

THEO2222 Reformation Era

(for all CUHK undergraduates except Bachelor of Divinity students)

Second Term 2024/2025
(Monday 2:30–5:15 pm)

Course Instructor: Dr. MOK Kie Man Bryan
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Venue: YCT LG201

Language of Instruction: Cantonese

Language of Course Materials: English, with Traditional Chinese lecture notes

A. Course Description

The sixteenth century stands as a watershed moment in Western civilisation, igniting sweeping changes that reverberated across the church and society, ultimately shaping the dawn of the modern world. This course offers a deep dive into the vibrant cultural and social landscapes of early modern Europe, inviting you to critically explore the spiritual and theological upheavals that defined the Reformation. You will engage with the pivotal movements and towering figures who reshaped the religious and intellectual contours of Europe, all while sharpening your understanding of the historical forces at play. Together, we will uncover how these profound shifts reimagined the traditional dynamics of society, the state, and the church, leaving an indelible mark on the course of history.

B. Learning Outcomes

By the end of this course, you will be able to:

- Develop a nuanced understanding of the ecclesiastical, theological, and societal transformations that unfolded across Europe during the sixteenth and early seventeenth centuries.
- Engage with diverse perspectives on the Reformation, fostering a critical and informed appreciation of church history.
- Gain a deeper respect for the rich diversity and historical depth of Christian traditions, both in their unity and in their conflicts.
- Recognise the intricate interplay between church and society, as well as theology and culture, during this transformative period.

- Discover and give voice to the often overlooked, suppressed, or marginalised individuals and movements from the Reformation era.
- Hone your research skills, equipping you to undertake focused, small-scale historical or theological inquiries into key topics from the Reformation period.

C. Course Schedule

	Date	Topic	Key Concepts
1	6 Jan	Course Orientation; A Flashback to the Reformation Era: Religious Wars	French Wars of Religion, Thirty Years' War
2	13 Jan	Pre-Reformation Attempts and Social Change in the Fifteenth Century	Renaissance Papacy, Lollards, Hussians, printing, Age of Discovery
3	20 Jan	Desiderius Erasmus and Renaissance Humanism	Mass, cult of relics, pilgrimage, <i>ad fontes</i> , philology
4	27 Jan	Martin Luther and the German Magisterial Reformation	Justification by faith, three <i>solas</i> , magisterial Reformation. Lutheranism
x	3 Feb	Holiday: Happy Chinese New Year!	
5	10 Feb	Thomas Müntzer and Revolution of the Common Man in the German Land	Iconoclasm, German Peasants' War, Fanatics, communal Reformation
6	17 Feb	Ulrich Zwingli and the Swiss Magisterial Reformation	Reformed tradition, disputation, city council
7	24 Feb	Menno Simons and the Anabaptists	Believer's baptism, Brethren, pacifism, apocalyptic activism, separatism
x	3 Mar	Reading Week	
8	10 Mar	John Calvin, the Genevan Reformation, and International Calvinism	<i>solī Deo gloria</i> , consistory, French Reformation, Huguenots, conviction
9	17 Mar	Michael Servetus and the Radical Reformations	Spiritualism, rationalism, unitarianism, Socinianism, <i>solī Deo gloria</i> , consistory
10	24 Mar	Thomas Cranmer and the Anglican Reformation	<i>Act of Supremacy, via Media</i> , non-conformists, Puritanism, recusants
11	31 Mar	Ignatius Loyola and the Catholic Reform	Counter-Reformation, Tridentine Reformation, Jesuits
12	7 Apr	Theodore Beza and Confessionalisation	Orthodoxy, Protestant Scholasticism, Gnesio-Lutherans, Five Point Calvinism
13	14 Apr	Persecutions and Witch Hunts	Visitation, the Inquisition, discipline, magic and withcraft

D. Assignments and Assessment Scheme

1. Weekly Reading Journals (20%)

Each week, you are required to engage with the assigned readings and submit a journal entry according to the following guidelines:

Your journal should include:

- **Your thoughts and reflections** on the readings
- **1–3 questions** inspired by the material

Post your journal entries on the **CUHK Blackboard Discussion Board**.

Each journal entry can earn you up to **2 points**:

- 1 point for your reflection
- 1 point for your question(s)

You can earn a maximum of **20 points** for the course through these journal submissions. Please note that while it is important to complete the journals, the **content itself will not be graded for quality**—you will receive points for submission and engagement.

Journal entries are due by **2:00 PM on each of the following days**. Please refer to the table below for the weekly reading schedule.

#	By	Assigned Readings
1	13 Jan	MacCulloch 2005, 278–88, 314–21, 345–49, 480–90, 501–17, 692–703
2	20 Jan	MacCulloch 2005, 3–52
3	27 Jan	MacCulloch 2005, 53–105
4	10 Feb	MacCulloch 2005, 106–37, 171–79 OR Hsia 2008, 3–36
5	17 Feb	MacCulloch 2005, 158–71
6	24 Feb	MacCulloch 2005, 137–57 OR Hsia 2008. 75–89
X	3 Mar	Reading Week – <i>Sola Gratia</i> Rule! (See below)
7	10 Mar	MacCulloch 2005, 179–220 OR Hsia 2008, 37–55
8	17 Mar	MacCulloch 2005, 246–77 OR Hsia 2008. 90–103, 125–42
9	24 Mar	MacCulloch 2005, 366–75, 703–31
10	31 Mar	MacCulloch 2005, 288–311
11	7 Apr	MacCulloch 2005, 221–46, 311–14, 330–38 OR Hsia 2008. 145–61, 201–24
12	14 Apr	MacCulloch 2005, 355–86, 490–500 OR Hsia 2008, 56–72, 104–24
13	21 Apr	MacCulloch 2005, 579–91, 592–607, 615–24 OR Hsia 2008. 261–301, 406–24

For details on the assigned readings, see Section E of the course outline.

***Sola gratia* rule:** If you miss any journal submissions for readings #1–#6, you can still submit them by **2:00 pm on 10 March 2025** on the Blackboard Discussion Board to receive the points.

2. Presentation (30%)

Form a group of **2–3 students** (depending on class size) and select one of the research questions listed below for an in-depth study. You are expected to conduct thorough research using **academic books** available in the CUHK libraries and **cutting-edge journal articles** from databases such as **Web of Science** and **ATLA Religion Database**.

Each group will have **45 minutes** for the presentation, which should cover the following elements:

- **Problematics:** Why is the research question an issue?
- **Research Background:** A brief review of previous scholarly discussions related to the research question.
- **Thesis:** Your central argument or position on the issue.
- **Preliminary Findings:** Evidence or insights that support your thesis, with consideration of potential counter-arguments or alternative perspectives.
- **Points for Discussion:** Meaning, relevance, and significance of your research results.

You are free to allocate the time as needed, but **engaging the class in discussion is essential**. It is recommended that you reserve at least **15 minutes** for discussion to encourage participation from your peers. For grading details, refer to **Appendix I**.

Grading Rubric:

- **Response to Assignment:** 5%
- **Analysis and Arguments:** 35%
- **Organisation:** 15%
- **Style and Format:** 5%
- **Speaking Skills:** 20%
- **Engagement and Facilitation of Discussion:** 20%

The entire group will receive the **same grade**.

	Date	Research Question
1	20 Jan	How did Desiderius Erasmus' critical edition of the Greek New Testament shape the theological and scriptural debates of the Protestant Reformation?
2	27 Jan	How did Martin Luther's three solas — sola fide, sola gratia, and solo Christo — reshape late medieval understandings of salvation?
3	10 Feb	How did Thomas Müntzer's vision of reform differ from Martin Luther's, particularly in relation to the role of secular authority and the common people?
4	17 Feb	How did Ulrich Zwingli's symbolic interpretation of the Lord's Supper differ from both Luther's and the Catholic doctrine, and what role did this debate play in shaping the Swiss Reformation?
5	24 Feb	What role did Menno Simons' doctrine of nonviolence play in shaping the Anabaptist movement, particularly in contrast to more radical groups such as the Münsterites?
6	10 Mar	How did John Calvin's views on ecclesiastical discipline shape the governance structure of the church in Geneva, and how did this influence the development of Reformed church polity in other regions?
7	17 Mar	How did Michael Servetus' critique of the doctrine of the Trinity differ from traditional Christian theology, and how did his views influence early Unitarian thought?
8	24 Mar	How did Thomas Cranmer's theological and liturgical reforms influence the Elizabethan Settlement and the long-term development of Anglicanism?
9	31 Mar	How did Ignatius Loyola's Spiritual Exercises influence the spiritual renewal of the Catholic Church during the Counter-Reformation, and how were they employed in the broader efforts to reform the clergy and laity?
10	7 Apr	How did Theodore Beza's articulation of the doctrine of double predestination influence the development of Reformed Orthodoxy in the 17th century, particularly in relation to the Synod of Dort and the formulation of the Five Points of Calvinism?

3. Term Paper (50%)

Building on the research and findings from your presentation, **each of you** will write an **individual, academic, argumentative paper** focused on the assigned research question. The paper should have a **unique and appropriate title** distinct from the research question.

- **Length:**
 - **3,000–4,000 words** (in Chinese, including punctuation); or
 - **2,000–2,500 words** (in English)
 - Footnotes and bibliography are **not included** in the word count.
- **Footnotes:** Should primarily be used for citations, with content explanations kept to a minimum.

- **Bibliography:** Should include all cited works. Do not include any sources that are not referenced in your paper.

The **submission deadline** is **28th April 2025**. For grading details, refer to **Appendix II**.

Grading Rubric:

- **Thesis:** 10%
- **Arguments and Counter-Arguments:** 40%
- **Organisation:** 25%
- **Style:** 15%
- **Documentation:** 10%

Submission

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 for each essay shall be uploaded to the **CUHK 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, 18th ed.* (refer to Chapter 14 of the Manual). Use shortened citations for all subsequent citations of sources already provided in full. *The Chicago Manual of Style, 18th 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 **1.5%-mark deduction** from the term paper's original score for each day past the deadline.

E. Required and Suggested Readings

1. Core Textbooks

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.

MacCulloch, Diarmaid. *The Reformation*. London: Penguin Books, 2005.

2. 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。

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

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.

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.

3. Suggested Readings

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.

Gordon, F. Bruce. *Zwingli: God's Armed Prophet*. New Haven, CT: Yale University Press, 2021.

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.

Potter, G. R. *Zwingli*. Cambridge: Cambridge University Press, 1976.

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.

Anabaptists and 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.

Anglican Reformation

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.

- Kittleson, 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. Use of Generative AI Tools (Approach 3)

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 utilise generative AI tools. Therefore, the use of such tools for learning and completing assignments is permitted and expected with explicit

acknowledgment (Approach 3). You are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into your own work any content (whether it is text, image, data, or other format) that was created by it, following the principles of academic honesty and plagiarism rules. Any assignment should be your original work, potentially enhanced by generative AI tools but not generated solely or decisively by them. Citation style of AI-generated content shall follow *The Chicago Manual of Style*, 18th edition (see 14.112 of the Manual, as shown in the Appendix III of this outline). It is essential to understand the limitations of these tools and use them judiciously. 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 generative AI tools cannot replace thorough research and writing. For instance, at its current development stage, they 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, generative AI tools can be helpful in brainstorming research questions, constructing arguments, analysing and contextualising primary sources, translating documents, summarising texts, 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:	<p>Outstanding performance on ALL learning outcomes.</p> <p>Demonstrates the ability to synthesise 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.</p>
A- / Very Good:	<p>Generally outstanding performance on all or almost all learning outcomes.</p> <p>Demonstrates the ability to synthesise and apply the principles or skills learned in the course in a manner that would fully fulfil the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.</p>
B / Good:	<p>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.</p> <p>Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfil the normal expectations at this level.</p>
C / Fair:	<p>Satisfactory performance on the majority of learning outcomes.</p> <p>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.</p>
D / Pass:	<p>Barely satisfactory performance on a number of learning outcomes.</p> <p>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.</p>
F / Failure:	<p>Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p>Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.</p>

Appendix I: Grading Rubric for Oral Presentation

	Excellent / Very Good	Good	Fair	Poor/Inadequate
Response to Assignment	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
Analysis and Arguments	Presented material is completely analysed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate	Presented material is analysed and evaluated and appropriate reasons, discussion of alternatives, explanations, and examples are given for most of the main points	Presented material is analysed 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
Organisation	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

Style and Format	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 to convey the information intended by the speaker
Speaking Skills	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
Engagement and Facilitation of Discussion	The presenter asks insightful, open-ended questions that encourage deep audience participation. Responses to comments are thoughtful, and the discussion is dynamic and connected to the presentation's key themes	The presenter asks relevant questions that promote audience involvement. Responses are adequate, though some opportunities for deeper discussion may be missed. The discussion is generally productive and on-topic	The presenter attempts to engage the audience but struggles to generate meaningful discussion. Questions are often too simple or disconnected from the presentation, resulting in minimal participation	The presenter fails to engage the audience. Questions, if asked, are unclear or irrelevant, and the discussion lacks depth or is absent altogether

Appendix II: Grading Rubric for Term Paper

	Excellent / Very Good	Good	Fair	Poor/Inadequate
Thesis	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
Arguments	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
Counter-arguments	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-	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions

			arguments without accounting for them	
Organisation	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.
Style	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
Documentation	Notes to indicate sources of information are given whenever they are needed;	Notes to indicate sources of information are generally given when they are needed;	Sources of information are not consistently documented; if they are,	Source materials are used without documentation

	both notes and bibliography use consistent and academically acceptable format	notes and bibliography are generally but not always consistent or conform to academic standard	format is inconsistent or does not conform to academic standard	
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Appendix III: Style for Citing AI-Generated Content

14: Source Citations: Examples

14.112: CITING AI-GENERATED CONTENT

[Chapter Contents](#) / [Interviews and Personal Communications](#)

Authors who have relied on content generated by a chatbot or similar AI tool must make it clear how the tool has been used (either in the text or in a preface or the like). Any specific content, whether quoted or paraphrased, should be cited where it occurs, either in the text or in a note. Like personal communications (see [14.111](#)) and social media posts (see [14.106](#)), chatbot conversations are not usually included in a bibliography or reference list (but see below). In the first three examples that follow, ChatGPT is the author of the content (though not in the traditional sense), and OpenAI is the publisher or developer. The URL points to a publicly archived copy of the conversation (see also [13.6](#), [13.17](#)). Include the date the content was generated in addition to a version number. If the AI-generated text has been edited or adapted in any way, this fact should be acknowledged in the text or in the note (as in example note 2).

Cited in the text:

The following recipe for pizza dough was generated on December 9, 2023, by ChatGPT-3.5.

Cited in a note:

1. Text generated by ChatGPT-3.5, OpenAI, December 9, 2023, <https://chat.openai.com/share/90b8137d-ff1c-4c0c-b123-2868623c4ae2>.

A prompt, if not included in the text, may be added to the note. Multiple prompts (as in an extended conversation) may be summarized.

2. Response to “Explain how to make pizza dough from common household ingredients,” ChatGPT-3.5, Open AI, December 9, 2023, edited for style and accuracy.

If for any reason an AI conversation is included in a bibliography or reference list, cite it under the name of the publisher or developer rather than the name of the tool and include a publicly available URL (see also [14.104](#)).

- Google. Response to “How many copyeditors does it take to fix a book-length manuscript?” Gemini 1.0, February 10, 2024. <https://g.co/gemini/share/cccc26abdc19>.