

ROMAN

THST 627

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THST627
ROMAN CATHOLIC LIFE AND THOUGHT
SPRING 2018
MARCH 25-29, 2017

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Class acronym: THST 627
Class name: Roman Catholic Life and Thought
Class location: Chesapeake Conference Office, Columbia, Maryland
Class Time/Day: **Sunday, 5 p.m. ó 8 p.m.**
Mon – Thurs. 8 a.m. – 12; 1:00 p.m. – 5:30 p.m.
Credits offered: 3

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Instructor: Darius Jankiewicz, Ph.D.
Telephone: (269) 471 3438
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Administrative Assistant: Pamela Climaco
Telephone: (269) 471 3607
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Office Location: Seminary Building N310

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

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

PRE-INTENSIVE REQUIREMENTS

1. Visit to a Catholic Church and Report.

- a. In preparation for the course students will attend, but not participate in, a Catholic Mass. Please arrive early and take a careful look at the church, its décor and attempt to decipher the meaning of various symbols found around the building, like, for example, the red light at the front of the church.
- b. At the end of the church service the students are asked to make an attempt in engaging a participating parishioner (or even better a priest) in a short (up to 1h) discussion. Prior to the visit, the stude

Style: According to .
Length: 1400 (min) –

Schedule for class meetings: March 25-29, 2018.			
			Running total
Sunday	5:00-8:00 p.m.	3 hours	3
Monday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	11.5
Tuesday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	20
Wednesday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	28.5
Thursday	8:00-12 noon 1:00-5:30 p.m.	4 hours 4.5 hours 8.5	37
Post-session	Guest lectures to be viewed on-line (to be discussed in class)	8 hours	45

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class ô MAPM---3 credit (135 hours)		
Class Lectures face to face	37	45 hours total
Pre-Intensive Online Lectures	8	
Independent Completion of Assignments		
Reading and Reports	45 hours	
Visit to a Catholic Church and Report	10 hours	
Research Paper	30 hours	
Final Exam	5 hours	
Total Hours	135 hours	

Criteria for Grades

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

Passing Grades

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

Assessment Submission

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

Late Submission

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

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

Academic Integrity

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

Assessment Breakdown

Classroom Seating

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

Disability Accommodations

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

Recording

Students are not permitted to record class lectures.

Laptop Computers

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

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or 1(i)-4(de g)9(uu2uc)9(t)-(t)6(o re)9(;ETBT1(g)11

SEVENTH-DAY A

Dillon, Michele.
University Press, 1999.

. New York: Cambridge

Froehle, Bryan T., and Mary L. Gautier.

- Power, David N. . New York: Crossroad Pub., 1999.
- Ratzinger, Joseph. . New York :
Crossroad, 1988.
- _____. Joseph. .
San Francisco: Ignatius Press, 1987.
- Schimmelpfennig, Bernhard. . New York: Columbia University Press, 1992.
- Vorgrimler, Herbert. . Collegeville, Minn.: Liturgical Press, 1992.
- Wedewer, Hermann, and Joseph McSorley. . St. Louis, Mo.,
and London: B. Herder, 1916.
- Witte, John, and Frank S. Alexander, eds.
. New York: Columbia University Press, 2007.

APPENDIX 1
CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

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

THE A GRADE

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

THE C GRADE

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

THE D GRADE

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

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

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

<p>15+ major references (books and articles) but no more than two internet sites. Evidence that most references were used judiciously in text.</p>	<p>most references were used in text.</p>	<p>internet sites. It is clear that some references were not used in text.</p>	<p>sometimes unrelated to the text.</p>	<p>mostly unrelated</p>
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REPORT ON THE VISIT TO THE NOTRE DAME BASILICA
(or your research paper title)

A Paper

Presented in Partial Fulfillment of the Requirements

For the Course THST 627: Roman Catholic Life and Thought

by

Your Name

Due: _____

