

# **THEO2222 Reformation Era**

*(for all CUHK undergraduates except Bachelor of Divinity students)*

*Second Term 2023/2024*

*(Tuesday 10:30 am–1:15 pm)*

## **Course Instructor**

Dr. MOK Kie Man Bryan

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Venue: ARC G01

Language of Instruction: Cantonese

## **A. COURSE DESCRIPTION**

The sixteenth century marked a pivotal moment in Western civilisation, catalysing profound and enduring transformations within the church and broader European society. These sea changes heralded the advent of the modern age, resonating globally. This course invites you to delve into the unique cultural and social landscapes of early modern Europe and critically evaluate the spiritual and theological dimensions of the reform movements that swept across Europe. You will become well-acquainted with the key figures and movements that shaped the Reformation, while cultivating a sharp awareness of the historical forces at play. By focusing particularly on the cultural and intellectual shifts of the era, we will examine how these changes reshaped the traditional fabric of society, state, and church.

## **B. LEARNING OUTCOMES**

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

- Gain a comprehensive understanding of the ecclesiastical, theological, and societal changes in Europe during the sixteenth and early seventeenth centuries.
- Familiarise yourself with various perspectives on the Reformation, fostering a critical appreciation for church history.
- Comprehend and respect the rich diversity and historical depth of Christian traditions.
- Recognise the mutual influence between church and society, as well as theology and culture.
- Unearth and acknowledge the overlooked, suppressed, or marginalised voices from the Reformation era.
- Acquire the skills to undertake guided, small-scale historical or theological research on topics pertaining to the Reformation era.

## **C. COURSE SCHEDULE**

**Notes: All assigned readings will be uploaded to Blackboard. However, you are NOT REQUIRED to read all of them (see Section D for reading requirement). You are suggested to read ONE of the assigned texts.**

**Week 1 (9 Jan): From Scholasticism to Humanism**

- Madigan, *Medieval Christianity*, 257–86.
- MacCulloch, *History of Christianity*, 396–425.
- Lesley Smith, “The Theological Framework,” in Rubin and Simons, *Cambridge History*, 75–88.
- Eire, *Reformations*, 64–130.

**Week 2 (16 Jan): Late Medieval Church and Piety**

- Madigan, *Medieval Christianity*, 369–435.
- MacCulloch, *History of Christianity*, 551–93.
- Eire, *Reformations*, 3–63.

**Week 3 (23 Jan): Luther**

- Eire, *Reformations*, 133–84.
- Lindberg, *European Reformations*, 54–85.
- Scott Hendrix, “Martin Luther, Reformer,” in Hsia, *Cambridge History*, 3–19.
- Thomas A. Brady, “Emergence and consolidation of Protestantism in the Holy Roman Empire to 1600,” in Hsia, *Cambridge History*, 20–36.

**Week 4 (30 Jan): Revolution of the Common Man**

- Eire, *Reformations*, 185–217.
- Lindberg, *European Reformations*, 87–107, 130–160.
- R. Emmet McLaughlin, “The Radical Reformation,” in Hsia, *Cambridge History*, 37–55.

**Week 5 (6 Feb): The Swiss Reformation**

- Eire, *Reformations*, 218–47.
- Lindberg, *European Reformations*, 161–87.
- Peter Blickle, “Communal Reformation: Zwingli, Luther, and the south of the Holy Roman Empire,” in Hsia, *Cambridge History*, 75–89.

**Week 6 (20 Feb): The Radical Reformation**

- Eire, *Reformations*, 218–85.
- Lindberg, *European Reformations*, 188–213.

**Week 7 (27 Feb): Calvin and Calvinism**

- *Eire, Reformations*, 286–317.
- *Lindberg, European Reformations*, 234–92.
- Robert M. Kingdon, “The Calvinist Reformation in Geneva,” in Hsia, *Cambridge History*, 90–103.

**Week 8 (5 Mar): Calvin and Calvinism (con’t)**

**Week 9 (12 Mar): Reformations in the British Isles**

- *Eire, Reformations*, 318–65.
- *Lindberg, European Reformations*, 293–320.

**Week 10 (19 Mar): Catholic Reform**

- *Eire, Reformations*, 369–465.
- *Lindberg, European Reformations*, 321–46.
- Robert Bireley, “Redefining Catholicism: Trent and beyond,” in Hsia, *Cambridge History*, 145–61.
- John Patrick Donnelly, “New Religious Orders for Men,” in Hsia, *Cambridge History*, 162–79.

**Week 11 (26 Mar): Catholic Reform (con’t)**

**Week 12 (2 Apr): Religious Wars**

- *Eire, Reformations*, 525–61.
- Nicolette Mout, “Peace without Concord: Religious Toleration in Theory and Practice,” in Hsia, *Cambridge History*, 237–43.
- Oliver Christin, “Religious Colloquies and Toleration,” in Hsia, *Cambridge History*, 302–20.

**Week 13 (9 Apr): Orthodoxy and Confessionalisation**

- *Eire, Reformations*, 562–617.
- Hartmut Lehmann, “Lutheranism in the Seventeenth Century,” in Hsia, *Cambridge History*, 56–72.
- Mark Greengrass, “The Theology and Liturgy of Reformed Christianity,” in Hsia, *Cambridge History*, 104–24.

**Week 14 (16 Apr): Persecution and Witch Hunts**

- *Eire, Reformations*, 618–59.
- Brad Gregory, “Persecutions and Martyrdom,” in Hsia, *Cambridge History*, 261–82.

- William Monter, “The Mediterranean Inquisitions of Early Modern Europe,” in Hsia, *Cambridge History*, 283–301.

#### D. ASSIGNMENTS AND ASSESSMENT SCHEME

##### 1. Reading Challenge (20% of final grade)

Throughout this course, you are expected to **engage with the assigned and suggested readings from the course outline**. It is important to note that you are **not required to read all assigned texts**; instead, by reading on a weekly basis, you will accumulate experience points (XP) that will contribute to your overall course grade. You will earn **4 XP (for students of BD Year 1 and 2) or 3 XP (for others) for each page of English literature** and **2.5 XP (for students of BD Year 1 and 2) or 2 XP (for others) for each page of Chinese literature** within the scope of this course. **For every 50 XP accumulated, you will receive 1 mark.**

To monitor your progress and engagement with the course material, you are required to maintain a **weekly reading log**. Please **submit this log to the instructor at the beginning of each class session**. The scope of your weekly reading is entirely up to you, but it should be relevant to the course content and drawn from the readings listed in the course outline or the ‘Reading Lists for Special Topic Presentation and Term Paper’. During class, the instructor may **randomly select students to share insights from their weekly readings** and participate in a brief, informal discussion. To receive XP, you **must attend the class and have your reading confirmed by the instructor**. While these discussions are an important aspect of your learning experience, they will not be graded.

You can earn **a maximum of 150 XP per week**, and **the maximum mark allocation for this assignment is 20 marks**, which is equivalent to 1,000 XP.

##### 2. Special Topic Presentation (40% of final grade)

Form a **group of two persons** and choose **one** of the following broad topics for in-depth study. **Start with the assigned text** listed below for preparing the presentation.

- I. The Reformations and Visual Arts (Present on 27 Feb)
  - Lee Palmer Wandel, “The Reformation and the Visual Arts,” in Hsia, *Cambridge History*, 345–70.
- II. Ritual in the Reformation Era (Present on 5 Mar)
  - Susan C. Karant-Nunn, “Ritual in Early Modern Christianity,” in Hsia, *Cambridge History*, 371–85.
- III. The Reformations and Music (Present on 12 Mar)
  - Alexander J. Fisher, “Music and Religious Change,” in Hsia, *Cambridge History*,

386–405.

IV. Demons in Early Modern Europe (Present on 19 Mar)

- Wolfgang Behringer, “Demonology, 1500–1660,” in Hsia, *Cambridge History*, 406–24.

V. The Reformations and Science (Present on 26 Mar)

- Ann Blair, “Science and Religion,” in Hsia, *Cambridge History*, 425–43.

VI. Changing Understanding and Practice of Clerics during the Reformation Era (Present on 2 Apr)

- Luise Schorn-Schütte, “The New Clergies,” in Hsia, *Cambridge History*, 444–64.

VII. The Role of Women in the Reformations (Present on 9 Apr)

- Merry Wiesner-Hanks, “Women and Religious Change,” in Hsia, *Cambridge History*, 465–82.

VIII. The Reformations and Sexuality (Present on 16 Apr)

- MacCulloch, *Reformation*, chaps. 15–16.

You are expected to **search and read further literary materials** (especially those published after *The Cambridge History of Christianity* [2009]) and to **refine and narrow your chosen topic** by adjusting the title or incorporating a subheading. Each group will have **30 minutes to present their findings**, followed by a **10-minute Q&A session**. During your presentation, you should adopt the role of a teacher, introducing and elaborating on the **key aspects of the topic**. Draw upon **relevant and significant academic research** to support your points and provide valuable insights. The ‘Reading Lists for Special Topic Presentation and Term Paper’, which includes suggested readings for each topic, can be found on Blackboard. See Appendix I for the grading rubric for oral presentation.

### 3. Term Paper 學期論文 (40% of final grade)

Expanding on the research and findings from your presentation, compose an academic paper centered around a research question or thesis statement (central argument). **Provide an appropriate title** for your paper, which should differ from the research question or thesis statement. The paper should be **3,000–4,500 words (for Chinese)** or **2,000–3,000 words (for English)** in length. Footnotes and bibliography are not included in the word count. **Footnotes should primarily be used for citation purposes**, with content explanations kept to a minimum. Ensure that **the bibliography contains all the cited literature and nothing beyond that**. The submission deadline is **7<sup>th</sup> May 2023**. See Appendix II for the grading rubric for the term paper.

**\*\* The term paper shall be submitted in MS Word format (either .docx or .doc) via VeriGuide. Email or hardcopy is not accepted. Duly signed VeriGuide Receipt shall be uploaded to Blackboard.**

## Citation Style

All citations in the term paper must adhere to the **notes and bibliography system (footnote format)** as outlined in the **Chicago Manual of Style, 17th ed.** (refer to Chapter 14 of the Manual). Use shortened citations for all subsequent citations of sources already provided in full (see sections 14.29–36 of the Manual). **The use of untraceable materials, including but not limited to Wikipedia and AI chatbot responses, as a source is strictly prohibited.** *The Chicago Manual of Style, 17th ed.* can be accessed on the CUHK Library's databases. **Students are encouraged to use reference management software, such as Zotero.**

## Deadline

You must strictly observe the established deadline. Late submissions will result in a **2%-mark deduction from the term paper's total score** for each day past the deadline.

## **E. REQUIRED AND SUGGESTED READINGS**

### Core Readings

Eire, Carlos M. N. *Reformations: The Early Modern World, 1450-1650*. New Haven, CT: Yale University Press, 2016.

Hsia, R. Po-chia, eds. *The Cambridge History of Christianity*. Vol. 6, *Reform and Expansion*. Cambridge: Cambridge University Press, 2007.

Lindberg, Carter. *The European Reformations*. 2nd ed. Malden, MA: Wiley-Blackwell, 2010.

### Other Textbooks

賴品超、高莘。《誰的宗教？何種改革？：十六世紀宗教改革的多元性與政治性》。香港：明風，2017。

李廣生。《一石激起千重浪：改革運動教會歷史簡介》。增修版。香港：道聲，2016。

吳國傑。《拆壁重修：宗教改革縱橫談》。香港：基道，2018。

Cameron, Euan. *The European Reformation*. Oxford: Oxford University Press, 1991.

González, Justo L. *The Story of Christianity*. Vol. 2, *The Reformation to the Present Day*. 2nd ed. New York: HarperCollins, 2010. = 胡斯托·L·岡薩雷斯。《基督教史》。卷二。趙城藝譯。上海：上海三聯，2016。

Küng, Hans. *Christianity: Essence, History and Future*. Translated by John Bowden. New York: Continuum, 1995.

MacCulloch, Diarmaid. *A History of Christianity: The First Three Thousand Years*. London: Allen Lane, 2009.

MacCulloch, Diarmaid. *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books, 2004.

Marshall, Peter. *The Reformation: A Very Short Introduction*. Oxford: Oxford University Press 2009.

Marshall, Peter, ed. *The Oxford Illustrated History of the Reformation*. Oxford: Oxford University Press, 2015.

Noll, Mark A., David Komline, and Han-luen Kantzer Komline. *Turning Points: Decisive Moments in the History of Christianity*. 4th ed. Grand Rapids, MI: Baker Academic, 2022. = 樂馬可。《轉捩點：基督教會歷史里程碑》。邱清萍譯。加州佩塔盧馬：美國中信，2002。

Sunshine, Glenn S. *A Brief Introduction to the Reformation*. Louisville, KY: Westminster John Knox Press, 2017.

Wandel, Lee Palmer. *The Reformation: Towards a New History*. Cambridge: Cambridge University Press, 2011.

### Luther and Lutheranism

Dixon, C. Scott. *The Reformation in Germany*. Oxford: Blackwell, 2002.

Luther, Martin. *The Annotated Luther*. Edited by Hans Joachim Hillerbrand, Kirsi Irmeli Stjerna, and Timothy J. Wengert. Minneapolis, MN: Fortress Press, 2015.

Marshall, Peter. *1517: Martin Luther and the Invention of the Reformation*. Oxford: Oxford University Press, 2017.

Rex, Richard. *The Making of Martin Luther*. Book Collections on Project MUSE. Princeton, NJ: Princeton University Press, 2017.

Rummel, Erika. *The Confessionalization of Humanism in Reformation Germany*. Oxford: Oxford University Press, 2000.

Whitford, David M., ed. *Martin Luther in Context*. Cambridge: Cambridge University Press, 2018.

### Reformed Tradition, Calvin, and Calvinism

Dawson, Jane E. A. *John Knox*. New Haven, CT: Yale University Press, 2015.

de Gruchy, John W. *John Calvin: Christian Humanist & Evangelical Reformer*. Eugene, OR: Cascade Books, 2013.

McGrath, Alister E. *A Life of John Calvin: A Study in the Shaping of Western Culture*. Oxford: Blackwell, 1990.

Spohnholz, Jesse. *The Convent of Wesel: The Event that Never Was and the Invention of Tradition*. Cambridge: Cambridge University Press, 2017.

Steinmetz, David Curtis. *Reformers in the Wings from Geiler von Kaysersberg to Theodore Beza*. 2nd ed. Oxford: Oxford University Press, 2001.

### Radical Reformations

- Baylor, Michael G. *The Radical Reformation*. Cambridge: Cambridge University Press, 1991.
- Biagioni, Mario. *The Radical Reformation and the Making of Modern Europe: A Lasting Heritage*. Leiden: BRILL, 2016.
- Estep, William Roscoe. *The Anabaptist Story: An Introduction to Sixteenth-Century Anabaptism*. 3rd ed. Grand Rapids, MI: William B. Eerdmans, 1996.
- Goertz, Hans-Jurgen. *The Anabaptists*. London: Routledge, 1997.
- Hill, Kat. *Baptism, Brotherhood, and Belief in Reformation Germany: Anabaptism and Lutheranism, 1525–1585*. Oxford: Oxford University Press, 2015.
- Packull, Werner O. *Hutterite Beginnings: Communitarian Experiments during the Reformation*. Baltimore, MD: Johns Hopkins University Press, 1995.
- Roth, John D., and James Stayer, eds. *A Companion to Anabaptism and Spiritualism, 1521-1700*. Brill's Companions to the Christian Tradition 6. Boston: BRILL, 2006.

#### Reformation in England

- Dean, Jonathan. *God Truly Worshipped: Thomas Cranmer and His Writings*. Norwich, UK: Canterbury Press, 2012.
- Duffy, Eamon. *Reformation Divided: Catholics, Protestants and the Conversion of England*. London: Bloomsbury, 2017.
- Duffy, Eamon. *The Voices of Morebath: Reformation and Rebellion in an English Village*. New Haven, CT: Yale University Press 2001.
- Gunther, Karl. *Reformation Unbound: Protestant Visions of Reform in England, 1525-1590*. Cambridge: Cambridge University Press, 2014.
- Heal, Felicity. *Reformation in Britain and Ireland*. Oxford: Oxford University Press, 2003.
- Kellar, Clare. *Scotland, England, and the Reformation, 1534-61*. Oxford: Clarendon Press, 2003.
- Marshall, Peter. *Heretics and Believers: A History of the English Reformation*. New Haven, CT: Yale University Press, 2017.
- Marshall, Peter. *Reformation England, 1480-1642*. 2nd ed. London: Bloomsbury Academic, 2012.
- O'Day, Rosemary. *The Debate on the English Reformation*. 2nd ed. Manchester: Manchester University Press, 2014.
- Wabuda, Susan. *Thomas Cranmer*. Routledge Historical Biographies. Abingdon, UK: Routledge, 2017.
- Williams, Leslie. *Emblem of Faith Untouched: A Short Life of Thomas Cranmer*. Grand Rapids, MI: Eerdmans, 2016.

#### Counter-Reformation and Catholic Reforms

- Jones, Martin D. W. *The Counter Reformation: Religion and Society in Early Modern Europe*. Cambridge: Cambridge University Press, 1995.
- Mayer, Thomas F., ed. *Reforming Reformation*. Surrey, UK: Ashgate, 2012.
- Mullett, Michael A. *The Catholic Reformation*. London: Routledge, 1999.

### Background of the Reformations

- Madigan, Kevin. *Medieval Christianity: A New History*. New Haven, CT: Yale University Press, 2015.
- Rubin, Miri, and Walter Simons, eds. *The Cambridge History of Christianity*. Vol. 4, *Christianity in Western Europe c. 1100–c. 1500*. Cambridge: Cambridge University Press, 2009.

### Special Topics

- Bertoglio, Chiara. *Reforming Music: Music and the Religious Reformations of the Sixteenth Century*. Berlin: Walter de Gruyter, 2017.
- Gregory, Brad S. *The Unintended Reformation: How a Religious Revolution Secularized Society*. Cambridge, MA: Harvard University Press, 2012.
- Matheson, Peter, ed. *Reformation Christianity*. Vol. 5 of *A People's History of Christianity*. Minneapolis, MN: Fortress Press, 2007.
- McGinn, Bernard. *Mysticism in the Reformation (1500-1650)*. Presence of God 6. New York: Crossroad, 2016.
- Pettegree, Andrew, ed. *The Reformation World*. London: Routledge, 2002.
- Vendrix, Philippe, ed. *Music and the Renaissance: Renaissance, Reformation and Counter-Reformation*. Farnham, UK: Ashgate, 2011.
- Witte, John Jr., and Amy Wheeler, eds. *The Protestant Reformation of the Church and the World*. Louisville, KY: Westminster John Knox Press, 2018.

### Useful Resources

- Dowley, Tim. *Atlas of the European Reformations*. Lanham, MD: National Book Network, 2015.
- Lindberg, Carter, ed. *The European Reformations Sourcebook*. Malden, MA: Wiley-Blackwell, 2000.
- MacCulloch, Diarmaid. *All Things Made New: Writings on the Reformation*. London: Allen Lane, 2016.
- Rublack, Ulinka. *The Oxford Handbook of the Protestant Reformations*. Oxford Handbooks. Oxford: Oxford University Press, 2017.

### Theology

- Bagchi, David V. N., and David Curtis Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.
- Barth, Hans-Martin. *The Theology of Martin Luther: A Critical Assessment*. Minneapolis, MN: Fortress, 2013.
- Barth, Karl. *The Theology of John Calvin*. Grand Rapids, MI: W. B. Eerdmans, 1995.
- Christ-von Wedel, Christine. *Erasmus of Rotterdam: Advocate of a New Christianity*. Toronto: University of Toronto Press, 2013.
- Ebeling, Gerhard. *Luther: An Introduction to His Thought*. Translated by R. A. Wilson. London: Collins, 1970.
- George, Timothy. *Theology of the Reformers*. Nashville, TN: Broadman, 1988.
- Gray, Madeleine. *The Protestant Reformation: Belief, Practice, and Tradition*. Brighton: Sussex Academic, 2003.
- Helm, Paul. *Calvin: A Guide for the Perplexed*. London: Bloomsbury, 2008.
- Helm, Paul. *Calvin at the Centre*. Oxford: Oxford University Press, 2009.
- Helm, Paul. *John Calvin's Ideas*. Oxford: Oxford University Press, 2004.
- Kittleston, James M. *Luther the Reformer: The Story of the Man and His Career*. Translated by Hans H. Wiersma. Lanham, MD: Augsburg Fortress, 2016.
- Klauber, Martin I., ed. *The Theology of the French Reformed Churches: From Henri IV to the Revocation of the Edict of Nantes*. Grand Rapids, MI: Reformation Heritage Books, 2014.
- McGrath, Alister E. *Reformation Thought: An Introduction*. 4th ed. Malden, MA: Wiley-Blackwell, 2012.
- McGrath, Alister E. *The Intellectual Origins of the European Reformation*. 2nd ed. Malden, MA: Blackwell, 2004.
- Partee, Charles. *The Theology of John Calvin*. Louisville, KY: Westminster John Knox, 2008.
- Pelikan, Jaroslav. *Reformation of Church and Dogma (1300-1700)*. Christian Tradition 4. Chicago: University of Chicago Press, 1983.
- Prenter, Regin. *Luther's Theology of the Cross*. Philadelphia: Fortress Press, 1971.
- Reardon, Bernard M. G. *Religious Thought in the Reformation*. 2nd ed. London: Longman, 1995.
- Stanglin, Keith D., and Thomas H. McCall. *Jacob Arminius: Theologian of Grace*. Oxford: Oxford University Press, 2012.
- Strehle, Stephen. *The Catholic Roots of the Protestant Gospel: Encounter between the Middle Ages and the Reformation*. Studies in the History of Christian Thought 60. Leiden: E. J. Brill, 1995.
- Whitford, David M., ed. *T&T Clark Companion to Reformation Theology*. London: Bloomsbury, 2012.

#### Relevant Journals

*Church History; Church History and Religious Culture; Journal of Theological Studies; Renaissance and Reformation; Studies in Church History; Studies in Medieval and Reformation Traditions*

#### Online Resources

Christian Classics Ethereal Library (CCEL), <https://www.ccel.org>

Religion Online, <https://www.religion-online.org>

#### **F. AI CHATBOT POLICY**

As we enter an era where collaboration between humans and AI is becoming an integral part of our lives, it is expected that you will frequently collaborate with or utilize AI tools. Therefore, the use of AI chatbots, including but not limited to ChatGPT, for learning and completing assignments is permitted without the need for acknowledgment. However, it is essential to understand the limitations of these tools and use them judiciously. Additionally, the principles of academic honesty and plagiarism rules continue to apply as usual. For instance, copying content generated by an AI chatbot without proper acknowledgment is prohibited. Any assignment should be your original work, potentially enhanced by AI chatbots but not generated solely by them. For more information, please refer to the document, "Use of Artificial Intelligence Tools in Teaching, Learning, and Assessments: A Guide for Students," issued by the University.

Students should be aware that AI chatbots cannot replace thorough research and writing. For instance, at its current development stage, ChatGPT may not consistently provide reliable information, particularly when it comes to details. However, when used judiciously, it can serve as an excellent consultant and companion. Specifically, ChatGPT can be helpful in brainstorming research questions, constructing arguments, analyzing and contextualizing primary sources, translating documents, and assisting with copy-editing tasks.

#### **G. ACADEMIC HONESTY AND PLAGIARISM**

- Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.
- With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

- Please upload a scanned copy of the signed receipt to Blackboard Learn. (**Do not send it through email.**)

#### **H. GENERAL GRADING POLICY**

The grading follows the general grading policy of the CUHK outlined below:

- A / Excellent: Outstanding performance on ALL learning outcomes.  
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study.
- A- / Very Good: Generally outstanding performance on all or almost all learning outcomes.  
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.
- B / Good: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.  
Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.
- C / Fair: Satisfactory performance on the majority of learning outcomes.  
Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.
- D / Pass: Barely satisfactory performance on a number of learning outcomes.  
Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
- F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.  
Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

### Appendix I: Grading Rubric for Oral Presentation

	<b>Excellent / Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor/Inadequate</b>
<b>Response to Assignment</b>	The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience	The presentation responds to the assignment and addresses the topic, but has minor weaknesses with respect to some of the requirements and/or appropriate technical level	The presentation responds to the assignment and addresses the topic, but has significant weaknesses with respect to some of the requirements and/or appropriate technical level	The presentation does not respond to many of the requirements of the assignment, and/or is poorly tailored for the intended audience
<b>Analysis and Discussion</b>	Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate	Presented material is analyzed and evaluated and appropriate reasons, discussion of alternatives, explanations, and examples are given for most of the main points	Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points	The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material
<b>Organization</b>	The presentation is well-structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered for clarity	The presentation is generally well-structured, with only a few flaws in overall organization	The presentation has a defined structure, but the organization is not optimal for supporting the presentation's content	The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity

<b>Style and Format</b>	The visual aids (e.g. PowerPoint slides) are informative, well designed, easy to read, and complement the speaker's content. The number of slides is consistent with the time limit of the presentation	The visual aids are informative and generally supportive of the presentation, but could be improved to more effectively complement the speaker's content	The visual aids are generally supportive of the presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk	Visual aids are not designed to effectively convey the information intended by the speaker
<b>Speaking Skills</b>	Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time	Speaker is prepared and familiar with the content of the visual aids, but may occasionally stray from topic and/or have other deficiencies in speaking style	Speaker is reasonably prepared but tends to look at visual aids for prompting, and is not able to communicate all of the intended content	Speaker is not prepared and has to read from visual aids or cue cards, does not use voice or body language effectively to engage audience in topic
<b>Conclusions</b>	Key points are clearly restated at the end of the talk so that the audience clearly understands the purpose of the technical work	The presentation has a conclusion, but some of the key points are not highlighted effectively	The presentation has a brief conclusion but is not substantial in content	The presentation seems to end abruptly without any summation for the audience

## Appendix II: Grading Rubric for Term Paper

	<b>Excellent / Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor/Inadequate</b>
<b>Thesis</b>	A clear statement of what is being proposed or argued in the paper	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement	The thesis is present, but a reader must work hard to reconstruct from the entire paper	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear
<b>Arguments</b>	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid
<b>Counter-arguments</b>	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions; or the paper acknowledges counter-arguments without accounting for them	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions

<b>Organization</b>	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions; the movement from introduction to the body and then the conclusion is easy to follow and coherent	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate; the movement from introduction to the body and then the conclusion is distinguishable if not easy to follow	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas; the movement from introduction to the body and then the conclusion is not clearly distinguishable	The paper does not flow well in terms of organization or for the argument of the thesis; transitions from paragraph to paragraph or from one idea to the next are missing; the movement from introduction to the body and then the conclusion is non-existent.
<b>Style</b>	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed; paper has been spell-checked, proofread, and contains no errors	The paper is written in complete sentence and grammatically correct sentences; word choice is understandable, definitions are generally (though not always) provided if and when needed; paper has been spell-checked, proofread, and contains only a few errors	The paper contains some incomplete or grammatically incorrect sentences; word choice is imprecise, at times not understandable, and/or not defined when needed; not clear if the paper has been spell-checked and proofread because of the number of errors present	The paper is written with many incomplete or grammatically incorrect sentences; word choice is not understandable and definition of particular terms or words is not given even when needed; the paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors
<b>Documentation</b>	Notes to indicate sources of information are given whenever they are needed; both notes and bibliography use consistent and academically acceptable format	Notes to indicate sources of information are generally given when they are needed; notes and bibliography are generally but not always consistent or conform to academic standard	Sources of information are not consistently documented; if they are, format is inconsistent or does not conform to academic standard	Source materials are used without documentation