THEO 206
Fall B 2019
3 Hours

INSTRUCTOR INFORMATION

Instructor: A.J. Hoy, M.T.S.
Email: ahoy@walsh.edu
Phone:
Virtual Office Hours: M, T, F 8:30-10 am

COURSE DESCRIPTION

THEO 206 is a course which explores the meaning of the Christian life and spirituality in light of Catholic Church teaching and the primary concept of Christian vocation. Students will be initiated into the main forms of Christian prayer and be entrusted with the theological tools to better discern God's will for their lives. The instrumental work of St. John Paul II in his Theology of the Body will be used as a guide to discover the sacramental meaning of the body and the fundamental meanings of Christian existence.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

- Develop a fluency in basic Catholic Christian theological grammar and concepts.
- Describe, summarize and discuss the complex relationships between Scripture, Tradition and the Magisterium of the Catholic Church.
- Critically explore the relationship between faith and reason.

COURSE STUDENT LEARNING OUTCOMES (CSLOS)

- Catholic theological anthropology: Students will develop an understanding of human personhood in light of the Catholic theological tradition. They will interpret the meaning of human vocation according to this specified context.
- Work of the Holy Spirit in the history of the Catholic Church: Students will identify the Person and work of the Holy Spirit in the history of Judaism and Christianity. They will reflect on how the Holy Spirit is at work today within a global perspective, at once communal and personal.
- Dialogue between faith and reason: Students will be empowered to discern their peculiar senses of vocation in their personal lives, informed by the sources of faith and reason.

REQUIRED COURSE MATERIALS

- Benedict XVI, *Compendium of the Catechism of the Catholic Church* (Washington, D.C.: USCCB, 2006).
- Jean Marie Hiesberger, ed., *The Catholic Study Bible: Personal Study Edition, 2nd Edition* (New York: Oxford University Press, 2011).
- Caryll Houselander, *The Passion of the Infant Christ: Critical Edition* (Eugene, OR: Cascade Books, 2017).
- William C. Placher, *Callings: Twenty Centuries of Christian Wisdom on Vocation* (Grand Rapids, MI: Eerdmans, 2005).
- Christopher West, *Theology of the Body for Beginners: A Basic Introduction to John Paul II's Sexual Revolution* West Chester, PA: Ascension Press, 2009).

Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

These assignments will form the backbone of class communication and engagement with the course material. Students will make six posts per week: one original discussion topic per discussion question, and two replies to two different student postsper discussion question. Posts must be over 200 words in length (but preferably less than 250 words) to receive full points. Students are allowed to make additional posts (beyond the mandatory six posts) that are less than 200 words in length, but at least six posts must be 200 words in length. An example of a sufficient post would look something like this:

In this week's readings, Houselander takes up the theme of justice within her reflection on the relationship between the infancy of Christ and the human soul. One passage I found particularly illuminating was her treatment of St. Joseph as the "just man." She writes of him, "He was one who did violence to himself, who accepted hardship and danger, and renounced self to protect the little and the weak" (123). It seems to me that this would describe any authentic hero: the person who denies comfort, pleasure and security for oneself in order to provide those things and more for the other.Houselander goes on to write that St. Joseph was "the defense of the infant Christ...love was in him like the crystal in the rock" (123-24). Through St. Joseph we get a glimpse of the real Fatherhood of God inasmuch as he reveals "the inflexible logic of divine love" (124). This love is both stern and tender, both decisive and patient, both just and merciful. Divine love is never destructive, but always creative, instructive and constructive. One can imagine St. Joseph raising his adoptive son, Jesus, with constancy and steadfast love for him. This being said, I wonder what is essential to the body of man that expresses love in a fatherly way? In other words, how does the sacramentality of the masculine body impact human love for both men and women alike?

This example gives indication as to the thoughtfulness and time expected in each and every post on the discussion board in order to receive full points for the post.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.

- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief — try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.

- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).

- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Assignments

All course written requirements should be submitted via the Assignments tool in ECN. Lessons will run Monday-Sunday of each course week. Lessons will open on the Friday prior to the start of a lesson. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Sunday) at 11:55 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete assignments from previous weeks once the due date is passed.

Weekly Journals [200 points] –Students will compose weekly journal entries in order to reflect personally on the course texts, prayer experiences, and ongoing spiritual growth and questions. Journals will be collected periodically throughout the semester and be given a grade of 0, 10, 20 or 25points for each entry, based on their level of engagement with the course material, meaningfulness and thoughtfulness. Prayer experiences will be assigned to be conducted throughout the week, needing 60 minutes of time to complete for every week, and these will be documented in your journal. Each week, you will be asked to respond to the following questions in your journal in relation to the assigned prayer experiences:

- What did I feel going into this prayer experience?

- How was I moved, changed or challenged through the course of this prayer experience?

- What spiritual goals has this prayer experience inspired and how can I go about achieving them in the future?

Final Project: Autobiographical Paper [300points] –Students will compose a final paper, 10-12 pages in length, giving a historical account of their spiritual life, especially in light of their course experiences during the semester. This will be a synthesis, though not a repetition, of journal writing throughout the semester. It will consist of the following sections:

- Account of spiritual life up to the time of the course

- Account of spiritual life during the time of the course, including engagement with course texts and reflection on service learning experiences

- Reflection on hopes for continued spiritual growth and future service within the human family

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communicate with Your Instructor

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email (see Page 1) with any personal and/or private issues or questions.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points
Discussions	480 points
Journal Entries	200 points
Final Project	300 points
TOTAL:	**980 points**

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage
A	93% – 100%
A -	90% – 92%
B+	87% – 89%
B	83% – 86%
B-	80% – 82%
C+	77% – 79%
C	73% – 76%
C-	70% – 72%
D+	67% – 69%
D	63% – 66%
D-	60% – 62%
F	Below 60%

Late Assignments

All assignments are due by on the day indicated on the assignment. No student work will be accepted by the Professor via email. It must be submitted to the ECN site. In addition, no work will be accepted past the deadline it is due. Failure to turn in work by the given deadline will result in a 0 for the assignment.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Plagiarism, cheating, and/or any form of academic dishonesty will not be tolerated. Students will be held accountable to the Walsh University standards for offenses.

Statement on Plagiarism [From the Undergraduate Academic Catalog]: Academic integrity lies at the heart of student-teacher relationships involving learning, free inquiry, and the search for knowledge and truth. Inspired by the spirit of the Judeo-Christian tradition expressed in the University's mission statement, Walsh University requires all faculty and students to act honestly, morally, and ethically in the maintenance of professional standards for learning, research, writing, and assessment. To maintain the academic integrity of the University, students are responsible for their own academic work. Academic dishonest is not acceptable. Violations of academic integrity and appropriate penalties vary in severity, and range from failure of a specific test or assignment, reduced course grade, failure of the course, probation, suspension, to expulsion from the University. All use of source material must be properly cited. See http://libguides.walsh.edu/content.php?pid=75543&hs=a for more clarification. If you have any question regarding whether or not to cite a source, please ask the Professor. It is not acceptable to observe academic dishonesty and not report it. It is your duty as individuals to report instances of academic dishonesty of which you have knowledge.

Respect: In this online course we will have respect for each other, respect for the ideas and materials we are discussing, and respect for ourselves at all times. Disrespect will not be tolerated. Any and every act of disrespect will result in immediate intervention.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non- participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Sarah Shaffer
Student Support Manager
Phone: 330-490-7346
Email: sshaffer@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Weekly Topic(s)	Deliverables	Due Date
Week 1	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 2	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 3	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 4	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 5	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 6	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 7	Six discussion board posts; one journal entry	• Original post due by Wednesday at 11:55 p.m. EST • All other posts and journal due by Sunday at 11:55 p.m. EST
Week 8	Six discussion board posts; one journal entry; one final paper	• Original post due by Wednesday at 11:55 p.m. EST • All other posts, journal, and final paper due by Sunday at 11:55 p.m. EST

APPENDICES

Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	
Critical Thinking	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
Total Score: (May be recorded in decimals or fractions)					

Writing Rubric (Applicable to journal entries and final paper)

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	
				Total Score:	