

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: HIS 540 OL

Course Name: History of Christianity I

Semester and Year: Fall 2022

Instructor: Dr. Bruce Guenther

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Course Instruction: 29 Aug 2022 to 22 October 2022

Semester Hours: 3 credit hours

Course Description

This course is the perfect antidote to the fictitious fabrications regarding the history of Christianity that have been popularized by books and movies such as *Angels & Demons* (2009) and *The Da Vinci Code* (2006). It surveys the history of Christianity from the time of Christ until the eve of the Protestant Reformation. It is concerned not only with ecclesiastical organization and practice, but also with the history of theology, mission and spirituality, and the dynamic relationship between Christianity and culture. The course highlights various cultural, political and theological influences that have shaped the church's institutional development and explores the relationship between the Christian faith and western culture.

The course will be taught by using lectures, films and groups discussions augmented by readings from textbooks, primary source documents and exploration of internet sites. While the textbooks will provide a chronological survey of persons, events and movements important during this period, the lectures and discussion of source documents will permit a more detailed examination of select topics.

Course Objectives

By the end of the course, students will:

- Have a general knowledge of the key individuals, dates and events to construct a chronological sequence of major events in the first 1500 years of the history of Christianity, and have an understanding of the variety and complexity that was present within Christianity during this period;
- Demonstrate skills in reading and interpreting historical materials including the identification

and evaluation of different historiographical approaches, and the ability to identify and analyse complexities within Christianity through careful, contextual reading and interpretation of documents and events;

- Identify historical resources useful for personal devotional, intellectual and theological development as well as congregational renewal;
- Utilize historical knowledge and research skills for analysing and responding to some of the contemporary issues and challenges facing Christianity.

Course Instructional Content

Students are required to watch and/or read the course instructional content, and interact with the material and forums in the Moodle classroom.

Required Texts and Materials

- Gonzalez, Justo L. *The Story of Christianity, Vol 1: The Early Church to the Dawn of the Reformation*. New York: HarperOne, 2010.
- Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008. (85 pages)
- Muir, Elizabeth Gillian. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019. (Chapters 1-8)
- Primary source readings as indicated in the syllabus. These readings are available on course Moodle site. Although there are numerous items to read, most of the readings are quite short.

Course Activities and Requirements

1. **Course Pre-Reading Requirement (15% of final grade): DUE DATE: 29 August 2022**

Due to the condensed nature of this course, please read Volume One of Justo L. Gonzalez, *The Story of Christianity* and offer a short (no more than two pages single-spaced) report in which you itemize in an organized way some of your observations about the book. While your report needs to be based on the content of the book, do **NOT** attempt to summarize the content of the text (I already know what it says!). Instead, concentrate on answering questions such as the following that reflect your capacity to interact with the implications of the book's content. What did you find interesting, memorable, entertaining, instructive? Why? What surprised you most? With what did you agree or disagree? Why? How did the book affect you? How have your opinions about various topics changed? Feel free to address additional questions that you think are pertinent.

2. **Reading and Forum Responses (30% of final grade)**

- a. **Reading Response Journal (DUE DATE: 22 October 2022).** A variety of short primary source documents and supplementary readings are assigned each week to illustrate themes and to augment lectures and the main textbook by Justo Gonzalez. Supplementary readings will also

occasionally be assigned (e.g., specific chapters in *A Women's History of the Christian Church*). Write a **short** response each week (one page, single-spaced MAX in length) in which you interact with selected aspects of these assigned materials. Depending on the type of document an entry might include a very brief description of the reading, some comments or questions that arise, the main argument/theme of an article, significance of this excerpt in the historical development of Christianity, a personal reaction to what you have read, etc. It is advisable that the journal entries be made as soon as possible after the reading is completed in order to capture initial impressions, questions and comments. The weekly entries should be compiled throughout the course, and then submitted on the prescribed due date.

b. Forum Community Participation (Due on the weeks prescribed on the course Moodle site). The course includes three opportunities for students to participate in online Forum Community activities where you will have an opportunity to interact with others in the class around key questions and issues. Everyone is expected to contribute to such discussion in substantive (and respectful) ways. By "substantive" responses, I mean responses that demonstrate careful reflection. These activities are designed for collaborative learning and for building upon one another's experience, knowledge, and insights.

3. Christian History Texts and Leadership Presentation: (20% of final grade): DUE DATE: 18 September 2022

Prepare a short (no longer than 10 minute) video presentation that identifies clearly **three** (3) leadership insights derived from the sixth-century book entitled *Liber regulae pastoralis* (*Book of Pastoral Care*) by Gregory the Great. (See <http://www.newadvent.org/fathers/3601.htm> or <http://www.ccel.org/ccel/schaff/npnf212.iii.iv.i.html> for on-line versions in English). Originally intended primarily for bishops, Gregory's work became the standard handbook of pastoral care for over a millennium. It was one of the most widely read works within the medieval church. Other than the Bible, there is no other book on pastoral leadership that has been so widely used for such a long period of time!

The three leadership insights should be ones that could be useful for helping those involved in pastoral care and spiritual guidance in your specific local church or organizational Christian service setting (e.g., small group leaders, board of elders, etc.). You will of necessity need to be selective - the *Book of Pastoral Care* is too long for anyone to attempt a comprehensive study! While the focus of the presentation is on practical application, be careful not to ignore the historical context that gave rise to the document or to the historiographical implications that you might encounter. While this is NOT a research essay, it is valuable to do at least some historical research so that you are familiar with both the central issues surrounding your subject and the issues surrounding the document and its use in the past.

As part of a Forum Community Activity in the week following the due date (Week 4), students will be asked to watch a number of the video presentations prepared by others, and then participate in the forum discussions by offering a brief response. Complete instructions are included on the course Moodle site.

4. Research essay (35% of final grade): DUE DATE: 23 October 2022

Write a research essay of approximately 3,000 words on a subject pertinent to the first 1500 years of the history of Christianity. The essay must have a title page, followed by a page containing an outline along with a 1-2 sentence thesis statement -- essays without such a page will not be accepted for grading.

The essay may feature an individual, institution, movement, document, religious practice or issue, but the subject should be concise enough to be investigated in some detail. In addition to key secondary sources try also to use primary sources in your analysis. **Your aim in the essay must be to analyze and explain the historical development and significance of your subject.** Carefully avoid conducting a theological critique or merely describing a sequence of historical events! Every section of the essay needs to relate to the central argument.

This assignment represents a significant proportion of the final grade indicating the level of research and general quality expected (see the Essay Grading Rubric included on the Moodle site). Begin work on this project as soon as possible by selecting a topic and assembling resources. It is generally a good idea to discuss your essay topic in advance with either the professor or teaching assistant. Students may wish to obtain a preliminary assessment of their ideas by submitting a one-page outline along with a proposed thesis statement: in reviewing such outlines I will primarily give attention to (1) scope (has the topic been sufficiently delimited?), (2) research question (is both the question and the response to the question evident in the proposed thesis statement), (3) method (does the thesis statement and outline reflect an historical inquiry?).

Pre-Reading Textbook Response	15%
Reading and Forum Responses	30%
Christian History Texts and Leadership Presentation	20%
Research Essay	35%
TOTAL	100%

Please Note: near the conclusion of the course, students will have opportunity to complete a course evaluation. The primary goals of the course are to help people become more knowledgeable about the story of early and medieval Christianity, and to develop competency in interpreting historical events. I'd encourage you to let me know whether the course was effective in accomplishing these goals! Getting feedback from you while the course experience is still fresh in your mind always helps improve the course. (Note: Survey results are anonymous and are not made available to the professor until after grades are submitted.)

Meaning of Letter Grades

Letter Grade Range	Description Summary	Grade Point Range	Quality Characteristics at a Graduate Academic Level
A+ to A-	Outstanding, excellent work	4.3 to 3.7	Demonstrates superior capacity to analyze, synthesize, evaluate, discern, justify and elaborate, along with evidence of an extensive and masterful grasp of subject matter and its implications. Participation is consistently characterized by eloquence, creativity and perceptive insight within well-reasoned and well-organized forms. Thoroughness in providing suitable evidence and illustrations to support arguments, along with meticulous adherence to the institution's preferred style guide. (Note: A+ grades are reserved for rare examples of exceptional and original intellectual capacity and contribution.)

B+ to B-	Generally proficient, competent work	3.3 to 2.7	Demonstrates satisfactory ability to analyze, evaluate and discern, along with an appropriate level of familiarity with course subject matter and recognition of its implications. Participation is generally characterized by an acceptable level of insight and clarity within generally error-free, well-reasoned and well-organized forms, but may reflect an occasional lack of nuance, minor errors, depth of discernment. Attentiveness to the need for evidence to support arguments, and to the appropriate usage of the institution's preferred style guide.
C+ to C-	Minimally Acceptable Work	2.3 to 1.7	Demonstrates a limited ability to analyze or synthesize information, along with limited grasp of the basic elements of the course. Participation is frequently characterized by uninspiring verbal and written expression with problems in grammar, syntax and format; written expression frequently exhibits difficulty in articulating or sustaining a coherent argument. Limited integration of illustrative or documented evidence, along with little attention to the institution's preferred style guide
F	Inadequate Work	0.00	Inadequate work at a graduate level. Shows lack of understanding and competence, for example, little evidence of basic competency in the course content or skills; easily distracted by irrelevant tangents; participation in oral and written forms is poorly organized, often incoherent, and filled with grammatical and format errors. May reflect evidence of plagiarism. No academic credit will be granted for such a grade.

Course Outline

Week #1: Introduction to the Early Church (29 August - 4 September 2022)

Video Lectures

1. Introduction to the Course
2. Expansion of Early Christianity

Course Resources & Readings

1. **Period Hymn** - "[Shepherd of Tender \(Eager\) Youth](#)," by Clement of Alexandria, lyrics circa 200. One of the oldest extant Christian hymns (melody is more recent). Lyrics and scores can be found at hymnary.org
2. Gordon L. Heath, *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity* (Toronto: Clements Publishing, 2008), pp. 9-75.
3. John Fea, *Why Study History? Reflecting on the Importance of the Past* (Grand Rapids: Baker Academic, 2013), [Chapter 1, pp. 1-24](#).
4. "[Beatles 3000](#)" – A (satirical) historiographical case study (For fun!)
5. **Primary Sources**
 - a. *The Didache* (one of the earliest extant post-NT documents)

6. **Maps/Timelines** (For Reference Purposes Only)
 - a. Animated Map of the [Expansion of Christianity](#)
 - b. “Growth of Early Christianity” Timeline (*Christian History*, #57)
 - c. “The Tumultuous Life of Early Urban Christianity” Timeline (*Christian History*, #124)
 - d. [Histomap of Europe \(400 BC – Present\)](#)
 - e. [Histomap of the World \(200,000 BC – Present\)](#)

Forum Community Activity

Be sure to post your contribution to “Who is in the Room?”

Week #2: Life in the Early Church (5 - 11 September 2022)

Video Lectures

1. **Corporate Life of the Early Church**

2. **Persecution of the Early Church**

Course Resources & Readings

1. **Period Hymn** - “[Oh Gladsome Light](#),” a Greek hymn, lyrics circa AD 200. Lyrics and scores can be found at hymnary.org

2. **Primary Sources**
 - a. Excerpt from the “[Epistles of Ignatius](#)” (Read chapters 3-5)
 - b. Sections 1-28 (and browse through the rest) of “[Hippolytus and the Apostolic Tradition](#)” (215 AD)
 - c. [Pliny/Trajan Correspondence](#)
 - d. Excerpt from “[The Martyrdom of Perpetua and Felicity](#)”

3. Elizabeth Muir, *A Women’s History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapter One.

4. **Maps/Timelines** (For Reference Purposes Only)
 - a. “Worship in the Early Church” Timeline (*Christian History*, #37)
 - b. “Persecution in the Early Church” Timeline (*Christian History*, #27)
 - c. Prominent Early Church Leaders and Thinkers, from Robert C. Walton, *Chronological and Background Charts* (Zondervan, 1986), Charts #3-4, 6.

Week #3: Major Developments in the Early Church (12 - 18 September 2022)

Video Lectures

1. **Leadership in the Early Church**

2. **Canon and Creeds: Early Doctrinal Developments and Variants**

Course Resources & Readings

1. **Period Hymn** - “[Of the Father’s Love Begotten](#),” by Aurelius C. Prudentius (AD 348 - c. 413), a

magistrate born in Spain who penned numerous sacred poems designed for singing. Lyrics and scores can be found at hymnary.org

2. **Primary Sources**

- a. Excerpt from *The Ecclesiastical History of Eusebius Pamphilus* (Book X, Chapters V-VII, IX).
- b. Irenaeus, “*Against Heresies*,” Book 3, Chapter IV, 1-2
- c. “*Confession of Faith from Arius and his follower to Bishop Alexander of Alexandria*” <http://www.fourthcentury.com/index.php/urkunde-6>
- d. Compare versions of *Nicene Creed* (AD 325 and 381).

3. Elizabeth Muir, *A Women’s History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapter Two.

4. **Maps/Timelines** (For Reference Purposes Only)

- a. “*Comparative Table of the Ante-Nicene Rules of Faith*,” from Philip Schaff, *Creeeds of Christendom* (Baker, 1996).
- b. Charts highlighting early church heresies, from Walton, *Chronological and Background Charts*, Charts #9, 14-17.
- c. “*Sifting Through the Christ Controversies*” (*Christian History*, #51)
- d. “*Heresy in the Early Church*” (*Christian History*, #51)
- e. “*The Trials and Triumphs of Nicaea*” (*Christian History*, #85)
- f. *A Chronology of the Arian Controversy*
- g. Website: *Development of the Canon of the New Testament*

Reminder: On or before September 18, submit your video presentation for the Christian History Texts and Leadership presentation (see “Course Requirements” section of the syllabus for details). The video (or video link) should be submitted according to the instructions contained in the Week 4 Forum Community section. (Note that file uploads into Moodle are limited to 250MB. If your video file exceeds this limit, please provide instead a link to view via Dropbox, OneDrive, Vimeo, YouTube, etc.)

Week #4 – Eastern and Celtic Christianity (19 - 25 September 2022)

Video Lectures

1. “*Byzantium*,” Episode 2 in a three-episode series called *The History of Orthodox Christianity* produced in 1992 by the Orthodox Church. Episode 2 covers the spread of the gospel to the Slavic people, the development of the monastic movement, the Great Schism between East and West, and the last hours of Constantinople. All three episodes are available from *Redeem TV*, as well as Youtube. An accompanying *resource guide* is also available.

2. **Celtic Christianity**

Course Resources & Readings

1. **Period Hymn** - “*I Bind unto Myself Today*” (and [a more traditional version](#)), by St. Patrick (AD 386 - c. 460), the second Bishop and Patron Saint of Ireland. The song is also called “I Bind This Day to Me for Ever.” Lyrics and scores can be found at hymnary.org. A contemporary adaption has been done by several [Canadian musicians](#) (Gayle Salmond

and Steve Bell).

2. **Primary Sources**

- a. Confession of St. Patrick
- b. John of Damascus, *An Exposition of the Orthodox Faith*, Read Book 1, Chapters 1, 8; Book 3, Chapters 13, 14
- c. John of Damascus, *In Defense of Icons*

3. **Maps/Timelines** (For Reference Purposes Only)

- a. "Eastern Orthodoxy to 1453" (*Christian History*, #54)
- b. Chalcedonian Creed (AD 451)
- c. Histomap of Christianity in Europe (30-2019)
- d. British Library Lindisfarne Gospels online display

Forum Community Activity

Create a new discussion thread for your Christian Historical Texts and Leadership Presentation. Please watch the video presentations prepared by each person in the group to which you have been assigned. As part of your contribution to the Forum Community discussions, offer a brief response (e.g., an affirmation, a follow-up question, a suggestion to consider, etc.) to each person in your group in their corresponding thread. Then, respond to the questions you have received from other members of the group. (Feel free to view presentations in other groups that might be of interest to you – there is no obligation however to interact with the presentations submitted by those outside of your assigned group, although you are most welcome to do so.)

Week #5 – Monasticism and the Middle Ages (26 September – 2 October 2022)

Video Lectures

1. **The Rise of Monasticism**
2. "**The Church in the Middle Ages**," Episode 2 in a six-episode series called *The History of Christianity* narrated by Timothy George. All six episodes are available from Redeem TV. The entire series is available in a single Youtube video (Episode #2 can be found at 22:07- 43:20).

Course Resources & Readings

1. **Period Hymn** - "Eternal Light, Shine in my Heart," by Alcuin (c. 735-804), an advisor to Charlemagne. Lyrics and scores can be found at hymnary.org
2. **Primary Sources**
 - a. *Holy Rule of St. Benedict* (trans. by Boniface Verheye, 1949). This document is widely available in many languages. Look particularly at Chapters 1, 8, 9, 16, 20, 22, 30, 33, 38, 48, 58 and 73.
 - b. Excerpt from *History of the Franks*, by Gregory, Bishop of Tours; Read Book II, Chapters 25-43.
3. Elizabeth Muir, *A Women's History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapter Three.
4. **Maps/Timelines** (For Reference Purposes Only)

- a. "Antony and the Desert Fathers" (*Christian History*, #64)
- b. "Benedict and the Rise of Western Monasticism" (*Christian History*, #93)
- c. "Not Your Parents' Middle Ages" (*Christian History*, #108)
- d.

Week #6: Medieval Monasticism and the Crusades (3 - 9 October 2022)

Video Lectures

1. The Crusades and Islam
2. Medieval Monasticism

Course Resources & Readings

1. **Period Hymns** - "All Creatures of our God and King," by Francis of Assisi (AD 1225); and "[Mothering God, You Gave Me Birth](#)," by Julian of Norwich (circa 1400s). Lyrics and scores can be found at hymnary.org
2. **Primary Sources**
 - a. Bernard of Clairvaux, *Apology* (1124)
 - b. Bernard of Clairvaux, Read Sermon 83 and 85 on the Song of Songs
3. Elizabeth Muir, *A Women's History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapters Four and Five.
4. **Maps/Timelines** (For Reference Purposes Only)
 - a. "Major Crusades" (*Christian History*, #40)
 - b. "Three Phases of Christian-Muslim Interaction" (*Christian History*, #74)
 - c. Histomap of European Border Changes

Week #7: Major Developments in the Medieval Church (10 - 16 October 2022)

Video Lectures

1. Medieval Piety
2. Cathedrals of the Mind

Course Resources & Readings

1. **Period Hymn** - "[O Sacred Head, Now Wounded](#)," by Bernard of Clairvaux (1091-1153). Lyrics and scores can be found at hymnary.org
2. **Primary Sources**
 - a. Canons of the IV Lateran Council (1215). Read Canons 1, 21, 62.
 - b. Anselm, *Proslogium*. Read Chapters 3 and 4.
 - c. Anselm, *Cur Deus Homo* (*Why God Became Man*). Read Book 1, Chapters xi, xii, xiii, xx, xxi; Book 2, Chapters iv, vi, xi, xix, xx.
 - d. Thomas Aquinas, *Summa Theologica*. Read Third Part, Question 75, Articles I-V; Question 76, Article VI; Question 77, Articles I-II.
 - e. "[The Donation of Constantine](#)." One of the most famous forgeries in history. Browse

- the document.
 - f. Council of Florence. Read the decrees issued in Session 8 on 22 November 1439.
3. Elizabeth Muir, *A Women's History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapter Six.
 4. **Maps/Timelines** (For Reference Purposes Only)
 - d. "Everyday Faith in the Middle Ages" (*Christian History*, #49)
 - e. "Storms of the Thirteenth Century" (*Christian History*, #73)
 - f. "Four Vivid Centuries" (*Christian History*, #127)

Forum Community Activity

Read either Chapter 3 or Chapter 4 in D.H. Williams, *Retrieving the Tradition and Renewing Evangelicalism: A Primer for Suspicious Protestants* (Grand Rapids: Eerdmans, 1999), and then, using the thread provided, participate in the corresponding Forum Community discussion group. In addition to posting your own response, be sure to offer a comment to at least two other people (e.g., an affirmation, a follow-up question, a suggestion to consider, etc.).

Week #8: Pre-Reformation Voices of Protest and Reform (17 - 23 October 2022)

Video Lectures

1. **Voices of Protest**
2. **Voices of Reform**

Course Resources & Readings

1. **Period Hymn** – "O Love, How Deep, How Broad, How High," ascribed to Thomas à Kempis (c. 1379-1471). Lyrics and scores can be found at hymnary.org
2. **Primary Sources**
 - a. Conversion of Peter Waldo (1218)
 - b. Waldensian Confessions of Faith (1120)
 - c. Reinarius Saccho, "Of the Sects of the Modern Heretics" (1254)
 - d. John Wycliffe, "Letter to the Pope" (1384)
 - e. Jan Hus, "On Simony," in Ray C. Petry, ed., *A History of Christianity: Readings in the History of the Church* (Baker, 1981), 531-533.
 - f. Excerpts from Desiderius Erasmus, The Praise of Folly (1509). Read the Orations entitled "Great Illuminated Divines" and "Monks."
3. Elizabeth Muir, *A Women's History of the Christian Church: Two Thousand Years of Female Leadership* (Toronto: University of Toronto Press, 2019), Chapters Seven and Eight.
4. **Maps/Timelines** (For Reference Purposes Only)
 - a. "Wycliffe's 14th Century World" (*Christian History*, #3)
 - b. "Reform and Resistance in Hussite Bohemia" (*Christian History*, #68)

Course Policies

Assignment Format and Submission

All written work must be type-written, **double-spaced** (unless otherwise specified) and submitted in digital form (MS Word format). Font size of the body of an assignment must not be less than 11 pt. Page-bottom footnotes are preferred (but not mandatory). Bibliographies with complete citations must be attached at the end of each assignment (unless otherwise specified).

Assignments may be submitted electronically either directly to the professor or uploaded to the course Moodle site. When submitting assignments in electronic form, **please be sure to use the following format for naming your file**: Lastname - Course# - Assignment (e.g., Smith – HIS540 Research Essay).

The style guide to be used to format course assignments is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. **Grades will be reduced if the Turabian style format is not used** (take special care with bibliographies and footnotes). The following website provides a preliminary introduction: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (This guide should not be used a substitute for consulting the book). For suggestions on how to improve one's writing style consult works such as Strunk and White's famous *The Elements of Style*, Joanne Buckley, *Fit to Print*, or Steward and Smelstor, *Writing in the Social Sciences*.

Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

Finally, avoid using first-person plural pronouns (we/us/ours) in academic prose. It often confuses authorship, and often inappropriately presumes agreement on the part of the reader.

Academic Integrity

All material referred to in any assignment **MUST** be appropriately referenced. Students should be aware of ACTS Seminaries policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all courses. Plagiarism will be treated as a serious offense and will result in the failure of the specific assignment and possibly also in a failing grade in the course. Every instance of plagiarism without exception (even minimal plagiarism) will be reported both to the registrar and the Academic Success Committee of ACTS Seminaries, and will result in a letter included in your permanent student record.

For more information about appropriate referencing and clarifications about what plagiarism is, a useful tutorial can be found here: [Prezi Presentation](#) and a [Google Slide presentation](#) offering more comprehensive information.

Please note that this course contains the intellectual property of the professor as well as the authors who have published the books and articles that are used as part of the course. Distributing the intellectual property of professors without their express written consent is considered theft and may result in disciplinary sanctions.

Hospitality in the Classroom

ACTS Seminaries is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

ACTS Seminars strives to provide a fair and supportive learning environment for academically qualified students with disabilities. Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the [Equity of Access Office](#).

Getting Help with Your Assignments

Students who use the assistance of tutors (including the TWU Writing Centre) must indicate that they have done so, must describe the nature of the assistance, and must include full contact information of the tutor. Failure to disclose the assistance of a tutor will result in the rejection of assignment, and may also result in having the assignment categorized as plagiarism.

Extension & Late Assignment Policy

One due date extension may be requested without penalty on eligible assignments, if requests are submitted (a) in advance of the due date, and (b) with an alternative due date. The marks for assignments that are submitted late will be reduced by one letter grade, and will not be accepted if more than seven days late except in the case of extenuating circumstances.

Course Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.