course Policy on Artificial Intelligence (AI) Tools: Each student is required to do their own work in this course without the assistance of someone else, the Internet, ChatGPT, Microsoft Copilot, or other generative Artificial Intelligence (AI) tools. A student's own work is required for all course work, including answering the Workbooks/Study Guides, quizzes, exams, paper, and postings. Using AI will be considered plagiarism/cheating (see below for Penalties for Academic Dishonesty). Students may use Grammarly for spelling or grammatical errors. Students should use Grammarly's rewrite and rephrase features sparingly. An AI-generated detector may be used on any student submission.

Course Policy on Discord or other social media: Students are not allowed to share answers via Discord or other social media. The sharing of answers by any means is considered cheating (see below for Penalties for Academic Dishonesty).

Penalties for Academic Dishonesty: The minimum penalty for cheating or for plagiarism will be an "F" on the assignment (zero points), without the possibility to re-do the work. In addition, the final course grade will be no higher than a "C" regardless of the final point total. Depending upon the severity of the offense, a final course grade of "F" may be assigned. **If you create a Discord or other social media group and other students share answers in the group, you will receive a zero on each assignment for which students share answers (whether or not you post or copy answers).** In all cases the [Student Conduct, Dean of Students Office](#) will be notified, and you will be required to meet with a representative from Student Conduct.

Students must be familiar with the policy on academic integrity, found on the [student information website](#) and in [UPS 300.021](#).

"Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts" (UPS 300.021, 6/16/15).

Cheating: "Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by the instructor" (UPS 300.021, 6/16/15).

Your Canvas usage will be tracked. Anomalies will be discussed with the student and reviewed for possible plagiarism (e.g., copying another person's quiz answers).

It is expected that YOU will answer questions in the Workbook/Study Guide based on your reading and watching lectures and videos. Sharing or copying from another student's Workbook/Study Guide is cheating. Sharing or copying another student's quiz answers is cheating.

It is cheating to share or copy your Workbook/Study Guide answers, quiz answers, or other course work, by any means, including, but not limited to, social media, online, texting, uploading/downloading to/from sharing sites, email, voice, and paper copies. All materials posted or linked on Canvas (including, but not limited to, video lectures, Workbooks/Study Guides, quizzes, tests, assignment prompts) are not to be shared or copied.

DO NOT SHARE ANSWERS. Do NOT create a Discord or other social media group to share answers. Do NOT share answers by any means. Sharing answers is cheating. Do not copy answers. Copying answers is cheating. Both giving and copying answers are cheating.

Plagiarism: "Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When references are used in a paper, acknowledgement of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used" (UPS 300.021, 6/16/15).

Having another person write your postings is plagiarism.

Plagiarism is a serious issue. It is the student's responsibility to be clear of the meaning of plagiarism.

See: [A Magical Guide to Avoiding Plagiarism](#). Also see: [Dean of Students Academic Integrity Website](#)

Each student will be asked to affirm the following Academic Integrity Pledge:

- **I will do my own work** in this course **without the assistance of someone else, the Internet, ChatGPT, Microsoft Copilot, or other generative Artificial Intelligence (AI) tools**, including answering the Workbooks/Study Guides, quizzes, exams, paper, and postings.
- **I will not give my course work to other students** (including answers to Workbooks/Study Guides, quizzes, exams, or other course work) by any means, including, but not limited to, social media, posting online, texting, uploading to sharing sites, email, voice, and paper copies).
- **I will not accept or copy course work from other students** (including answers to Workbooks/Study Guides, quizzes, exams, or other course work) by any means, including, but not limited to, social media, online, texts, downloading from sharing sites, email, voice, and paper copies.
- **I will not create or use a Discord or other social media group to share answers.**
- **I will not plagiarize** and will write my own paper, postings, and essay answers.
- **I will not engage in any other actions in this course that may be considered cheating.**
- **I understand** that the minimum penalty for cheating or for plagiarism will be an "F" on the assignment (zero points), without the possibility to re-do the work. In addition, my final course grade will be no higher than a "C" regardless of the final point total. Depending upon the severity of the offense, a final course grade of "F" may be assigned. In all cases the Dean of Students Office, Judicial Affairs will be notified, and a meeting will be required with a representative from the Dean of Students Office.
- I understand that if I create a Discord or other social media group and other students share answers in the group, I will receive a zero on each assignment for which students share answers (whether or not I post or copy answers).

Extra Credit:

There are **no extra credit** options in this course.

REQUIRED COURSE ASSIGNMENTS

Workbook/Study Guide:

150 points—Workbook/Study Guide; weekly assignments; 10 points/15 weeks; each 1% of total grade. From Canvas, download the weekly “Workbook/Study Guide.” The weekly Workbook/Study Guide provides step-by-step instructions of all assignments for the week and questions for you to answer. **You will use these pages to answer the weekly quiz and the midterm and final exams.** Completing the Workbook/Study Guide is essential to understanding exam material. **Contact me if you need help answering any question. It is expected that YOU will answer questions in the Workbook/Study Guide based on your reading and watching the lectures and videos.**

DO NOT SHARE ANSWERS. **Do NOT create a Discord or other social media group to share answers. Do NOT share answers by any means.** Sharing answers is cheating. Do not copy answers. Copying answers is cheating. Both giving and copying answers are cheating. Cheating will result in zero points for the assignment and the final course grade will be no higher than “C”. (see “policy on academic dishonesty” below).

If you need help with answering a Workbook/Study Guide question, there are three ways to find help:

1. Send me an email at plevesque@fullerton.edu and I will help you.
2. Send me a text or phone me at 657-278-5902.
3. Join my Zoom office hours on Wednesdays & Thursdays 2:00-3:00 PM.

I will respond to emails/texts/phone messages from 8am to 8pm, seven days a week.

At the end of each week, you will upload your completed Workbook/Study Guide on Canvas. An overall grade will be assigned to your Workbook/Study Guide based on the percentage of the number of your correct answers (see rubric below). **Please note that every incorrect answer will not necessarily be marked. It is your responsibility to ask for help if you cannot answer a specific question.** Workbook/Study Guide answers that do not follow the format described on the first Workbook/Study Guide will receive a one-point deduction. *Workbooks/Study Guides uploaded after a due date will be accepted for reduced credit (two-point deduction), up to one week late; not accepted after one week except for certain circumstances). The Workbooks/Study Guides for weeks 1, 9, and 15 will not be accepted late.*

Table 1 Workbook/Study Guide Rubric

A+	A	A-	B-	C-	D	F	F
97-100% correct answers	94%-96% correct answers	90%-93% correct answers	80%-89% correct answers	70%-79% correct answers	60%-69% correct answers	50%-59% correct answers	<50% correct answers
10 points	9.5 points	9.0 points	8.0 points	7.0 points	6.0 points	3.0 points	0 points

Canvas Discussion Postings & Replies:

55 points—Postings & Replies: 9 posts with replies +Academic Integrity Pledge +1 survey; 5 points each; each 0.5% of total grade. On assigned weeks you will add a post on Canvas to the discussion question and reply to one student. Postings and responses added after a due date will be accepted for reduced credit (1 point deducted), up to one week after a due date; *not accepted after one week except for certain circumstances*. Your postings and responses will be graded upon the following:

Table 2 Posting with Reply Rubric

Criteria	Outstanding/Excellent point	Good point	Below Expectations point
Focused on topic & Insightful	Clear indication that the posting is focused on the question/prompt and that the writer has developed an interpretation. 2	The posting responds to the question/prompt with limited insight. 1.5	Posting does not clearly relate to the question/prompt. Makes short or irrelevant remarks. 1.2
Organization of Ideas	There is a sense in the posting that ideas lead to each other and that there are connections being made. 2	Some ideas are connected, but others appear tangential or disconnected. Needs some editing. 1.5	There is a lack of organization of ideas or insight. Posting appears hasty. 1.2
Response	Includes reply to one peer. The response refers consistently to the question/prompt and/or to particular ideas from a posting that have made an impression. Compares their own posting or offers one idea or different perspective. 1	Includes reply to one peer. The response mostly summarizes the original posting without adding particular insight. Does not compare their own posting or offer an idea or different perspective. 0.5	No reply to another student. 0
TOTAL	5		

For your response, your grade is not contingent on whether you agree or disagree with someone else's posting, but if there was a new insight or possibility you raised in your response. This is not a forum to discuss other issues. Try to respond to someone who has not yet received a response. Please be polite and professional in your postings and responses. See: [Netiquette Guidelines](#).

You do not need to do any further research for the posting/reply or use any sources other than our course material. However, if you do engage in additional research, you must cite your sources. Put all quotations in quotation marks and reference your source. Provide a list of all additional sources with complete web addresses at the end of your posting – even if you only paraphrased from them. Do not use Microsoft Copilot or other generative AI.

View Lectures and Answer Interactive Questions:

45 points—15 lectures; 3 questions each lecture at 1 point each question; 3 points each lecture; each 0.3% of total grade.

On Canvas, watch the weekly lecture [closed captioned] by Dr. Paul Levesque and answer the in-video questions on the interactive lecture video and on the weekly Workbook/Study Guide.

View Videos and Answer Interactive Questions:

28 points—14 modules; 2 questions each module at 1 point each question; each 0.2% of total grade.

On Canvas, watch the weekly video(s) [closed captioned] and answer the in-video questions on the interactive video and on the weekly Workbook/Study Guide.

For the in-video interactive questions on **the lectures and videos**, you may revise your answers as many times as you wish, until you click “submit” at the end of the lecture or video. Once you click “submit” your score is automatically recorded in Canvas Grades. **If you do not complete the in-video questions on the lecture and video questions for a module, your quiz score for the module will be lowered to no higher than 70% and you will be required to meet with Dr. Levesque to help improve your study habits. Failure to attend a required meeting will result in a course grade no higher than “C”.**

Canvas Review Quiz:

390 points—Review Quiz: 13 quizzes; 30 points each quiz; each 3% of total grade.

Each module (except for weeks 8 and 15) concludes with a fifteen-question, multiple choice quiz; each question is worth 2 points, for a total of 30 points for each quiz. There is an 18-minute time limit for each quiz. Do not open a quiz until you are ready to complete it. The quiz will automatically close after the time limit expires. **You must answer each question in the order in which it is presented; you cannot backtrack or skip ahead.** After you complete this quiz, you will receive your quiz grade. **Beginning the day after the quiz closing date after 8AM you can return to the quiz to see the correct answers.**

These quizzes are open Workbooks/Study Guides. However, YOU must answer each question yourself without the assistance of another person or AI (artificial intelligence). Copying another student's quiz answers is cheating; (see "policy on academic dishonesty" below). Only material covered on the Workbooks/Study Guides will appear on the quizzes, midterm exam, and final exam.

Respondus Lockdown Browser will not let you see any other screen while you are taking a quiz. So, to use your Workbook/Study Guide during the quiz, you will need to print out your Workbook/Study Guide or open it on another device.

Each quiz completed after 11:59 PM on a due date will automatically be marked "late". Late quizzes will be re-graded with a 10% (up to three-points) deduction. Each quiz will automatically close at 11:59 PM one week after the due date.

If you are accidentally disconnected from the quiz page, you can re-open the quiz within the allotted time limit. If you experience a technical problem and the timer expires, please send me an email and in certain cases I will reset the quiz for you, while keeping the score of your previously answered questions.

Email Reflection:

20 points—Email Reflections: 4 reflections; 5 points each; each 0.5% of total grade.

At the end of the weeks identified on the schedule (below), send Dr. Levesque an email, using your CSUF email account (or your confirmed alternate email address). Dr. Levesque will send a reply to all email reflections. The usual length of each reflection should be between a few sentences (25 words) to a paragraph (250 words). The purpose of this email is to: 1) provide direct interaction between you and the professor; 2) give you practice in writing an email that is both personal and professional; 3) demonstrate that you can reflect upon the course material in a brief and concise manner; 4) give you an opportunity to ask any questions; 5) illustrate that you are still "out there in cyberspace," especially if you have fallen behind on the assignments. Your grade will *not* be based on your level of success for the past week(s), but on the clarity of your reflection (including grammar). Remember, this is not a text-message, but an informal academic/business email. *Email reflections sent after a due date will be accepted for reduced credit (one-point deduction), up to one week after a due date; not accepted after one week except for certain circumstances.* Here's an example:

Hi Dr. Levesque,

I must admit this was a very busy week for me. In addition to my usual family and work responsibilities, my car needed service. However, in the midst of it all, I'm happy to report that I was able to complete all the assignments for our course this week. What I have found most interesting the past few weeks is the number of disagreements over substantial issues of faith. There are many ideas that are eventually considered heresies or are simply abandoned. I think many people just assume that the first Christians, or Fathers of the Church quickly compiled Orthodox teachings. Now I see that the process and development of Christian thought leading to Orthodox doctrine is complex.

Have a good week,
Lidia

GE Writing Requirement/Summary Paper:

The paper is worth 50 points; 5% of total grade. One summary paper of two-four typed pages (plus Works Cited page) will be required; (double spaced, or 1.5 spacing; no fancy fonts; no cover page; put your name and title at top of page, e.g., "The Infancy Gospel of Thomas").

This paper is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. See "Grading Rubrics for Summary Paper" (below, last page) and "Writing Checklist" (on Canvas). To encourage students to advance their writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

Step one: Select one book chapter from the list provided on Canvas. Each book chapter consists of a brief explanation of one apocryphal New Testament text and an English translation of the text.

Step two: Read the book chapter you selected. Take notes and/or highlight key ideas from both the explanation and the apocryphal New Testament text. Keep in mind how the text sheds light on the diversity of early Christianity.

Step three: Write a summary of the chapter you selected. In addition to summarizing the apocryphal New Testament text, be sure to provide information from the explanation of the text, such as information on the alleged author, date of the text, and any other historical background.

- A summary begins with an introductory sentence that states the text's title, author, and main point of the text as you see it.¹ (For example: "The Infancy Gospel of Thomas" purports to have been written by "Thomas, the Israelite" and provides an account of Jesus' life from the ages of five to twelve).
- A summary is written in your own words.¹ It contains a limited number of quotations.
- Be sure to place all quotations in quotation marks and include a reference (in-text references or footnotes). See "References" below. Most papers will include one or more short quotations.
- All paraphrases of key ideas must be properly referenced (in-text references or footnotes). **It is expected that all papers will contain paraphrases with proper citations.** See below.
- Be sure to include a full reference to the book chapter you are summarizing by including a "Work Cited" or "Reference" page. You are not expected to use any additional sources, but if you do, be sure to include them on a Works Cited page and reference all paraphrases and quotations within your paper.
- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions, or comments into a summary.¹ However, you may add a few sentences of your own opinion toward the end of the paper (and identify that it is your own opinion).
- Identify in order the significant sub-claims the author uses to defend the main point.¹
- Write a last sentence that "wraps" up your summary; often a simple rephrasing of the main point.¹

¹From Elisabeth Ellington and Ronda Dorsey Neugebauer. Provided by: Chadron State College. Project: Kaleidoscope Open Course Initiative. License: [CC BY: Attribution](#).

***** You must identify all sources you use for your paper.**

***** It is expected that all papers will contain citations.**

***** All quotations must be placed in quotation marks and properly referenced with author last name and page number (in-text references or footnotes).**

- "If this was a quotation, it would be placed in quotation marks and the last name of the author, and the page number would follow in parenthesis" (Author Last Name Page Number).
- **Here's an example of a quotation: "this Gospel was one of the most popular of the early Christian apocrypha down through the ages" (Ehrman 3).**
- If you are quoting the apocryphal text, use the numbering system of the text. For example, for The Infancy Gospel of Thomas "Those who saw these things were greatly frightened and disturbed" (Infancy G of Th 5:2).
- Don't submit a paper that is simply a string of quotations.

***** All paraphrases of key ideas must be properly referenced (in-text references or footnotes).**

- A paraphrase is re-writing a sentence in your own words. Normally, papers will contain two or more citations to paraphrases in each paragraph. For example, if I was summarizing an idea from the introductory commentary on The Infancy Gospel of Thomas, I would add my source at the end of the sentence by including (Author Last Name Page Number).

- **Here's an example of a paraphrase (of the above quotation): Among the New Testament apocrypha, the Infancy Gospel of Thomas has been one of the most popular over the centuries (Ehrman 3).**
- If you are paraphrasing the apocryphal text, use the numbering system of the text. Here's an example of a paraphrase (of the above quotation from The Infancy Gospel of Thomas): The actions of the young Jesus caused distress and anxiety among his neighbors (Infancy G of Th 5:2).
- Be sure to include references after all paraphrases. If you write a few sentences paraphrasing the same source, then include a reference after the second or third sentence. Don't put a reference after every sentence. Be sure to include references when you paraphrase from a different page, or move to another source, or when you start or end a new paragraph.

***** Also, you must provide a "Works Cited" or "References" page at the end of your paper to all sources you use.**

- You only need to use the one book chapter you select from the list.
- **Simply copy from the Workbook/Study Guide the information for the reading you selected. Include all information for the reading, including the permalink.**

References:

Follow the directions below for quotations, paraphrases, and Works Cited page. Also, if you use additional sources, please follow the below directions. You only need to use the selected book chapter to write your paper. No additional sources are required.

If you use an Internet site as an additional source, be sure that the site is academic.

MLA citation format is recommended. You may also use APA, or Chicago.

In the following examples, in-text parenthetical references are used; you can use footnotes or endnotes instead.

[Citation Generator](#) generates both in-text citation and Works Cited "full citation". **Always include page numbers (when available) with in-text citations. Caution: Some citation generators do not properly reference Internet sites. See the examples below.**

[Use the MLA Style Guide.](#)

BOOK CITATION -- MLA

If you are quoting or paraphrasing a book, cite author and page in your text, and provide a full reference on your Works Cited page.

Quotation Format: "Type the quotation" (Author's Last Name and page number).

Quotation Example: "Early Chinese belief was a blend of several elements" (Molloy 23).

Paraphrase Format: Type your paraphrase. (Author's Last Name and page number).

Paraphrase Example: Ancient Chinese beliefs influenced the development of Confucianism (Molloy 23).

"Works Cited" Format: Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

"Works Cited" Example: Molloy, Michael. *Experiencing World's Religions*. 3rd ed., McGraw-Hill, 2005.

AN ESSAY (CHAPTER) IN AN EDITED COLLECTION -- MLA

If you are quoting or paraphrasing a chapter in a book – where the book is an edited collection of chapters written by different authors -- cite the author of the chapter (not the editor of the book) and page in your text and provide a full reference on your Works Cited page.

Quotation Format: "Type the quotation" (Last name of the author of the chapter and page number).

Quotation Example: The "theme of time is one of the most pervasive in Sikh scripture" (Mandair 99).

Paraphrase Format: Type your paraphrase (Last name of the author of the chapter and page number).

Paraphrase Example: In Sikh scripture, a common and recurring theme is that of time (Mandair 99).

“Works Cited” Format: Last name, First name. “Title of Essay/Chapter.” *Title of Book*, edited by Editor's Name(s), Publisher, Year, Page range of entry.

“Works Cited” Example with Permalink: Mandair, Arvind-Pal S. “Sikh Afterlife Beliefs and Funerary Practices.” *The Routledge Companion to Death and Dying*, edited by Christopher M. Moreman, Taylor & Francis Group, 2017, pp. 98-109. [https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL\\$FUL/d0g02r/alma991013143759302908](https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL$FUL/d0g02r/alma991013143759302908)

JOURNAL ARTICLE -- MLA

Quotation Format: “Type the quotation” (Author’s Last Name and page number).

Quotation Example: “The first aim of this research was to investigate whether afterlife beliefs predicted prejudice toward political and religious group members even after accounting for religiosity.” (Reece 11).

Paraphrase Format: Type your paraphrase. (Author’s Last Name and page number).

Paraphrase Example: This article investigates whether people’s beliefs about the afterlife predict bias against the political and religious views of others (Reece 11).

“Works Cited” Format: Author(s). “Title of Article.” *Title of Journal*, Day Month Year, pages.

“Works Cited” Example with Permalink: Reece, Gwyneth A., et al. “Eternal Outgroups: Afterlife Beliefs Predict Prejudice.” *Personality and Individual Differences*, vol. 214, 112352, 2023, pp. 1-12. <https://doi.org/10.1016/j.paid.2023.112352>. [https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL\\$FUL/kn1rmk/cdi_crossref_primary_10_1016_j_paid_2023_112352](https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL$FUL/kn1rmk/cdi_crossref_primary_10_1016_j_paid_2023_112352)

INTERNET CITATION -- MLA

Example 1 with author and publication date:

Quotation Format: “Type your quotation” (Author’s Last Name).

Quotation Example: “The Jesus of the Gospel of Thomas does appear rather different from the Jesus we encounter in the others” (Pagels).

Paraphrase Format: Type your paraphrase (Author’s Last Name).

Paraphrase Example: In the Gospel of Thomas, Jesus does not appear the same as he does in the New Testament gospels (Pagels).

“Works Cited” Format: Last name, First name. “Title of Webpage.” Title of Website, Date of Webpage or Website, URL. Date you accessed the material.

“Works Cited” Example:

Pagels, Elaine. “The Gospel of Thomas.” *The Story of the Storytellers*, April 1998, www.pbs.org/wgbh/pages/frontline/shows/religion/story/thomas.html. Accessed 4 May 2023.

Example 2 with *no* author and *no* publication date:

Quotation Format: “Type your quotation” (First word of your Works Cited entry).

Quotation Example: “The thetan (spirit) uses its mind as a control system between itself and the physical universe” (Thetan).

Paraphrase Format: Type your paraphrase (First word of your Works Cited entry).

Paraphrase Example: The spirit of a person is known as a “thetan” and interacts with the physical world via its mind (Thetan).

“Works Cited” Format: “Title of Webpage.” Title of Website, Date of Webpage or Website, URL. Date you accessed the material.

“Works Cited” Example: “Thetan.” *Scientology*, www.scientology.org/what-is-scientology/basic-principles-of-scientology/the-thetan.html. Accessed 4 May 2023.

Step four: Upload via Canvas your summary paper; due **Module 5 on 2/23/25**. Papers must be uploaded to Canvas to be graded. Please do not email your paper. Canvas uses Turn-It-In to check papers for plagiarism. By using Canvas, students acknowledge that their work will be checked. A student will be able to view their graded paper on Canvas within one week of the due date.

If your score for the paper is less than 36 points (72%), you will have the option to re-submit your assignment within one week for a maximum score of 36 points. *However, if some or all your paper is plagiarized word-for-word, you will receive a zero on the assignment, without the possibility to resubmit the work and the Academic Dean will be notified; (see “Policy on Academic Dishonesty” on syllabus.)*

Late submissions of the complete paper will be accepted, but any paper not uploaded to Canvas by 11:59 PM on the due date will be marked down ten percent, up to one week after the due date (certain health problems or emergencies may be exempt, if you notify me within 24 hours of the due date). **Late papers must be uploaded no later than Module 6 on 3/2/25. No papers accepted after this date.** *In all cases it is the student’s responsibility to possess a back-up copy (paper copy or electronic) of written work, and to keep all graded assignments, in the unlikely event that proof is necessary.*

See the last page of the syllabus for the Grading Rubric for the paper.

TECHNICAL PROBLEMS

If you encounter any technical difficulties, contact the instructor immediately to document the problem. Then, contact for help:

For technical difficulties:

- Email: StudentITHelpDesk@fullerton.edu
- IT Helpdesk Phone: (657) 278-8888
- walk-in [student genius center](#)
- Chat with IT: log into [portal](#); click “Online IT Help”; click “Live Chat.”
- Visit: [Helpdesk Website](#)

For issues with Canvas:

- Canvas Support Hotline: see Canvas
- [Student support chat](#)
- [Student resource guides for Canvas](#)

If you have technical difficulties (e.g., in completing a quiz or posting a paper) do not panic (even if you miss the due date/time, don’t panic). As you try to resolve the difficulty, send me an email explaining the problem and I will make allowance and/or provide an alternate delivery method.

If your computer crashes, it is your responsibility to find another computer to use, such as the library computers. In the event a technical problem prevents students from submitting work, the instructor will communicate with students through CSUF email. The instructor may grant an extension until the problem is resolved, or allow students to submit assignments by email, or provide a different solution. In the case email does not work, students should call the instructor or the department office for further direction.

TECHNICAL COMPETENCIES

The website with [student information for course syllabi](#) describes the student information technology (IT) services and competencies. In brief, students should have access to a current and reliable computer or tablet (Windows or Mac) and internet connectivity. Students are also expected to have basic computer skills. Visit the student information website above for more details and how you can receive technology assistance, if needed.

Loaner Laptops:

Long- and short-term laptop checkout available via [Student Genius Center \(SGC\)](#).

Overview:

To complete this course, you will need a computer (laptop or desktop) with Internet access. You can NOT use an iPad or other tablet for this course because the Respondus LockDown Browser for the quizzes and exams is not compatible with iPad via Canvas, nor iPhone or Android phone.

Minimum Hardware and Operating System:

- PC (Windows 10 or newer) or Mac (macOS 10.13 or newer) or Chromebook (ChromeOS 100.0.4896.82 or newer).
- GHz processor (recommended 2.0 GHz or higher, e.g., AMD Athlon 64 3200; Intel Celeron D; Intel Pentium D; Intel Pentium 4; Intel Core 2, Intel i3, i5, i7)
- 4 GB RAM
- Windows: 200MB of free hard disk space. Mac: 200MB of free hard disk space (Required for LockDown)
- Reliable broadband Internet connection
- Monitor capable of at least 1080x768 resolution
- Computer speakers or headphones [as an alternative, all spoken words are captioned]
- Printer (strongly recommended, but not required)

Minimum Software:

- Microsoft Word, OR word processing software capable of opening and saving files as DOCX.
- Web browser: Firefox, Edge, Safari, and Chrome are usually compatible.
- [Adobe Reader \(PDF\)](#)

Respondus LockDown Browser for Quizzes and Exams:

- This course requires the use of LockDown Browser for the quizzes and exams.
- Watch this [short video](#) for basic information on LockDown Browser. This course does NOT use the webcam feature.
- [Download and install LockDown Browser.](#)
- Log in to Canvas using your regular browser. When you click to open a quiz or exam, you will be prompted to launch the LockDown app. Note: Our course uses “New Quizzes” *not* “Classic Quiz”. See the [Help Guide](#).
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Additional Requirements:

- By the end of the first week of the course, you must test and resolve any technology issues, e.g., viewing lectures and videos, and navigate Canvas.
- Your Canvas usage will be tracked. Anomalies will be discussed with the student and reviewed for possible plagiarism (e.g., copying another person’s quiz answers).
- You will complete work on Canvas. **If you fail to complete on-time the assignments due at the end of the first week of classes, you will be dropped from the course.** (See above “Participation.”)
- In the event of technical problems, contact the helpdesk or use another computer (e.g., at the library) to complete tasks on-time; email the instructor for alternate submission procedures.

Students are expected to:

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents.
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Edge to search and access web sites in the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments.
3. Utilize a recent version of Microsoft® Office (Microsoft 365®) including Word, to learn content and communicate with colleagues and faculty.
4. Able to regularly print assignments.
5. Maintain and access weekly their CSUF student email account.
6. Use Internet search and retrieval skills to complete assignment.
7. Apply their educational technology skills to complete expected competencies.
8. Utilize other software applications as course requirements dictate.
9. Utilize Canvas to access course materials and complete assignments.

STUDENT RESOURCES

Website

It is the student's responsibility to read and understand the required and important [student information for course syllabi](#). Included is information about:

- University learning goals
- General Education learning outcomes
- Netiquette
- Students' rights to accommodations
- Campus student support resources
- Academic integrity
- Emergency preparedness
- Library services
- Student IT services and competencies
- Software privacy and accessibility
- Accessibility statement
- Diversity statement
- Land acknowledgement
- Final exam schedule
- Semester calendar

Students with Special Needs - Syllabus Statement (DSS Statement)

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses. Additional information can be found at the [DSS website](#), by calling (657) 278-3112 or email dsservices@fullerton.edu.

If you are a CourseMatch student and require ADA accommodations for access to this course and are registered with Disability Services at your home campus, please contact the Disability Support Services office at CSU, Fullerton by emailing dsservices@fullerton.edu or by calling (657) 278-3112 for assistance.

DSS Office: Gordon Hall 101 (GH-101)

DSS Website: <http://www.fullerton.edu/dss/>

DSS Email: dsservices@fullerton.edu

DSS Phone Number: (657) 278-3112

Retention of Student Work

Work submitted for a grade in this course through the Canvas course site shall be retained for a reasonable time after the semester is completed, at least through the last day of the subsequent semester. Exam material is exempt from this policy; however, students have the right to review their work in the presence of the faculty member. [UPS 320.005]

GENERAL EDUCATION REQUIREMENTS

WHAT GE REQUIREMENT DOES THIS CLASS FULFILL? All CSUF students are assigned a "Catalog Year" that determines the requirements for their degree program, including requirements in their major(s) and in GE. You can find your catalog year on your TDA. For more information, visit [the general education website](#).

For students with a Catalog year of Spring 2018 or earlier (e.g., Fall 2017), this course fulfills the following GE Requirement: GE AREA C3. For students with a Catalog Year Fall 2018 or Spring 2019, this course fulfills the

following GE Requirement: GE AREA C4. For Students with a Catalog year of Fall 2019 or later, this course fulfills the following GE Requirement: GE AREA C3.

The paper (see above) is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. See "Grading Rubrics for Paper" (below) and "Writing Checklist" (on Canvas). To encourage students to advance their writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

A grade of D (1.0) or higher is required to meet this General Education requirement. A grade of D- (0.7) or below will not satisfy this General Education Requirement.

If you wish to pursue a major or minor in Religious Studies, you can "double count" this course for GE and the major or minor requirements.

CALENDAR OF TOPICS / SCHEDULE OF CLASSES

To allow maximum flexibility for your schedule, all weekly assignments are due on Sundays at 11:59 PM. Unless you dedicate three to five hours of solid studying on Sunday, it is expected that you will complete various assignments throughout the week. Failure to demonstrate serious commitment to the course will result in the lowering of your overall grade. **Modules will become available on Wednesdays the week before a due date – thus, 11 days before a due date.**

Table 4 Course Schedule

Week & Days	Assignments and Due Dates
Week 1 Monday 1/20/25 - Sunday 1/26/25 <i>[1/20 Martin Luther King, Jr. Day]</i>	Topics for Module 1: Introduction. Jewish background of Christianity. 1) Download Workbook/Study Guide for Module 1 2) View Welcome Presentation Course Overview 3) View Lecture 1: Introduction/Overview: Timeline/Paradigms 4) View Video: <i>The Jesus File: Preparing the Way for Jesus</i> 5A) Read: Introduction. Mullin, <i>A Short World History of Christianity</i> , pp. xi-xiv https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=12 5B) Read: Chapter 1, part 1. Mullin, <i>A Short World History of Christianity</i> , pp. 3-6 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=18 6) Academic Integrity Pledge 7) Upload your Workbook/Study Guide 8) Quiz 1 9) Communication 1: Email Reflection 1 ALL ASSIGNMENTS DUE SUNDAY 1/26/25, 11:59 PM If you fail to complete on-time the assignments due at the end of the first week of classes, you will be dropped from the course.
Week 2 Monday 1/27- Sunday 2/2	Topics for Module 2: Second Temple Judaism. Jesus and his Message. 1) Download Workbook/Study Guide for Module 2 2) View Lecture 2: Second Temple Judaism 3) View Video: <i>Jesus: His Life</i> 4) Read: Chapter 1, part 2. Mullin, <i>A Short World History of Christianity</i> , pp. 6-13 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=21 5) Upload your Workbook/Study Guide 6) Quiz 2 7) Communication 2: Canvas Posting & Response 1 ALL ASSIGNMENTS DUE SUNDAY 2/2/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 2/9/25, 11:59 PM
Week 3 Monday 2/3- Sunday 2/9	Topic for Module 3: Jewish/Gentile Christianity 1) Download Workbook/Study Guide for Module 3 2) View Lecture 3: Jewish-Christians & Conversion of Gentiles 3) View Video: <i>The Birth of a New Religion</i> 4) Read: Chapter 2. Mullin, <i>A Short World History of Christianity</i> , pp. 15-26 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=30 5) Upload your Workbook/Study Guide 6) Quiz 3 7) Communication 3: Canvas Posting & Response 2 ALL ASSIGNMENTS DUE SUNDAY 2/9/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 2/16/25, 11:59 PM

Week & Days	Assignments and Due Dates
<p>Week 4</p> <p>Monday 2/10- Sunday 2/16</p> <p>[2/14 Presidents' Day Observed]</p>	<p>Topics for Module 4: Fathers of the Church. Proto-Orthodoxy: Ignatius, Irenaeus, Hippolytus, Clement of Rome, Cyprian.</p> <p>Diversity/Heresy: Ebionism, Docetism, Gnosticism, Marcionism, & Montanism</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 4 2) View Lecture 4: Fathers of the Church 3) View Video: <i>The Second Century</i> 4) Read: Chapter 3. Mullin, <i>A Short World History of Christianity</i>, pp. 27-38 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=42 5) Upload your Workbook/Study Guide 6) Quiz 4 7) Communication 4: Email Reflection 2 <p>ALL ASSIGNMENTS DUE SUNDAY 2/16/25, 11:59 PM</p> <p>Late Assignments (with point deductions) Accepted thru 2/23/25, 11:59 PM</p>
<p>Week 5</p> <p>Monday 2/17- Sunday 2/23</p>	<p>Topic for Module 5: The Diversity of Early Christianity: Development of the New Testament. New Testament Apocrypha Paper.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 5 2) View Lecture 5: Development of the New Testament 3) Select one chapter from list on Canvas (also on Workbook/Study Guide). 4) Read book chapter. 5) Write summary paper, 2-4 pages + Works Cited page 6) Communication 5: Upload your paper to Canvas. <p>ALL ASSIGNMENTS DUE SUNDAY 2/23/25, 11:59 PM</p> <p>Late Assignments (with point deductions) Accepted thru 3/2/25, 11:59 PM</p>
<p>Week 6</p> <p>Monday 2/24- Sunday 3/2</p>	<p>Topics for Module 6: Martyrs. Proto-Orthodoxy: Tertullian, Clement of Alexandria, Origen.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 6 2) View Lecture 6: Origen 3) View Video: <i>Trials and Triumphs in Rome</i> 4) Read: Chapter 4. Mullin, <i>A Short World History of Christianity</i>, pp. 39-50 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=54 5) Upload your Workbook/Study Guide 6) Quiz 6 7) Communication 6: Canvas Posting & Response 3 <p>ALL ASSIGNMENTS DUE SUNDAY 3/2/25, 11:59 PM</p> <p>Late Assignments (with point deductions) Accepted thru 3/9/25, 11:59 PM</p>
<p>Week 7</p> <p>Monday 3/3- Sunday 3/9</p>	<p>Topics for Module 7: Diocletian. The Constantinian Revolution. The Roots of Monasticism: Anthony of Egypt, Basil of Caesarea, Simeon Stylites. Mothers of the Church. Deaconesses</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 7 2) View Lecture 7: Roots of Monasticism & Women Deacons 3) View Videos: <i>Diocletian & Constantine</i> and <i>Beginning of Monasticism</i> 4) Read: Chapter 5. Mullin, <i>A Short World History of Christianity</i>, pp. 53-63 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=68 5) Upload your Workbook/Study Guide 6) Quiz 7 7) Communication 7: Canvas Posting & Response 4 <p>ALL ASSIGNMENTS DUE SUNDAY 3/9/25, 11:59 PM</p> <p>Late Assignments (with point deductions) Accepted thru 3/16/25, 11:59 PM</p>

Week & Days	Assignments and Due Dates
<p>Week 8</p> <p>Monday 3/10- Sunday 3/16</p>	<p>Topics for Module 8: Creeds and Councils. Diversity: Christological debates; Trinitarian debates.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 8 2) View Lecture 8: Doctrine of the Trinity 3) View Video: <i>Councils of Nicaea, Ephesus, & Chalcedon</i> 4) Read: Chapter 6, part 1. Mullin, <i>A Short World History of Christianity</i>, pp. 65-73 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=80 5) Upload your Workbook/Study Guide 6) Quiz 8 7) Communication 8: Email Reflection 3 <p>ALL ASSIGNMENTS DUE SUNDAY 3/16/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 3/23/25, 11:59 PM</p>
<p>Week 9</p> <p>Midterm Exam</p> <p>Monday 3/17- Sunday 3/23</p>	<p>Topic for Module 9: Augustine + Midterm Exam</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 9 2) View Lecture 9: Augustine 3) View Video: <i>Augustine</i> 4) Read: Chapter 6, part 2. Mullin, <i>A Short World History of Christianity</i>, pp. 73-77 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=88 5) Upload your Workbook/Study Guide 6) Communication 9: Canvas Posting & Response 5 7) Review all Workbook/Study Guide pages from Modules 1-9. 8) ▲ Midterm Exam: Available from Friday, 3/21/25, 8:00 AM to Sunday, 3/23/25, 11:59 PM. Once you begin the midterm exam, you will have 1 hour and 50 minutes to complete it. Exam on all material covered to date; study Modules 1-9. <p>ALL ASSIGNMENTS DUE SUNDAY 3/23/25, 11:59 PM <i>The module 9 assignments are not accepted late.</i></p>
<p>Week 10</p> <p>Monday 3/24- Sunday 3/30</p>	<p>Topic for Module 10: Divisions in Eastern Christianity</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 10 2) View Lecture 10: Divisions in the Eastern Church 3) View Videos: <i>Churches of the East</i> and <i>Justinian & Theodora</i> 4) Read: Chapter 7, part 1. Mullin, <i>A Short World History of Christianity</i>, pp. 79-88 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=94 5) Upload your Workbook/Study Guide 6) Quiz 10 7) Communication 10: Canvas Posting & Response 6 <p>ALL ASSIGNMENTS DUE SUNDAY 3/30/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 4/13/25, 11:59 PM</p>
<p>Monday 3/31- Sunday 4/6:</p> <p><i>Spring Recess</i></p>	<p>SPRING RECESS, No classes</p>
<p>Week 11</p> <p>Monday 4/7- Sunday 4/13</p>	<p>Topics for Module 11: Confession. Irish Monks. Islam. Iconoclastic Controversy.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 11 2) View Lecture 11: Confession and Penance 3) View Video: <i>Islam & Iconoclasm</i> 4) Read: Chapter 7, part 2. Mullin, <i>A Short World History of Christianity</i>, pp. 88-93 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=103 5) Upload your Workbook/Study Guide 6) Quiz 11 7) Communication 11: Canvas Posting & Response 7 <p>ALL ASSIGNMENTS DUE SUNDAY 4/13/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 4/20/25, 11:59 PM</p>

Week & Days	Assignments and Due Dates
<p>Week 12</p> <p>Monday 4/14- Sunday 4/20</p>	<p>Topics for Module 12: East-West Schism. Charlemagne. Relics. Peace of God. <i>Filioque</i>. Pope and Emperor.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 12 2) View Lecture 12: East-West Schism 3) View Videos: <i>Charlemagne, Relics, & Peace of God</i> and <i>East-West Schism 1054</i> 4) Read: Chapter 8, part 1. Mullin, <i>A Short World History of Christianity</i>, pp. 97-103 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=112 5) Upload your Workbook/Study Guide 6) Quiz 12 7) Communication 12: Canvas Posting & Response 8 <p>ALL ASSIGNMENTS DUE SUNDAY 4/20/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 4/27/25, 11:59 PM</p>
<p>Week 13</p> <p>Monday 4/21- Sunday 4/27</p>	<p>Topics for Module 13: Scholasticism. Francis of Assisi. Crusades. Groups for Laywomen. Hildegard of Bingen. Innocent III. Transubstantiation.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 13 2) View Lecture 13: Scholasticism 3) View Videos: <i>Francis of Assisi</i> and <i>Crusades</i> 4) Read: Chapter 8, part 2. Mullin, <i>A Short World History of Christianity</i>, pp. 103-110 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=118 5) Upload your Workbook/Study Guide 6) Quiz 13 7) Communication 13: Email Reflection 4 8) Complete Anonymous Official Student Opinion Questionnaire via your Portal <p>ALL ASSIGNMENTS DUE SUNDAY 4/27/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 5/4/25, 11:59 PM</p>
<p>Week 14</p> <p>Mon 4/28- Sunday 5/4</p>	<p>Topics for Module 14: Faith & Reason. Gothic Architecture. Cathars. Black Death. Anti-Semitism. Avignon.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 14 2) View Lecture 14: Relation between Faith and Reason 3) View Videos: <i>Gothic Architecture & Cathars</i> and <i>Black Death & Anti-Semitism</i> 4) Read: Chapter 9, part 1. Mullin, <i>A Short World History of Christianity</i>, pp. 111-116 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=126 5) Upload your Workbook/Study Guide 6) Quiz 14 7) Communication 14: Canvas Posting & Response 9 <p>ALL ASSIGNMENTS DUE SUNDAY 5/4/25, 11:59 PM Late Assignments (with point deductions) Accepted thru 5/11/25, 11:59 PM</p>
<p>Week 15</p> <p>Monday 5/5- Sunday 5/11</p>	<p>Topics for Module 15: Religious Tolerance. Mission to China. End of Byzantium. Russia: The Third Rome.</p> <ol style="list-style-type: none"> 1) Download Workbook/Study Guide for Module 15 2) View Lecture 15: Religious Tolerance 3) View Videos: <i>Church of the East's Mission to China</i> and <i>Russia: The Third Rome</i> 4) Read: Chapter 9, part 2. Mullin, <i>A Short World History of Christianity</i>, pp. 116-124 https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=3416829&ppg=131 5) Upload your Workbook/Study Guide 6) Quiz 15 7) Canvas anonymous survey/recommendations 8) Final Exam Information 9) Review all Workbook/Study Guide pages from Weeks 10-15. <p>ALL ASSIGNMENTS DUE SUNDAY 5/11/25, 11:59 PM <i>The module 15 assignments are not accepted late.</i></p>

Week & Days	Assignments and Due Dates
Week 16 Final Exam Tuesday- Wednesday 5/13-5/14	▲ Final Exam: Available from Tuesday, 5/13/25, 8:00 AM to Wednesday, 5/14/25, 11:59 PM. Once you begin the final exam, you will have 1 hour and 50 minutes to complete it. To prepare for the exam, study Workbooks/Study Guides 10-15.

FOR FURTHER READING

WEBSITES:

Christian Classics Ethereal Library. <https://ccel.org/>

Early Christian Writings. New Testament. Apocrypha. Gnostics. Church Fathers. Other.
<https://www.earlychristianwritings.com/>

Internet History Sourcebooks Project. Fordham University. <https://sourcebooks.fordham.edu/index.asp>

Project Gutenberg. A library of over 70,000 free eBooks. <https://www.gutenberg.org/>

ONLINE:

Benedict. *St. Benedict's Rule for Monasteries*. Translated by Leonard J. Doyle. The Liturgical Press.
<https://www.gutenberg.org/cache/epub/50040/pg50040-images.html>

Boethius. *The Consolation of Philosophy*. Translated by H.R. James. Project Gutenberg.
<https://www.gutenberg.org/files/14328/14328-h/14328-h.htm>

"Church Fathers." *Early Christian Writings*, <http://www.earlychristianwritings.com/churchfathers.html>

"Guide to Early Church Documents." *Institute for Christian Leadership*,
<http://www.iclnet.org/pub/resources/christian-history.html>

"New Testament Apocrypha." *Early Christian Writings*, <http://www.earlychristianwritings.com/apocrypha.html>

"New Testament, Apocrypha, Gnostics, Church Fathers, Other." *Early Christian Writings*,
<http://www.earlychristianwritings.com>

Schaff, Philip and Henry Wace, eds. *A Select Library of the Nicene and Post-Nicene Fathers of the Christian Church*, First Series, 1886; reprint Eerdmans. 14vols. NOT in CSUF library. <http://www.ccel.org/fathers2/>

Schaff, Philip and Henry Wace, eds. *A Select Library of the Nicene and Post-Nicene Fathers of the Christian Church*, Second Series, Eerdmans, 1978-1979. BR60.S4 1978 14vols. <http://www.ccel.org/fathers2/>

Roberts, Alexander and James Donaldson, eds. *The Ante-Nicene Fathers: The Writings of the Fathers Down to A.D. 325*, Scribner's Sons, 1925. BR 60.A5 10vols. <http://www.ccel.org/fathers2/>

Wace, Henry, and Piercy William, eds. *A Dictionary of Christian Biography and Literature to the End of the Sixth Century A.D., with an Account of the Principal Sects and Heresies*. Hendrickson Publishers, 1999; reprinted from the London, 1911 edition. <https://ccel.org/ccel/wace/biodict/biodict.tp.html>

ONLINE VIA CSUF LIBRARY:

Primary Sources:

Augustine, Saint. *The Confessions of St. Augustine*, Floating Press, 2018. *ProQuest Ebook Central*.
<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=349865>. (CSUF unlimited access).

Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 4th ed., Oxford University Press, 2011. *ProQuest Ebook Central*.
<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=5891884> (CSUF unlimited access).

Eusebius. *The History of the Church: A New Translation*. Translated by Jeremy M. Schott. University of California Press, 2019. <https://www-jstor-org.lib-proxy.fullerton.edu/stable/j.ctvq4bzw7>

The Gnostic Scriptures, Yale University Press, 2021. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=6577573>. (CSUF access to 1 copy).

The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version, edited by Michael D. Coogan, et al. Oxford University Press, 2010. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=1480933> (CSUF unlimited access).

Encyclopedias:

Curtis, Adrian, et. al. *Oxford Bible Atlas*. 4th ed., Oxford University Press, 2009. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=415625>. (CSUF unlimited access).

Ferguson, Everett, et al. *Encyclopedia of Early Christianity: Second Edition*. Taylor & Francis Group, 1997.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=1460792>

Jones, Lindsay, ed. *Encyclopedia of Religion*, 2nd ed., Macmillan Reference USA, 2005. 15 vols. Gale eBooks.

<https://login.lib->

[proxy.fullerton.edu/login?url=https://go.gale.com/ps/i.do?p=GVRL&sw=w&u=csuf_main&v=2.1&it=etoc&id=GALE%7C5BSX&sid=bookmark-GVRL](https://login.lib-proxy.fullerton.edu/login?url=https://go.gale.com/ps/i.do?p=GVRL&sw=w&u=csuf_main&v=2.1&it=etoc&id=GALE%7C5BSX&sid=bookmark-GVRL)

Louth, Andrew, ed. *The Oxford Dictionary of the Christian Church*. 4th ed., Oxford University Press, 2022.

<https://www-oxfordreference-com.lib->

[proxy.fullerton.edu/display/10.1093/acref/9780199642465.001.0001/acref-9780199642465](https://www-oxfordreference-com.lib-proxy.fullerton.edu/display/10.1093/acref/9780199642465.001.0001/acref-9780199642465)

New Catholic Encyclopedia, 2nd ed., Gale, 2003. 15 vols. Gale eBooks.

<https://login.lib->

[proxy.fullerton.edu/login?url=https://go.gale.com/ps/i.do?p=GVRL&sw=w&u=csuf_main&v=2.1&it=etoc&id=GALE%7C5CBD&sid=bookmark-GVRL](https://login.lib-proxy.fullerton.edu/login?url=https://go.gale.com/ps/i.do?p=GVRL&sw=w&u=csuf_main&v=2.1&it=etoc&id=GALE%7C5CBD&sid=bookmark-GVRL)

Books:

Bingham, D. Jeffrey, ed. *The Routledge Companion to Early Christian Thought*. London: Taylor & Francis Group, 2010. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=472495>. (CSUF unlimited access).

Brown, Peter. *Through the Eye of a Needle: Wealth, the Fall of Rome, and the Making of Christianity in the West, 350-550 AD*. Princeton University Press, 2012. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=980041>. (CSUF unlimited access).

Draper, Jonathan A., ed., et al., *The Didache: A Missing Piece of the Puzzle in Early Christianity*. Society of Biblical Literature, 2015. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=3425751>. (CSUF unlimited access).

Edwards, Mark, ed. *The Routledge Handbook of Early Christian Philosophy*. Taylor and Francis, 2021.

<https://doi.org/10.4324/9781315543512>.

Ehrman, Bart D. *Forgery and Counterforgery: The Use of Literary Deceit in Early Christian Polemics*. Oxford University Press, 2012. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=1107694>. (CSUF unlimited access).

- Ehrman, Bart D. *Jesus: Apocalyptic Prophet of the New Millennium*. Oxford University Press, 1999. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=271740>. (CSUF unlimited access).
- Ehrman, Bart D. *Lost Christianities: The Battles for Scripture and the Faiths We Never Knew*. Oxford University Press, 2005. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=280931>. (CSUF unlimited access).
- Ehrman, Bart D. *Lost Scriptures: Books That Did Not Make It into the New Testament*. Oxford University Press, 2005. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=280932>. (CSUF unlimited access).
- Ehrman, Bart D. *Peter, Paul and Mary Magdalene: The Followers of Jesus in History and Legend*. Oxford University Press, 2008. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=3053529>. (CSUF unlimited access).
- Ehrman, Bart D. *The Orthodox Corruption of Scripture: The Effect of Early Christological Controversies on the Text of the New Testament*. Oxford University Press, 1996. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=694001>. (CSUF unlimited access).
- Ehrman, Bart D. and Zlatko Pleše. *The Other Gospels: Accounts of Jesus from Outside the New Testament*. Oxford University Press, 2013. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=1538383>. (CSUF unlimited access).
- Ehrman, Bart, and Zlatko Pleše. *The Apocryphal Gospels: Texts and Translations*. Oxford University Press, 2011. ProQuest Ebook Central. [Same as *The Other Gospels*, but with Coptic and Greek texts included]. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=746755>. (CSUF unlimited access).
- Foster, Paul, ed. *The Non-Canonical Gospels*. Bloomsbury Publishing Plc, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=601734>. (CSUF unlimited access).
- Fredriksen, Paula. *From Jesus to Christ: The Origins of the New Testament Images of Christ*. Yale University Press, 2000. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=3421124>. (CSUF unlimited access).
- González, Justo L. *The Bible in the Early Church*. Wm. B. Eerdmans Publishing Co., 2022. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=6823889>.
- González, Justo L. *The Story of Christianity: Volume 1: The Early Church to the Dawn of the Reformation*. HarperCollins Publishers, 2010. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=6931610>.
- Karamanolis, George. *The Philosophy of Early Christianity*. 2nd ed., Taylor and Francis, 2021. <https://doi.org/10.4324/9780429052804>. [https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL\\$FUL/13bagvs/cdi_askewsholts_vlebooks_9780429629877](https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL$FUL/13bagvs/cdi_askewsholts_vlebooks_9780429629877)
- Roukema, Riemer. *Jesus, Gnosis and Dogma*. Bloomsbury Publishing, 2010. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=601530>. (CSUF unlimited access).
- Schnelle, Udo. *The First One Hundred Years of Christianity: An Introduction to Its History, Literature, and Development*. Baker Academic, 2020. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=6199314>.

Schwiebert, Jonathan. *Knowledge and the Coming Kingdom: The Didache's Meal Ritual and Its Place in Early Christianity*. Bloomsbury Publishing, 2008. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=601939>].

Wilhite, Shawn J., and Michael A. G. Haykin. *The Didache: A Commentary*. Wipf and Stock Publishers, 2019. ProQuest Ebook Central.

<https://ebookcentral.proquest.com/lib/fullerton/detail.action?docID=5963298>

<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=5963298&ppg=47>

Wilken, Robert Louis. *The First Thousand Years: A Global History of Christianity*. Yale University Press, 2012. ProQuest Ebook Central.

<https://csu->

[fullerton.primo.exlibrisgroup.com/permalink/01CAL5_FUL/d0g02r/alma991067611217902901](https://csu-fullerton.primo.exlibrisgroup.com/permalink/01CAL5_FUL/d0g02r/alma991067611217902901)

PAPER ONLY AT CSUF LIBRARY:

Bettenson, Henry, ed. *The Early Christian Fathers*. Oxford University Press, 1956, 1969. CSUF: 4th Floor South: BR63.B4e and BR 63.B4 1969.

Cross, F. L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. 3rd ed., Oxford University Press, 1997. CSUF: 4th Floor South: BR95.O8 1997.

Di Berardino, Angelo. *Encyclopedia of the Early Church*. Oxford University Press, 1992.

CSUF: 4th Floor South: BR66.5.D5813 1992 2vols.

The Fathers of the Church. Catholic University of America Press, 1947- . CSUF: 4th Floor South: BR60.F3 B3 various volumes.

Hanson, R. P. C. (Richard Patrick Crosland). *The Search for the Christian Doctrine of God: The Arian Controversy 318-381*. T. & T. Clark, 1988. CSUF: 4th Floor South: BT1350 .H36 1988.

Jurgens, W. *The Faith of the Early Fathers*, CSUF: 4th Floor South: Vol. 1: BR 63.J87 x v.1 Vol. 2: BR 63.J87 x v.2.

Meagher, P. K., et al. *Encyclopedic Dictionary of Religion*. Sisters of St. Joseph of Philadelphia, 1979. CSUF: 4th Floor South: BL31 E43x 1979 3vols.

Quasten, Johannes *Patrology*. Spectrum Publishers, 1964. CSUF: 4th Floor South: BR67.Q3 3vols.

Rahner, Karl. *Sacramentum Mundi: An Encyclopedia of Theology*. Herder and Herder, 1968.

CSUF: 4th Floor South: BR95.S25 6vols.

Richardson, Cyril C., ed. *Early Christian Fathers. Library of Christian Classics*, vol. 1, Collier Books, 1970. CSUF: 4th Floor South: BR60.R53 1970.

Walsh, Michael. *Dictionary of Christian Biography*. Liturgical Press, 2001. CSUF: 4th Floor South: BR1700.3 .D53 2001.

GRADING RUBRICS FOR PAPER**Table 5 Grading Rubrics for Paper**

Criteria	Excellent A+/A/A-	Good B+/B/B-	Average C+/C/C-	Poor D+/D/D-	Failure F
Content					
The writing contains all necessary information of the topic as related to the assignment.	Information is complete and clearly relates to the assignment.	Information is mostly complete and clearly relates to the assignment.	Information is somewhat complete and mostly relates to the assignment.	Information has little to do with the assignment or consists of some misstatements.	Information does not relate to the assignment and consists of many misstatements.
The writing contains an identifiable, central focus.	Central focus is clear and consistent throughout.	Central focus is apparent.	Focus is somewhat unclear or inconsistent.	The writing wanders in many directions.	No identifiable focus.
Development and Organization					
The writing fully develops each idea in a clear, logical sequence and, when appropriate, offers evidence supporting the thesis or central focus.	There is a logical progression of ideas that is unified and complete. Supporting evidence is presented as needed.	There is a logical progression of ideas that is relatively complete, although a few minor lapses may be present. Supporting evidence is presented.	Many minor lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Major lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Ideas are presented in a random fashion. No supporting evidence is presented.
The writing effectively uses transitions to connect sentences and paragraphs.	Transitions between sentences and paragraphs are flowing and varied.	Transitions between sentences and paragraphs are varied.	A few transitions between sentences and paragraphs are choppy or disconnected.	Many short, choppy, or disconnected sentences and paragraphs.	No clear use of transitions between sentences and paragraphs.
The writing demonstrates an ability to share ideas or information in the author's own words.	Ideas or information are expressed elegantly in the author's own words.	Ideas or information are expressed clearly in the author's own words.	For the most part, Ideas or information are expressed in the author's own words.	Minimal ability to express ideas or information in the author's own words.	No clear ability to express ideas or information in the author's own words.
Format, Style, and Mechanics					
The writing uses credible sources effectively and with proper citations.	Credible sources are properly cited and woven seamlessly into the writing.	Credible sources are properly cited and used in the writing.	Sources are mostly credible and properly cited.	Minimal use of credible sources or proper citations.	Most sources are not credible and/or most sources are not properly cited.
The writing contains few if any errors of spelling, syntax, word usage or punctuation.	No errors in spelling, syntax, word usage or punctuation.	A few minor errors in spelling, syntax, word usage or punctuation.	Many minor errors in spelling, syntax, word usage or punctuation.	Major errors in spelling, syntax, word usage or punctuation.	The number of errors makes the writing almost unreadable.
The writer strives to achieve an original voice where appropriate.	An original writing style that is a joy to read.	An informative and interesting writing style.	A readable presentation.	Writing is tedious to read.	Writing is extremely difficult to comprehend.