



TM281-2A *Church History and Missions I* Syllabus  
Theology and Ministry Department

Course Information:

3 Credit Hours  
Online

Sheffield  
Spring 2 2023

Instructor Information:

DeLano Sheffield  
Office Hours: By Appointment (Online)  
delano.sheffield@sterling.edu

Preferred Method of Communication: Sterling College email. Please regularly check your SC email.

Required Textbooks:

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Third Edition. Grand Rapids, MI: Baker, 2012.

Stark, Rodney. *The Triumph of Christianity: How the Jesus Movement Became the World's Largest Religion*. New York: HarperCollins, 2011.

Select online readings that are available through Canvas.

**COURSE DESCRIPTION**

This course provides a chronological overview of the spread and progress of Christianity from Apostolic times up to the Protestant Reformation, including doctrinal developments and missionary activities.

**PERFORMANCE OUTCOMES**

**Course Objectives**

By the end of the semester, you will be able to:

1. Explain the key factors behind the expansive growth of Christianity.
2. Explain decisive turning points in Christian history that changed the direction of Christian development.
3. Interpret essential historical writings from key Christian figures.

4. Express *informed* opinions on critical issues in Christian history, such as the crusades or Constantine's conversion.

| Course Objective | KNW, SKL, or VAL | Activities                        | Assessments                |
|------------------|------------------|-----------------------------------|----------------------------|
| 1                | KNW, VAL         | Class discussion and reading      | Quizzes                    |
| 2                | KNW, VAL         | Class discussion and reading      | Quizzes and essays         |
| 3                | KNW, SKL, VAL    | Primary Text Worksheets, Readings | Primary Text Worksheets    |
| 4                | KNW, SKL, VAL    | Readings                          | Informed Discussion Forums |

### GRADING POLICY/ASSESSMENT METHODS

The following are graded activities. For specific details on each assignment, see Canvas.

- a) **Discussion:** You will have at least one weekly discussion post. Beginning in week 2, one of these discussions will be designated an *Informed Discussion*. For these assignments, each student selects one reading from the options listed on Canvas for that week (You will find links for these readings in Canvas. They are also available through Mabee Library's online Ebook Central). Based on that reading and the reading from the course textbooks, you will develop an opinion on the prompt, defending this opinion by appealing to evidence. You will then read the initial post of your peers, who ideally used a different source. Drawing on the sources, you then respond to your peers to clarify that student's position. You must cite any outside sources. A failure to use sources will result in a failing grade for the assignment.
- b) **Reading quizzes:** Typically, you will have weekly quizzes over the assigned reading. These quizzes are timed. You will have about one minute to answer each question. You must do the assigned reading ahead of time, or you may struggle to finish the quiz on time.
- c) **Essays:** You will write essays on various topics throughout the semester. These essays generally reflect on your reading assignments. Your grade will be based on thoroughness, mastery of the primary issues, style, and presentation (proofread thoroughly!). A thesis statement is essential to the format of an essay. You will submit completed essays to turnitin.com.
- d) **Primary Text Worksheet:** In any week where you do not have an essay, you will complete a worksheet on an assigned reading from a primary text that fits within the timespan and historical theme under consideration. Upload the completed worksheets to turnitin.com.

Your grade is a result of the number of total points you earn. Please note that I do not "round" scores. Also, note that there will be no extra credit opportunities in this course. Therefore, you will need to stay current and complete assignments to do well in this course.

#### Scale:

|           |                 |
|-----------|-----------------|
| A 93-100% | C 73-76%        |
| A- 90-92% | C- 70-72%       |
| B+ 87-89% | D+ 67-69%       |
| B 83-86%  | D 63-66%        |
| B- 80-82% | D- 60-62%       |
| C+ 77-79% | F 59% and lower |

### CLASSROOM BEHAVIOR POLICIES

The online learning environment includes technology, information, and people. Students should demonstrate professionalism and integrity regarding all components of the learning environment. Given that students and instructors may be from anywhere globally, learners should consider differences in time zones if telephone conversation is ever required.

### **Treating Other Students with Respect**

Students should avoid inflammatory or offensive comments, which undermine a positive learning experience's objective in communicating with their peers. Most students want to get the most from their online courses, which means that they expect their peers' cooperation on collaborative assignments and thoughtful participation in discussion forums.

### **Treating Instructors with Respect**

Students can show respect to instructors by reading all announcements promptly, communicating in a timely fashion about problems (technological or other) that may cause work to be late, and following directions.

### **Respect for All Parties Who Collaborate with the Institution to Create Learning Experiences**

Service, observation, and clinical practice are essential components of Sterling College Online programs. The organizations and employers who cooperate with Sterling College to help students succeed do so out of kindness and social responsibility; they are not *required* to participate in Sterling College Online learning experiences. Sterling College values the cooperation of all parties who help students learn and grow by providing observatory and hands-on experience. Students should likewise respect the contributions of such parties.

### **Respecting Laws Regarding Technology and Information**

Students may not use or reproduce any technology or course component for financial purposes or defame the institution or individuals. Online learners should use technology for the sole purpose of learning and sharing course-related information with others in the learning community.

## **ATTENDANCE POLICIES**

Weekly participation is recorded in the "Attendance" section of the course.

Examples of participation:

- discussion board participation, not including introductory forums
- assignment submissions other than basic logins/views

Please note: any student not participating regularly may be administratively withdrawn from the course.

## **LATE WORK**

Generally, I do not accept late work. However, I *may* take late assignments if you contact me **ahead of time** to explain why your assignment is late. You must identify when you will submit it. Please

note that you will still need to submit such work to Canvas, but I will need to approve it and adjust the settings before you may upload your work.

Keep in mind that online courses move quickly. Thus, getting behind creates an onerous burden for any student in a class that moves this quickly. Therefore, I am reluctant to accept late assignments. You will need to make a convincing case for me to do so.

## SPECIFIC EXPECTATIONS

### *Sessions and Days of the Week*

Generally, SCO courses include seven weekly sessions. While Canvas will give you a precise date when an assignment is due, you may occasionally find that course dates for assignments in day *numbers* according to the following schedule:

|              |           |
|--------------|-----------|
| <b>Day 1</b> | Monday    |
| <b>Day 2</b> | Tuesday   |
| <b>Day 3</b> | Wednesday |
| <b>Day 4</b> | Thursday  |
| <b>Day 5</b> | Friday    |
| <b>Day 6</b> | Saturday  |
| <b>Day 7</b> | Sunday    |

## COMMUNICATION

I will post **announcements** in Canvas for information meant for the entire class. Please make sure you check these regularly. If I need to communicate with you individually, I will do so via your Sterling College email (any emails sent through Canvas will display in your SC email inbox).

## COURSE OUTLINE/DAILY SCHEDULE

See Canvas for the current version of this schedule and more specific details. Reading assignments **in bold** require reading reports.

| <b>Week</b> | <b>Lesson Topics</b>  | <b>Reading Assignments</b>   |
|-------------|---|--|
| <b>1</b>    | Early Christianity and the Split with Judaism                   | Stark, <i>Triumph of Christianity</i> , 9-31, 61-85.<br>Noll, <i>Turning Points</i> , 1-38.  |
| <b>2</b>    | Early Persecutions  | Stark, <i>Triumph of Christianity</i> , 121-152.<br><i>The Martyrdom of Perpetua and Felicitas</i> (see Canvas)  |
| <b>3</b>    | The Council of Nicaea and the Conversion of Constantine         | Stark, <i>Triumph of Christianity</i> , 169-181.<br>Noll, <i>Turning Points</i> , 39-58.<br>Athanasius of Alexandria, <i>Statement of Faith</i> (see Canvas) |
| <b>4</b>    | The Council of Chalcedon and Hellenization of Christianity      | Stark, <i>Triumph of Christianity</i> , 183-198.<br>Noll, <i>Turning Points</i> , 59-76.   |
| <b>5</b>    | Christian Approaches to Wealth and the Emergence of Monasticism | Stark, <i>Triumph of Christianity</i> , 87-120.<br>Noll, <i>Turning Points</i> , 77-98.  |
| <b>6</b>    | The Emergence of Medieval Christendom                           | Stark, <i>Triumph of Christianity</i> , 237-272.<br>Noll, <i>Turning Points</i> , 99-120.  |

|   |  |  |
|---|--|--|
| 7 | East/West Relations –Schism and Crusades | Stark, <i>Triumph of Christianity</i> , 199-234.<br>Noll, <i>Turning Points</i> , 121-142. |
|---|--|--|

### **ACADEMIC INTEGRITY**

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and the core values of faith, calling, learning, integrity, service, and community. With this in mind, I follow the policy in the current Academic Catalog for this class.

I take plagiarism seriously. So should you. Your integrity can be your greatest strength, even in difficult situations where the cost is high. If I suspect that you have plagiarized any assignment, even a minor one, I will investigate it. I report instances of plagiarism to the office of the Vice President for Academic Affairs. See the SC catalog for a detailed discussion of academic integrity at Sterling College.

### **FINAL EXAM POLICY**

Given the online, asynchronous courses format, the Sterling College Final Exam Policy does not apply to this course.

### **ACADEMIC SUPPORT OFFICE**

The Academic Support Office strives to challenge students from all academic journeys through academic mentoring with directors and SC peers. Mentoring topics include time management, study skills, testing anxiety, and more. Students struggling with certain subjects may find aid through the on-campus tutoring program (scheduled by appointment only) and 24/7 professional help via the online Tutor.com platform accessible through Canvas. In addition, the office facilitates CLEP, Accuplacer, and other SC exam proctoring. Students may contact the Academic Support Office at [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu) or call 620-278-4463, to schedule an appointment.

### **STATEMENT OF NONDISCRIMINATION**

Sterling College does not discriminate based on race, color, national origin, sex, disability, or age. I follow the policy in the current Academic Catalog for this class.

### **DISABILITY ACCOMMODATIONS**

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library. Students may email [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu), call 620-278-4463, or stop by the office. The office serves students with a wide range of documented physical and learning disabilities.

### **TITLE IX STATEMENT**

Sterling College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX clarifies that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- *Sterling College, Title IX Coordinator, call 620-204-0025 or email [titleIX@sterling.edu](mailto:titleIX@sterling.edu)*
- <https://www.sterling.edu/title-ix>
- *Sterling College, Counseling Services, (620) 278-4297*

- *Sterling College, Chaplain, (620) 278-4341*
- *City of Sterling, Police Department (620) 278-2100*
- *24-hour Crisis Hotline (800) 701-3630*
- *National Suicide Prevention Hotline, 800-273-8255, or 988*
- *Rice County Hospital (620) 257-5173*