

St Stephen's College Faculty Handbook for Instructors



St. Stephen's
College

ST STEPHEN'S COLLEGE FACULTY HANDBOOK

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GREETINGS FROM THE DEAN

Dear Colleagues:

I am pleased to commend to you this latest edition of the *Faculty Handbook for Instructors*. In it, you will find much to assist you in your task of teaching and supervision here, from a description of the College's grading standards to sample course outlines and guidelines for teaching courses in various formats. You will notice that your *Handbook* also incorporates the latest iteration of the *Student Handbook*. Such handbooks are always works in progress, of course. If there are ways in which this one could better support your work on our behalf, please do be in touch. You are valued members of this College community, and an integral part of our theological education enterprise together: we wish your experience, and that of your students, to be as positive as possible.

If you have technical questions relating to your courses or supervision, please contact Shelley Westermann, Director of Academic and Administrative Services. If you have questions or concerns relating to the curriculum, students, or your role, please never hesitate to be in touch with me.

With all good wishes and blessings to you,

Earle Sharam, DPhil, Oxon
Principal and Dean

INTRODUCTION

St Stephen's College extends education to people outside the reach of a traditional, campus-based program. Through a distance education philosophy and approach, the College has expended considerable energy to understand and adapt its programs, methodologies and educational principles to suit the adult learner who is working part-time or full time. Courses and models of learning have been developed to appeal to adult learners, and College courses actively seek to honour the learner's vocational experience and the particularities of the mid-life spiritual quest.

St Stephen's College has developed an adult learning approach using four different modes of credit course delivery: intensive, semester, online and correspondence courses. In this way it has attracted a large number of students who wanted to retain their geographic location and vocational interests, but who also wanted to integrate theological exploration into their home and work.

MISSION

To be an interfaith community that offers sacred spaces for learning and transformation.

OUR VALUES

We are deeply committed to the values rooted in our experience and those that shape our response to changing rural, urban and global perspectives. These values help define our life together and are characterized by:

- High standards and commitment to scholarship and academic excellence, with academic freedom to explore theology and spirituality;
- Academic programs and policies that are grounded in adult learning principles and are learner-centered;
- Accessibility to theological education through a multi-faceted program that creates communities of learners;
- Integration of theory and practice;

We seek to achieve these values through:

- Inclusivity and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation and gender identities or disabilities;
- Commitment to social justice and ecological responsibility;
- Honoring and understanding the need to be in care of one another;
- Resiliency and creativity in the presence of a constantly changing social climate;
- Consultative ethos, including academic planning and decision-making processes characterized by open communication, widespread consultation, and transparency;

- Mutual respect for and honouring of diverse cultures, locally and abroad;
- Openness to risk-taking, innovation and flexibility in offering of programs, in our relationship to the communities around us, and in supporting faith communities as they undertake theological reflection;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer;
- Financial stability and accountability.

1.0 COURSE OUTLINES

St Stephen's College delivers courses in a variety of formats: intensives, semester-long, online and correspondence. The modes of delivery are different, but each course outline must contain the information below. Course outlines are submitted to the Registrar's Office of St Stephen's College for review prior to being distributed to students, to ensure that College policy is followed.

a. Syllabus: submit syllabus to the College **three months prior to course** for Intensive week-Long course); and **one month prior to course** for semester-long courses. Instructors are required to provide a course outline which must include the following:

- statement of the course objectives and general content
- how and when students have access to the instructor
- identification of all course activities, including participation and assignments, and the percentage worth of each toward the overall course mark
- dates of any examination and course assignments
- explanation of grading system
- list of required textbooks/other major course materials.

NOTE: List of required **textbooks and coursepack materials** must be submitted **three months** prior to course. Reading material you wish placed in a 'coursepack' (articles, chapters from books, out-of-print books, etc.) must include: reading material in pdf format, ISBN, Publisher, author. Coursepack material submitted by instructors is reviewed by College staff to ensure

conformity to copyright regulations.

b. Nothing in any course outline, syllabus or course web-site may override or contravene any College regulation. In resolving any discrepancy, College policy and regulations will take precedence.

c. Instructors should allow students a reasonable time in which to complete an assignment, bearing in mind its weight.

d. Instructors should mark and return to students with reasonable dispatch all course projects, assignments, essays, etc., provided the students submit them by the due date.

e. All projects, assignments, essays, etc. should be returned to students on or by the last day of classes in the course, with the exception of a final major assignment (which students submit on the last day of course for semester courses, and two months after the course for intensive courses).

f. Instructors are required to provide the method which was used to translate final and, where appropriate, term marks into grades.

g. Instructors are expected to submit final course grades to the Office of the Registrar, in percentage format, one month after the final assignment due date. A small number of our courses (Art Therapy Studio) are graded pass/fail. Instructors give students an Assignment Form indicating their final grade when final assignments are returned to students.

2.0 ACADEMIC GUIDELINES

2.1 Course Numbering and Credits

The course numbering system at St Stephen's College is as follows: Doctoral level: 700; Master level: 500; Bachelor level: 300 or 400. Three-credit courses at St Stephen's College consist of a minimum of 35 hours of class time. Masters students may not take for credit any undergraduate courses in their field of study and/or area of specialization to satisfy the core program requirements; however, in some instances, an undergraduate course may be taken to satisfy one elective requirement, with the permission of the Degree Department Chair. Doctoral students normally complete all courses at the 700-level; however, with the approval of the DMin Chair, a doctoral student may enroll in one 500-level course to satisfy course requirements.

2.2 Academic Guidelines

These Academic Guidelines contain recommendations for the quality and quantity of academic work for undergraduate, graduate and post-graduate courses.

Academic Guidelines: Bachelor Level 3 Credit Course

1. Approximately 800 pages of reading including textbook(s) and 2 classic or up-to-date articles.
2. One major assignment weighted approximately 40% of the course mark (eg. technical paper or project). If a technical paper it should be at least 3500 words (14 pages, double-spaced) with proper annotation and bibliography of at least 6 books and 3 articles reflected in the paper. A project should be the equivalent amount of research and work.
3. A number of minor assignments weighted approximately 10-25% of course mark (eg. book report, class presentation, mini-project or examination).
4. Should the course lend itself more to smaller assignments in lieu of 2 and 3 above, there should still be a minimum of 5500 words (22 pages, double-spaced) of writing for the course, not including cover page, figures, tables, artwork, appendices, or references/bibliography.
5. Attendance and class participation weighted approximately 10% of course mark. Online courses will maintain the participation requirement by email or chat-room means; but correspondence courses will be exempt, putting more weight on the other course assignments.
6. The above guidelines are to be considered the norm for St Stephen's College. However St Stephen's College may approve a course with divergences of teaching methodology and assignment structures and weight if the instructor can academically justify such divergences for a 3-credit bachelor level course.
7. Competency of the student in assignments must demonstrate an understanding of the subject matter in terms of content, with some ability to philosophically assess and engage it, as well as command of the English language and the ability to understand and communicate in it verbally and in writing.
8. A Bachelor level student is expected to

perform to a minimum grade level of 50% in an individual course, while maintaining an overall grade average of 62% in their program.

Academic Guidelines: Master Level 3 Credit Course

1. Approximately 1000 pages of reading including textbook(s) and 4 classic or up-to-date articles.
2. One major assignment weighted approximately 40% of the course mark (eg. technical paper or project). If a technical paper it should be at least 4000–5000 words (16–20 pages, double-spaced) with proper annotation and bibliography of at least 6 books and 6 articles reflected in the paper. A project should be the equivalent amount of research and work.
3. A number of minor assignments weighted approximately 10–25% of course mark eg book report, class presentation, mini-project or examination (totaling 10-15 pages, double-spaced).
4. Should the course lend itself more to smaller assignments in lieu of 2 and 3 above, there should still be a minimum of 7500 words (30 pages, double-spaced) of writing for the course, not including cover page, figures, tables, artwork, appendices, or references/bibliography.
5. Attendance and class participation weighted approximately 10% of course mark. Online courses will maintain the participation requirement by email or chat-room means; but correspondence courses will be exempt, putting more weight on the other course assignments.
6. The above guidelines are to be considered the norm for St Stephen's College. However St Stephen's College may approve a course with divergences of teaching methodology and assignment structures and weight if the instructor can academically justify such divergences for a 3 credit master level course.
7. Competency of the student in assignments must demonstrate an advanced understanding of the subject matter in terms of philosophical analysis and critical assessment—with some original thought which advances knowledge and understanding of it—as well as command of the English language and the ability to understand and

communicate clearly in it verbally and in writing.

8. A graduate student is expected to perform to a minimum grade level of 66% in an individual course, and also maintain a grade average of 70% in their program.

Academic Guidelines: Master Level 3 Credit Art Therapy Studio Elective Course

The objective of Art Therapy studio courses is the development of studio skills for competent Art Therapy practice. The studio skills may include, but are not limited to, a working understanding of fine art materials and processes, a working understanding of elements of design/aesthetic theory, various approaches to contemplative practice, personal engagement with the creative/therapeutic process, ability to attend to imagery and symbolism in one's own work, the ability to establish and facilitate a functional art therapy studio environment, and the ability to model and facilitate a therapeutic environment conducive to creative exploration and therapeutic work.

1. Approximately 500 pages of reading including book(s) and/or articles.
2. One major assignment weighted approximately 40% of the course mark (eg. arts-based project or integrative paper). An integrative paper should be at least 16-20 double-spaced pages (not including cover page, figures, tables, artwork, appendices, or references/bibliography), with degree-designated (APA or Turabian) formatting, and must include at least 2 books and 1 article. An arts-based project should include a coherent series of creative works developed during the course or one integrated piece of art with an accompanying 10-12 page reflective/integrative component.
3. A number of minor assignments that will be weighted according to guidelines provided by the instructor.
4. Attendance and class participation will be weighted according to guidelines provided by the instructor.
5. The above guidelines are to be considered the norm for St Stephen's College. However, St Stephen's College may approve a course with divergences of teaching methodology and assignment structures and weight if the instructor can academically justify such divergences for a 3

credit master level course.

6. Competency of the student in assignments must demonstrate an advanced understanding of the subject matter in terms of philosophical analysis and critical assessment—with some original thought which advances knowledge and understanding of it—as well as command of the English language and the ability to understand and communicate clearly in it verbally and in writing.

7. A graduate student is expected to perform to a minimum grade level of 66% in an individual course, and also maintain a grade average of 70% in their program. Studio courses may graded on a pass/fail basis; a grade between 66%-100% would earn an 'S' for Satisfactory.

Academic Guidelines: Doctoral Level 3 Credit Course

1. Extensive reading in the literature of a particular topic with emphasis on primary sources. (At least 10 classic or up-to-date articles plus research on philosophically based books.)
2. One major assignment (eg. specialized paper or project) weighted approximately 40% of the course mark. If a specialized paper it should be at least 4000-5000 words (16-20 pages double-spaced) with proper annotation and bibliography of significant works (normally 8 books and 8 articles) in the area. It should include works that represent at least 2 viewpoints and perspectives. A project should be the equivalent amount of research and work.
3. A number of minor assignments weighted approximately 10-25% of course mark (eg. book report, class presentation, mini-project, reflective writing, or examination).
4. Should the course lend itself more to smaller assignments in lieu of 2 and 3 above, there should still be a minimum of 7500 words (thirty pages double-spaced, not including cover page, figures, tables, artwork, appendices, or references/bibliography) of writing for the course.
5. Attendance and class participation will be given due recognition. Online courses will maintain the participation requirement by email or chat-room means; correspondence courses will be exempt, putting more weight on the other course

assignments.

6. Through their assignments, students must demonstrate an advanced understanding of, and cultural interaction with some original thought which advances knowledge and its integration. Command of the English language and the ability to understand and communicate clearly, verbally and in writing, will also be expected.
7. The above guidelines are to be considered the norm for St Stephen's College. However St Stephen's College may approve a 3 credit course with divergences of teaching methodology and assignment structures if the instructor provides a rationale to justify such divergences.
8. A doctoral student is expected to perform to a minimum grade level of 66% in an individual course, while maintaining a grade average of 70% in their program.

3.0 INTENSIVE COURSES

3.1 Guidelines for Teaching an Intensive (Week-Long) Course

We all have our own styles of teaching, but there are a few dynamics of intensive courses which need to be addressed.

There isn't a lot of time for resolving confusion or correcting misapprehensions so the more specific and clear you can make your course outline, assignments and reading requirements, the easier will be the time when the class meets. (Follow the intensive course template which is part of this handbook.)

People are going to be in the same room for extended periods of time - it's intense. So you might:

- allow for plenty of breaks - at least one each morning and afternoon
- attend to the room, making it as comfortable as possible (break-out space, room to move)
- use visual symbols, candles or other objects to enliven the space (be aware that some students have allergies to scents)
- bring a selection of resources and have them available during the course for students to browse

A few consistent rituals help structure the time together:

- You might begin each day with music
- start and finish the course with a blessing
- perhaps plan a party for the Thursday night
- ask if someone in the group will host one, go to a movie or out for dinner. This is a key way to building community.

The telescoped nature of the course requires greater vigilance to student learning goals. Therefore you should:

- check daily about student expectations, evaluations of exercises etc.
- during the class, you may organize a teleconference or email exchange, to be held three or four weeks after the course, and use it as a way for students to complete one of the three assignments, sharing their research. The students could be asked to contribute one insight (something they have learned from coursework and/or subsequent research), or give the title of a book which might be helpful to other students.

Intensive courses, because they involve seven or eight-hour sessions (35 course-hours in total), offer the following pedagogical strengths:

- uninterrupted attention to a specific question/subject - especially if students have traveled from another city, your course is all they have to think about
- there is time (and usually a safe space) to explore an emotive as well as a cognitive engagement of the material
- the prolonged/close engagement with the material allows for a variety of epistemological approaches (ways of knowing) - visual, sensual, interactive, and physical

Given the extended periods of instruction, an intensive course requires a greater flexibility of methodologies:

- videos or other audio-visual presentations
- teleconferences or presentations with outside experts or practitioners
- Internet connections
- case studies/role plays
- enactments/rituals
- creative exercises
- break outs and discussion/projects

Intensive courses, because they involve seven or eight-hour sessions, may have the following pedagogical challenges:

- because of the intense time frame it is almost impossible to work out bent

emotions, or maladjusted dynamics within class hours. This can be frustrating for students and faculty if one or more participants are “acting out”. It can derail the class. Therefore the instructor must be mindful of this potential pitfall and avoid open-ended sessions which might allow the dynamics to get mired in unsolvable interchanges

– Students have great expectations and high energy for the week. It is a challenge to meet all such hopes in a brief space of time. Be careful not to promise too much.

3.2 Guidelines for Students Taking an Intensive Course

The following statement is a part of every course outline for St Stephen’s courses: “All registrants in week-long intensive courses are reminded that these courses involve extensive preparation, definite pre-course readings and completion of specific pre-course assignments. To maximize learning from these courses, students are expected to arrive on the course dates well prepared as per the course outline specifications given to them at the time of registration. Students are also expected to keep their day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants have to register one month in advance.”

3.4 Sample St Stephen's College Credit Course Outline

**Introduction to Hebrew Scriptures [SSC501]
September 19-23, 2016 (Monday-Friday, 9:00am – 5:00pm)
Location: St Stephen's College, 8810 112 Street, Edmonton, AB**

Instructor Contact Information

Dr Earle Sharam
St Stephen's College
University of Alberta Campus
8810 112 Street
Edmonton AB T6G 2J6
Phone: 780-439-7311
E-mail: esharam@ualberta.ca
Office Hours: Monday through Friday 9:00am - 4:00pm (by appointment)

The Intensive Course Model

All registrants in week-long intensive courses are reminded that these courses involve extensive preparation, definite pre-course readings and the completion of specific pre-course assignments. To maximize your learnings from these courses you are expected to arrive on the course dates well prepared as per the course outline specifications given to you at the time of registration. You are also expected to keep your day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants have to register one month in advance.

Introduction

Welcome! This term we will have the opportunity to examine the Hebrew Scriptures (the Old Testament) in some detail together, to take in the challenges, humour, despair, beauty, comfort and pain that they have imparted for many centuries. We will read, discuss, watch films, tell and hear stories as a way of understanding both the life of these texts and of human experience. My own experience suggests that this, as with most theological endeavours, will be a life-changing encounter, challenging our understanding of these vital texts and their relationship to our own personhood, as well as to our society and culture.

Two points to ponder:

- Many of us will be re-reading the scriptures in an academic manner for the first time. Some of us may even be examining the scriptures in depth for the first time. Whatever the case may be, a careful, attentive approach to the reading assignments in the textbook and the scriptures themselves is absolutely necessary.
- As you work your way through the material, focus on developing your ability to formulate questions, and to look at the biblical text critically and historically.

Objectives

Introduction to the Hebrew Scriptures 501 is a survey course intended to offer an introduction to the complexity and depth of the Hebrew Scriptures. It seeks to provide you with:

- general knowledge of the contents and story line of the Hebrew Scriptures;
- a working knowledge of scholarly methods for analysing the biblical text and the ability to use those methods in analysing particular biblical texts;
- acquaintance with methods of scholarly, theological study of the biblical text which will be valuable for future reference;
- an introduction to the work of some of the major biblical scholars of the past two centuries;
- knowledge of recent archeological discoveries and manuscripts with important implications for the interpretation of the biblical text;
- a deeper appreciation of the biblical text, the courage to examine it critically and the tools to help you dialogue with the text theologically.

Required Texts and Resources

In order to engage the course most fully, you will want these particular resources:

NOTE TO INSTRUCTORS:

Three texts are suggested (one of which may be a reference text). If more texts are required, try to keep the value under \$200.

Anderson, Bernard W. *Understanding the Old Testament*. 4th edition. Englewood Cliffs, NJ: Prentice Hall, 1988.

A good recent translation of the whole Bible with the Apocrypha. Knowledge of Hebrew is not required for this course. We will, however, read through the Hebrew Scriptures in English translation, and by the end of this course, will have read in most of the books and thereby have some sense of how the whole moves. Therefore, it is recommended--as resources permit--that you purchase a good study Bible. The New Revised Standard Version (NRSV) is recommended, especially *The New Oxford Annotated Bible with the Apocrypha* (New York: Oxford University Press, 1991) or *The Harper Collins Study Bible (NRSV)* (New York: Harper Collins Publishers, 1993).

The Bibliography at the end of this booklet contains suggestions for related books and resources; this will be supplemented as we work our way through the course.

And, finally, you will also want the following indispensable tools of the scholar: self-awareness, modesty, openness, a passion for stories, empathetic imagination, critical (comparative) concern, an appreciation of the communal nature of this scholarly enterprise, intimate disinterest, courage and humour.

NOTE TO INSTRUCTORS – COURSE PACKS:

*In addition to or as an alternative to textbooks, custom course packs can be created. Course packs are cost effective, legally produced electronic or hard-copy compilations of academic material. If you have an out of print book, or a collection of articles you want to use for a course, you must submit all readings (in PDF format), with all relevant publishing information, to the Assistant Registrar at least **five months in advance of your course**. Because of the processing time involved, this deadline is strictly enforced.*

Course Requirements and Due Dates

Several components are required for successful completion of this course, upon which the final grade will be determined. Each participant in the course (unless otherwise noted) will engage the following:

1. Pre-Course Work

Assignment

NOTE TO INSTRUCTORS:

Assign either some reading, or a short written work to be handed in the first day of class. The pre-course assignment must be described in detail in the course outline -- and it is preferable to have the same assignment for everybody. If it is necessary to have each student complete a different pre-course assignment, the Registrar's office can give each student a different assignment upon registration; however, each assignment must be described in the outline.

Weight: 0 to 25% of final mark

NOTE TO INSTRUCTORS:

For reading only, assign no percentage weight - for written assignments, between 10 and 25% depending on the length of the paper

Due: First day of class.

2. During Course

Class Presentation

Research one theme or passage from the readings given in the course outline, and make a presentation in class discussing your research. This is designed to be part of the course instructional input and a resource for class discussion. The presentation should require approximately fifteen minutes (not including discussion) of class time. A written document outlining the presentation will be given to the instructor on the day of the presentation. (Creative methods are encouraged: by all means use music, dance, drama, art or other methods that utilize your gifts.)

Weight: 25% of final mark

Due: written presentation document submitted on date of presentation

NOTE TO INSTRUCTORS:

Date of presentation is usually between second and last day of class, with the written document submitted on that date.

Class Participation

Completing the reading assignments and participating in class discussions. Please note that each reading assignment will include both the chapter(s) of the textbook and the biblical texts related to the theme under discussion.

Weight: 15% of final mark

3. Post-Course

Term paper

Prepare an academic essay of approximately 20 pages (excluding bibliography of at least six books and six articles) on a chosen topic, in consultation with the instructor. This should be in an area not covered by your in-class presentation, and may also include a project component in the form of a creative response to the text: for instance a short story, play, poem, sculpture, song or art piece reflecting your encounter with your chosen piece of the Hebrew Scriptures.

Weight: 40% of final mark

Due: November 23, 2016

Please mail your completed final assignment (**with an Assignment Form**) to Dr. Earle Sharam at the address on the first page of the course outline. Your paper will be returned to you with a final mark. If you wish to have a transcript, contact the Registrar's Office at St Stephen's College. **Please note the Assignment Completion Policy at the end of this course outline.**

NOTE TO INSTRUCTORS:

*For week-long intensive courses, the due date for final papers is **two months** after the class has ended. Including the 20-page final paper, there should be a minimum of 30 pages (double-spaced) of writing for a Masters level course.*

Non-credit Participants: *Please note that those taking the course on a non-credit basis will be expected to participate fully in the life of the class. This may include the researching and presenting of an in-class presentation. The writing and submitting of a reflection journal is optional, but welcome. A final term paper, however, is not expected*

The Journey

Mon Sep 19 (morning)	Topic: Opening Blessing Introduction of ourselves and the way we will be travelling The world of the Hebrew Bible: the oral tradition
	Readings: Course Outline, assignments, readings and presentations, due dates, journals and other books before us <i>Exodus 15: 1-18 and Psalm 139</i>
(afternoon)	Topic: Tools for study of the Hebrew Scriptures: finding our way through dictionaries, concordances, commentaries and the Hebrew Scriptures themselves. The world of the Hebrew Bible: socio-historic context
	Readings: No pre-reading required
Tue Sep 20 (morning) (afternoon)	Topic: The beginnings: the mothers and fathers of Israel
	Readings: Anderson Ch 1, and <i>Genesis 12-50</i>
	Topic: The formation of a people: exodus and covenant. Presentation #1: chosen from Biblical readings
	Readings: Anderson Ch 2 – 3, and <i>Exodus and Leviticus</i>
Wed Sep 21 (morning)	Topic: From a people to a nation: Israel's rise to power Presentation #2: chosen from Biblical readings
	Readings: Anderson Ch 4 – 6, and <i>Numbers (especially 11-14, 18-24 and 32); Joshua (especially 1-12 and 24);</i>
(afternoon)	Topic: Becoming Egypt: the rise of monarchy and the Davidic kingdom. Presentation #3: chosen from Biblical readings
	Readings: Anderson Ch 7, and <i>I Samuel 13-31; II Samuel; I Kings 1-11 (paralleled in I Chronicles 9)</i>
Thur Sep 22 (morning)	Topic: Israel's corruption: northern prophets and kings Presentation #4: chosen from Biblical readings
	Readings: Anderson Ch 8 – 9, and <i>I Kings 12 - II Kings 17 (paralleled in II Chronicles 10-25); Amos; Hosea</i>
(afternoon)	Topic: Oh Judah, do not go the way of the nations: death of Southern kingdom. Presentation #5: chosen from Biblical readings
	Readings: Anderson Ch 10 – 12, and <i>Isaiah 1 - 39; Micah; II Kings 15-25 (paralleled in II Chronicles 26-36)</i>
Fri Sep 23 (morning)	Topic: By the waters of Babylon: Israel in exile Presentation #6: chosen from Biblical readings
	Readings: Anderson Ch 13 – 14, and <i>Ezekiel 1-24 and 33-39; Genesis 1-23; Exodus 6, 25-31 and 35-40</i>
(afternoon)	Topic: Liberation: Israel's return from captivity. Presentation #7: chosen from Biblical readings
	Readings: Anderson Ch 15, and <i>Ezra; Nehemiah; Haggai; Zechariah 1-8; Malachi; Obadiah; Joel</i>
	Afterthoughts: picking up any issues, questions and topics not addressed during the course but identified as important. Evaluation, and farewells. Presentation #8 if necessary: chosen from Biblical readings. Closing Blessing.

Please note that this course outline is almost certain to be altered as the course proceeds and arrangements made for special topics that students and instructor feel require amplification or addition.

Bibliography and Resources

NOTE TO INSTRUCTORS:

Annotated 5-10 references, un-annotated, 5-10 references.

Bibliography (NOTE: for Department of Psychotherapy and Spirituality (MPS, MPS-AT, PMATC courses), use "References" or "Additional Resources", and format the list in APA style)

Alter, Robert and Kermode, Frank. *A Literary Guide to the Bible*. Cambridge, Mass: Belknap Press/Harvard University, 1987.

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1981.

Bal, Mieke. *Anti-Covenant: Counter-Reading Women's Lives/Hebrew Scriptures*. Sheffield, England: Almond Press, 1989.

Brueggemann, Walter. *The Land: Place as Gift, Promise and Challenge in Biblical Faith*. Philadelphia: Fortress Press, 1977.

Childs, Brevard. *Memory and Tradition in Israel*. London: SCM Press, 1962.

Frye, Northrop. *The Great Code: The Bible and Literature*. New York and London: Harcourt Brace Jovanovich, 1982.

Matthews, Victor Harold. *Old Testament Parallels: Laws/Stories from the Ancient Near East*. New York: Paulist Press, 1991.

Vermes, Geza. *The Dead Sea Scrolls in English*. London: Penguin Books, 1970.

For an excellent bibliographical resource on particular books in Hebrew Scripture, see the course text, and the bibliography in Gottwald.

Other Research Tools

Interpreters Dictionary of the Bible (IDB)

In this you may begin your research by looking up the book of the Bible, Names, Themes and Place Names.

Strong's Exhaustive Concordance

This will help you come to an understanding of the problems, complexities and richness of the Hebrew text. Here you will see how a particular word is translated and used in a variety of texts.

A One-Volume Critical Commentary

There are a number of these, including *Harper's*, *Abingdon's*, *The Interpreter's*. For the Hebrew Scriptures (Old Testament), *Jerome's* is the best. Use this at the beginning of your research to give a good overview. Note the useful bibliography at the end of each article.

Commentaries

There are any number of these, of which *Hermeneia* is probably the best. There is also *The Anchor* series, *The Old Testament Library*, *Overtures to Biblical Theology* and *The Interpreter's Bible*. There is an interesting series of commentaries produced by the Jewish Publication Society that gives a conservative Jewish scholarly perspective. Always use more than one commentary and always, as a creative scholar, be aware of your own views and the views of the author.

Index to Religious Periodical Literature

This index is in the Rutherford Library, main floor Reference section. It can tell you if an article has been written on the passage or theme you wish to explore.

Index to Old Testament Literature

Only one volume available in the Rutherford Library. Good guide.

Notes on preparing presentations and papers

Presentations and papers for this course will comprise two major components: *exegesis* and *thematic--or theological--reflection*. Here are a few suggestions . . .

In the *exegetical* component you will focus on analysing a particular passage in the Hebrew Scriptures; for instance Genesis 1:1-5. You will then want to include the following elements:

- 1 A translation of the text chosen (pericope). The text should be a single unit and not longer than a chapter (it is possible to spend a lifetime on the four lines mentioned above!). Using three or four translations in English, construct your own translation.
- 2 Notes on the translation. This will likely be a series of footnotes noting the difficulties with particular renderings of the text and noting why a particular rendering was chosen.
- 3 A discussion of the historical context of the text. When was it written, by whom, and for what reasons? Use the course textbook and other commentaries to guide you.

In the *thematic/theological* component, try to state what you discovered by writing the paper. You will wish to identify the broad themes and issues which arise from your chosen passage(s) of the Hebrew Scriptures, and reflect on the questions of meaning which they uncover: What is *your* interpretation of the text, given the evidence, context and intuitions of your heart? What is its meaning in our context? Where is God in all this? What do we learn about what it means to be human? Remember that this must be do-able in the length and time required, so keep your focus narrowed.

All papers must be typed and double-spaced using standard academic conventions. Although you will probably not deal with them in your class presentations, all papers submitted must have footnotes (or endnotes) and a bibliography or references. Refer to the writing guidelines in the Student Handbook which describe which writing style to use; it will depend on your degree. No paper will be accepted if these are not included. Paper writing and presenting requires patience, close reading and good research.

The danger of writing with word processing software is that you may lose touch with the overall flow of your paper. The beginning paragraph and the closing paragraph of the paper should be able to be read as summations of the whole. Each new section of your paper should begin with a summary statement and a statement of what this section adds to the overall argument. These are ways of making the machine work for you instead of against you. And as you prepare to present your paper in class, bear in mind the old adage of public-speaking: "Tell them what you're going to say, say it, then tell them what you've said."

Finally, paper writing should not divorce you from your feelings! The passion of the language should add to the logic of the structure. A paper, if it is done with intensity, should be an integrative exercise bringing scholarship and research together with a passionate vision. No paper is perfect. Every paper is an invitation beyond its own confines into deeper exploration. Enjoy!

Possible Essay Topics

NOTE FOR INSTRUCTORS:

List a few suggestions for an essay topic.

Student Handbook

Students are required to be aware of information found in the Student Handbook. The handbook contains information on acquiring texts, library and research services, academic policies, and guidelines for writing papers. The Student Handbook is available on the College website: <http://ststephenscollege.ca/student-log-in/student-handbook>.

Audio or Video Recording

Recording is permitted only with the prior written consent of the instructor or if recording is part of an approved accommodation plan. If an instructor grants permission, the recording should be solely for the personal use of the student to enhance their understanding of the lecture material. If a lecture is to be recorded, the instructor must notify the class that this is taking place. If the recorded lecture is intended for usage beyond individual study, the person making the recording must obtain the permission of all other individuals that appear in the recording.

Evaluation Procedures and Grading System

Instructors are expected to submit final course grades to the Registrar's Office one month after the final assignment due date. Students submit an Assignment Form <http://ststephenscollege.ca/student-log-in/forms> to the instructor with the final assignment and the instructor returns it to the student indicating their final grade. If a transcript is desired, submit the request to the Registrar's Office using the Transcript Request Form: <http://stephen.srv.ualberta.ca/students/forms>

Following are evaluation standards followed by faculty at St. Stephen's College:

A+	90 - 100%	Exceptional	Superior performance. Displays great originality and depth. Comprehensive understanding of subject matter, with original insights.
A	85 - 89%	Excellent	Above normal expectations. Occasionally surprises the reader with insights or deft presentation. Strong evidence of maturity, independence and control of the subject. Any lapses in logic and style are few and minor.
A-	80 - 84%		
B+	77 - 79%	Good	Meets normal expectations. Solid, accurate and integrative, convincing. Lapses in logic or style are uncommon and not serious.
B	73 - 76%		
B-	70 - 72%		
C+	67 - 69%	Adequate	Barely meets normal expectations. Covers the ground, but rarely adds anything new or personal. Heavily dependent on sources and authorities, with accurate but awkward handling of concepts. <i>[Course Pass for Master and Doctoral students: 66%]</i>
C	63 - 66%		
C-	60 - 62%		
D+	57 - 59%	Poor	Below normal expectations. Disorganized, frequent lapses in logic and style, superficial with no evidence of personal involvement. Inability to use theory. <i>[Course Pass for Undergraduate students: 50%]</i>
D	53 - 56%		
D-	50 - 52%		
F	0 - 49%	Failure	Far below normal expectations. Massive structural or other academic defects, evidence of dependence on sources and authorities bordering on plagiarism. <i>[Clear Failure for all students] [Grade of 0% calculated in grade average for credit courses]</i>
S		Satisfactory	Course requirements completed satisfactorily. <i>[Pass for work not graded numerically] [Not calculated in overall grade average.]</i>
W		Withdrawal	Withdrawal from course with permission within established deadlines. <i>[Not calculated in overall grade average.]</i>
WF		Withdrawal-Failure	Withdrawal from course after established deadline for withdrawing without academic penalty but before final assignment due. <i>[Grade of 0% calculated in overall grade average for credit courses]</i>
INF		Incomplete-Failure	Course work not completed within established academic deadlines: ie final assignment due date. <i>[Grade of 0% calculated in overall grade average for credit courses]</i>
IP		In Progress	Extension or rewrite of final assignment granted by Instructor or Dean
AU		Audit	Registered as an Auditor
AW		Withdrawal-Audit	Registered as an Auditor and withdrew

Exceptions to course completion and extension policies will be allowed for extreme extenuating circumstances only, and must be approved by the Department Chair of the student's program as outlined in the Petitions and Academic Appeals policy in the Academic Calendar. The course instructor must be in agreement. Students requesting this exception must complete the Request for Extension form, citing in detail the grounds for their request. The request and approval will be kept in the student's file.

Academic Policies

St Stephen's College is committed to the highest standards of academic integrity and honesty. Students are expected to familiarize themselves with the academic policies, specifically the Code of Student Behavior (Academic Calendar, p.10:

<http://ststephenscollege.ca/publications/academic-calendar>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension from the College.

Library and Research Services

Online Database Service: EBSCO "Academic Search Complete"

St Stephen's College students and faculty are able to access an online database subscription service through EBSCO Publishing. "Academic Search Complete" is the world's most valuable and comprehensive scholarly, multi-disciplinary full-text database. It comprises more than 7,000 full-text periodicals, including nearly 6,000 peer-reviewed journals. In addition to full text documents, this database offers indexing and abstracts for more than 11,000 journals and a total of more than 11,600 publications including monographs, reports, conference proceedings, and the like. The database features PDF content dating back to 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,000 journals. For access to "Academic Search Complete", go to <http://search.ebscohost.com>. When you are prompted to enter a User ID and Password, use the following:

User ID: **ns121007**
Password: **SSCstudent**

If you would like help learning how to perform a search, tutorials can be found on the site at: <http://support.ebsco.com/>. This subscription is for the use of St Stephen's College students and faculty only. Please keep this User ID and Password strictly confidential. We hope this service will provide support for your class assignments and thesis or dissertation research.

Open Access Publications

The directories below can be used to help discover databases that are free of copyright issues/concerns:

- Directory of Open Access Journals www.doaj.org
Over 1,600 open access, peer-reviewed scholarly journals. Includes the 'For Authors' service to look up where to publish your research as Open Access
- Directory of academic Open Access repositories: <http://opendoar.org/>
- OAIster search engine <http://www.oclc.org/oaister/>: collection of academically-oriented digital resources searchable by anyone
- Networked Digital Library of Theses and Dissertations www.ndltd.org/: An international organization dedicated to promoting the creation, dissemination and preservation of electronic theses and dissertations

Searching for Articles or Publications not available on Ebsco

Try Google Advanced Search (type in full name of article), or Google Scholar <http://scholar.google.ca/> Sometimes the full text of an article is available by using this method.

Remote access to University of Alberta Libraries' proxying service

St Stephen's College students and faculty are not covered by the University of Alberta Libraries' Licenses, and do not have remote access to U Alberta electronic resources (e.g. e-journals, e-books or databases). Access for St Stephen's College students and faculty will be limited to onsite access at the Library. St Stephen's students who wish to access the U Alberta library electronic resources need a CCID (Campus Computing Identification) to use the computers in the library, and will need to apply, in person at the library with photo ID, for a 'guest' CCID. Library staff will issue a temporary CCID just for the day. This service is available only to students who are able to be in attendance at the library. <http://guides.library.ualberta.ca/ststephensborrowing>

4.0 SEMESTER COURSES

4.1 St Stephen's College Credit

St Stephen's College graduate-level semester courses run either in the Fall (September to December) or Winter (January to April) semester. Courses run for 12 weeks, with three hours of classroom time each week, for a total of 36 classroom hours. Academic guidelines are detailed in Section 1.0 of this handbook. The sample course outline for the intensive style course, in Section 2.4, can be modified to extend over four months. Instructors may wish to assign particular readings for each class. Sample semester-long course outlines may be obtained from the Registrar's Office.

4.2 University of Alberta Credit

St Stephen's College conducts undergraduate and graduate University of Alberta credit courses which run in the Fall (September to December), Winter (January to April), and Spring (May-June) semesters. Courses run for 12 weeks, with three hours of classroom time each week, for a total of 36 classroom hours. Academic guidelines are detailed in Section 1.0 of this handbook.

4.2.1 University of Alberta Course Requirements, Evaluation Procedures and Grading System

St Stephen's College instructors teaching University of Alberta courses are advised to read University of Alberta policies here:

(1) **Weighting of Term Work and Final Examinations:** In each course in which a final examination is held, a weight of not less than 30 percent and not more than 70 percent will be assigned to the final examination, except where a departure from this arrangement has been authorized by the council of the Faculty in which the department offering the course is situated. The remaining weight for the course will be assigned to term work.

(2) **Course Requirements, Evaluation Procedures and Grading:** The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to

the course outline, as set out in §23.4(2)a., made sense to all concerned. Such changes shall only occur with fair warning or general class consent.

Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.

a. At the beginning of each course, instructors are required by GFC to provide a course outline to students and their Department (or Faculty in non-Departmentalized Faculties) that includes the following:

- i. a statement of the course objectives and general content
- ii. a list of the required textbooks and other major course materials
- iii. a list of any other course fees as described in the 'Student Instructional Support Fees Policy' and their associated costs
- iv. an indication of how and when students have access to the instructor
- v. the distribution of weight between term work and final examination
- vi. the relative weight of all term work contributing to the course grade
- vii. whether marks are given for class participation and other in-class activities as well as the weight of such participation
- viii. dates of any examination and course assignments with a weight of 10% or more of the overall course grade
- ix. the process by which the term marks will be translated into a final letter grade for the course. The process must be consistent with the University of Alberta Assessment Policy and accompanying Grading Procedure, found at the University of Alberta Policies and Principles Online (UAPPOL) website at www.uappol.ualberta.ca.
- x. an indication of how students will be given access to past or representative evaluative course material, consistent with the Access to Evaluative Material Procedure of the Assessment Policy, found at the University of Alberta Policies and Procedures Online (UAPPOL) website at www.uappol.ualberta.ca.
- xi. the statement: "Policy about course outlines can be found in §23.4(2) of the University Calendar".
- xii. the statement: "The University of Alberta

is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

b. Nothing in any course outline, syllabus or course website can override or contravene any Calendar regulation or University policy. In resolving any discrepancy, University policy and Calendar regulations take precedence.

c. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See §23.5.6.

d. At the beginning of a course, Instructors will discuss with their class the expectations with respect to academic integrity and outline both permitted and prohibited behaviour.

e. Every course outline must contain the following statement: "Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor."

f. Each assessment is linked to the stated course objectives and/or learning outcomes. Students should be provided with the criteria for these assessments early in and, if necessary, throughout the course.

g. Instructors will allow students a reasonable time in which to complete an assignment, bearing in mind its weight.

h. Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner. Normally, feedback will be provided prior to the course withdrawal deadline.

i. Normally term work will be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period. *[Instructors should tell students to come to the College to pick up their graded final assignment if they wish to see evaluative comments]*. All exceptions must be authorized by the Faculty Council (or delegate) in the Faculty offering the course.

j. Upon request, instructors are required to provide the process used to generate the final grade.

Instructors will keep a record of either the raw scores or numerical grades achieved by students in each test, examination, or other assignment that will count towards the final grade and of the percentage weight assigned to each. The details contained in this documentation must enable the instructor (or the College on the instructor's behalf) to reconstruct the student's final grade where the necessity arises. The College shall keep this documentation with the detailed record of the component marks for one year after the final examination date. *The instructor is required to submit a copy of the student's major assignment (normally the final assignment), or final examination, containing any evaluative comments, to St Stephen's College Registrar with course final grades. This substantial piece of written work is retained for one year and shredded six months after the deadline for reappraisal and grade appeals.* (See section §23.5.4(2) of the University of Alberta Calendar).

The Letter Grading System

Assigning Grades: Grades reflect judgements of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the University of Alberta Policies and Procedures Online (UAPPOL) website (www.policiesonline.ualberta.ca).

Course Grades Undergraduate Students

Descriptor	Letter Grade	Grade Point Value
Excellent	A+, A, A-	4.0, 4.0, 3.7
Good	B+, B, B-	3.3, 3.0, 2.7
Satisfactory	C+, C, C-	2.3, 2.0, 1.7
Poor	D+, D	1.3, 1.0
Failure	F or F4	0.0

Note: F4 denotes eligibility of a student to apply for a reexamination of a course

Course Grades Graduate Students:

Descriptor	Letter Grade	Grade Point Value
Excellent	A+, A, A-	4.0, 4.0, 3.7
Good	B+, B	3.3, 3.0
Satisfactory	B-, C+	2.7, 2.3
Failure	C, C-, D+, D, F	2.0, 1.7, 1.3, 1.0, 0.0

4.2.3 University of Alberta Sample Course Outline

Questing Faith: Thinking About God CHRTP312 University of Alberta Credit Course

Location: St Stephen's College
8810 112 Street, Edmonton AB

September 6 – December 4, 2012 (Tues/Thurs 12:3-1:50 pm)

Instructor Contact Information

Joseph Smith, PhD
Phone: 780-439-7311, extension 44
E-mail: joseph.smith@fakeemail.ca
Office hours: by appointment

Introduction

"The mature heart does not seek to force belief on others; it does not seek to impose a faith. The mature heart listens for what another's heart is called to be . . . Such a heart is a compassionate heart that sees the presence of God in others. It lets itself be led by them into uncharted land. It is the heart that calls us to grow, to change, to evolve, and to become more fully human."

- Jean Vanier, *Becoming Human*.

Welcome! In this course we will consider major questions of faith: God, Christ, humanity, evil, and hope. You will be encouraged to consider your own faith journey in dialogue with your colleagues and in response to authors such as Marcus Borg, John Neafsey, and others.

The following key topics will be explored:

- The spiritual journey in a secular world
- Personal vocation and social conscience
- Contemplation, prayer, mysticism
- The 'changing face' of God
- Interfaith dialogue
- The role of the arts in theology

Objectives

We will consider a variety of perspectives on the Christian faith. An emphasis will be placed on what Marcus Borg (2003) has called "the emerging paradigm" of Christianity. This view takes into consideration the realities of our post modern world and acknowledges religious pluralism and cultural diversity. Much of the focus will be on experiential learning: "right brain" activities, films, and class discussions will be geared towards turning faith into a living concept. We hope to create a learning environment which is inclusive, nurturing, and transformative.

Required Texts

1. Borg, Marcus J. *The Heart Of Christianity: Rediscovering A Life Of Faith*, New York: Harper Collins, 2003.
2. Neafsey, John. *A Sacred Voice Is Calling: Personal Vocation and Social Conscience*, Maryknoll, NY: Orbis Books, 2006.

Several additional articles, available online, will be assigned as the course progresses.

Acquiring Required Texts

Textbooks will be available for purchase at the University of Alberta Book Store, located in the Students Union Building, (89 Avenue - 114 Street) - 3 blocks west of St Stephen's college on 89 Avenue. For general information phone: (780) 492-4215. To check textbook availability phone: (780) 492-4692 or toll-free at 1-888-933-9133 (ask for Special Services). To order a Book call the Mail Order Office at (780) 492-0265 (they will mail you the book if you purchase it with your credit card, or you may mail in your payment).

If you want to order online from the University of Alberta Bookstore, go to: <http://www.bookstore.ualberta.ca> click on *TextBooks* on the top toolbar, then under *Search by Course Code* look for the course number of the course. Click on the course number you are interested in and then click the *Searching* button. The texts for the course will be displayed.

Recommended Texts

Dallaire, Roméo A. et al. *Seeking the sacred: leading a spiritual life in a secular world*, Toronto, ECW Press, 2006 (also available as an e-book through the University of Alberta Libraries).

O'Murchu, Diarmuid. *Religion in Exile: A Spiritual Homecoming*, New York: The Crossroad Publishing Company, 2000.

Schmidt, Frederick, W., editor. *The Changing face of God*, Harrisburg, PA: Morehouse Publishing, 2000.

Vanier, Jean. *Becoming Human* (CBC Massey Lecture Series), Toronto: House of Anansi Press, 1998.

Course Requirements

- 1. Written book review/report.** Prepare a review/report on a book of your choice taken from the list of recommended texts or course bibliography. The book review/report should be in academic essay form, 4 pages (1,000 words), double spaced, excluding cover page and bibliography. Consider the book as it relates to other course material, class discussions, and your own experience. You are encouraged to use first person and inclusive language.
Due: October 18. Weight: 20% of final mark.
- 2. Class presentation of book review/report.** The key themes drawn from the book review/report will be presented to the class. In addition to the material gleaned from the book itself, at least one other scholarly source will be utilized in order to add further breadth/depth to the presentation. The presentation will involve approximately ten minutes (not including discussion) of class time. A written outline, in point form, will be given to the instructor on the day of the presentation: 2 pages, (500 words), double spaced. Creative methods are encouraged: feel free to use music, poetry, dance, drama, visual art, or other methods that utilize your gifts.
Due: November 8. A sign-up sheet will be circulated in class. Weight: 15% of final mark.
- 3. Class participation.** This will involve keeping pace with your colleagues on reading assignments and participating in class discussions. For each class you will be asked to bring at least one question or comment related to the readings as part of your contribution to our discussions (timeline below).
Weight: 25% of final mark.

- 4. Integrative paper.** Prepare an academic essay with proper citations of at least 4,000 words (16 pages, double spaced) excluding cover page and bibliography, on a topic chosen in consultation with the instructor. The paper should integrate your own theological worldview and experience with the course content. Your bibliography must include at least five books and two articles. You are encouraged to use first person and inclusive language. This final essay may also include a project component in the form of a creative response: for instance a short story, play, poem, song, or visual art piece.
 Due: December 4 (last class). Weight: 40% of final mark.
Graded papers will be available for student pickup on the last day of the examination period for the term.

Timeline for assigned readings

- Sept. 11:** Borg, *The Heart of Christianity*; Preface, Chapter 1.
- Sept. 13:** Borg, Chapter 2.
- Sept. 18:** Borg, Chapter 3.
- Sept. 20:** Borg, Chapter 4.
- Sept. 25:** Borg, Chapter 5.
- Sept. 27:** Borg, Chapter 6.
- Oct. 2:** Borg, Chapter 7.
- Oct. 4:** Borg, Chapter 8.
- Oct. 9:** Borg, Chapter 9.
- Oct. 11:** Borg, Chapter 10.
- Oct. 16:** Borg, Chapter 11.
- Oct. 18:** Neafsey, *A Sacred Voice Is Calling*; Preface, Chapters 1, 2.
- Oct. 23:** Neafsey, Chapters 3, 4.
- Oct. 25:** Neafsey, Chapters 5, 6.
- Oct. 30:** Neafsey, Chapters 7, 8.
- Nov. 1:** Neafsey, Chapters 9, 10.
- Nov. 6 to Dec 4** Several short articles and in-class activities to be assigned.

Bibliography

- Apel, William, D. *Signs of Peace: The Interfaith Letters of Thomas Merton*, Marknoll, NY: Orbis Books, 2006.
- Armstrong, Karen. *The Case for God*, New York: Alfred A. Knopf, 2009.
- Borg, Marcus, J. *Reading the Bible again for the first time: taking the Bible seriously but not literally*, San Francisco: Harper Collins, 2002.
- Davis, Avram. *The Way of Flame: A Guide to the Forgotten Mystical Tradition of Jewish Meditation*, San Francisco: Harper Collins, 1996.
- Jones, W. Paul. *Theological Worlds: Understanding the Alternative Rhythms of Christian Belief*, Nashville: Abingdon Press, 1989.
- Jones, W. Paul. *Trumpet at Full Moon: An Introduction to Christian Spirituality as Diverse Practice*, Louisville, KY: Westminster/John Knox Press, 1992.
- McDaniel, Jay. *Living from the Center: Spirituality in an Age of Consumerism*, St. Louis, MO: Chalice Press, 2000.
- Merton, Thomas. *Thomas Merton: Essential Writings*, Maryknoll, NY: Orbis Books, 2000.
- Muller, Wayne. *Sabbath: Finding Rest, Renewal, and Delight in our busy lives*, New York: 1999.
- Nhat Hanh, Thich. *Living Buddha, Living Christ*, New York: Riverhead Books, 1995.
- Nouwen, Henri. *Return of the Prodigal Son: A story of homecoming*, New York: Doubleday, 1994.
- O'Donohue, John. *Eternal echoes: exploring our yearning to belong*, New York: Cliff Street Books, 1999.
- O'Donohue, John. *Beauty: The Invisible Embrace*, New York: Harper Collins, 2004.
- Palmer, Parker. *The Active Life: Wisdom for Work, Creativity and Caring*, San Francisco: HarperSanFrancisco, 1991.
- Rolheiser, Ronald. *The Holy Longing: the Search for a Christian Spirituality*, New York: Doubleday, 1999.
- Sinetar, Marsha. *Ordinary People as Monks and Mystics*, New York: Paulist Press, 1986.
- Vanier, Jean. *From Brokenness to Community*, Mahwah, N.J.: Paulist Press, 1992.
- Vrudny, Kimberly & Yates, Wilson, editors. *Arts, Theology and Church: New Intersections*, Cleveland: The Pilgrim Press, 2005.
- Wiesel, Elie. *Night*, translated by Marion Wiesel, New York: Hill and Wang, 2006

Marking and Grading (University of Alberta Grading Policies)

The University of Alberta uses a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages. Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class. Some instructors assign grades as intervals during the course and others assign marks (eg percentages) throughout the term and then assign a letter grade at the end. Instructors must adapt their approaches to reflect the letter grading system. Grade distribution should reflect those shown in this document. (EXEC 03 FEB 2003)

Course Grades Obtained by Undergraduate Students

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F or F4	0.0
Note: F4 denotes eligibility of a student to apply for a reexamination of a course		

Course Grades Obtained by Graduate Students:

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

All projects, assignments, essays, etc. will be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the last day of the examination period. Upon request, instructors are required to provide the method used to translate final and, where appropriate, term marks into grades.

Academic Integrity and Code of Student Behavior

Policy about course outlines can be found in Section 23.4(2) of the University Calendar. The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at www.governance.ualberta.ca) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Audio or video recording

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Equity Statement and Inclusive Language Policy

The University of Alberta is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

Recommendation to Students with Disabilities

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381.

5.0 ONLINE COURSES

St Stephen's College offers a number of courses online. Courses follow a uniform model that embodies recommended distance education principles.

5.1 Guidelines for Facilitating an Online Course

We all have our own styles of facilitating online learning, however here are a few reflections to consider as you plan to deliver your online course:

1. Learners are used to immediate feedback in a face-to-face setting when they have questions in class about a concept or an assignment. Therefore, please respond to learner email or phone inquiries within 72 hours. All of us have times when we may be away from email for a longer period of time than 72 hours. If so, please send an email to your learners that this will be the case and when they can expect you to respond.

2. The Mission Statement of the College encourages learning within a community of learners. Some online courses are designed for collaborative online learning projects. Others are not. If you have more than two learners in your class, please consider facilitating online communication among them and yourself.

3. Learners lose momentum for conversing with each other in an online course. Some courses are designed with several collaborative assignments throughout the course. This leads to time of peak online activity followed by a quieter time. If your course does not have collaborative assignments yet there are several registered learners, you will likely need to encourage interaction on a three-week or monthly basis. This usually leads to online activity for a week or so followed by a quieter time. You may want to encourage discussion about one of the topics, a question that one learner may have sent you that might best be dealt with in community, or assignments. For example, learners may motivate each other by talking about their plans for individual assignments.

4. A common question in contemporary adult learning is this: How do we become "a guide on the side" rather than a "sage on the stage"? So what might "guide on the side"

look like in online learning? It could mean the following:

- Presenting an initial discussion question raised by you or a learner
- Letting the learners "go at it"
- Adding your comments after a few days
- Allowing the discussion to go off on an interesting tangent for a few days and then adding a focusing comment or question
- Asking the learners to summarize what they learned in this discussion

5. There are several roles that you can play as an online facilitator. Here is a starting list. Facilitate conference by:

- Welcome new learners
- Post discussion questions
- Build group rapport
- Give feedback to postings
- Summarize the postings or ask a learner to do so
- Provide a decisive end to particular topics
- Encourage respectful participation
- Email learners privately to encourage more participation or discourage over-participation
- Present different views to spark debate

Participate in conference by:

- Contribute to the discussion
- Model appropriate postings
- Remember that no matter how rich the discussion posted by learners, they still like to hear from "the expert"!

Provide content expertise by:

- Create different discussion topics
- Refer learners to links or other resources
- Raise key questions
- Share your own experience

5.2 Sample Online Course

To see a St Stephen's College online course, you may view the course *Intro Christian Scriptures 505V*:

<http://stephen.srv.ualberta.ca/courses/SS505/SS505V.html>

eClass/Moodle is normally used for online courses. Information can be found on the University of Alberta website:

<https://eclass.srv.ualberta.ca/portal/>

6.0 CORRESPONDENCE COURSES

St Stephen's College graduate-level correspondence courses have been designed for students studying at a distance. Courses may include a variety of learning assignments; teleconferencing and teacher/peer group participation may become a part of the learning process. The importance of pacing is emphasized – completing a correspondence course requires both commitment and organization on the part of the student. The courses are module-based and are offered in six-month sessions twice a year: March 1st and September 1st. Students can register at any time within the six-month session, but are required to finish by the session end date. Students are advised to register in advance to allow for time needed to acquire reading material. Students are expected to purchase the required textbooks for these courses (always available at the University of Alberta Bookstore), and rely on library resources only for additional bibliographies.

6.1 Guidelines for Instructors

The challenge in developing distance courses for either correspondence or online delivery is to know the medium and understand its strengths. The worst possible method of writing such courses is to squeeze a traditional, lecture-based course into written form. One must be cognizant of the strengths of the medium, build from the ground up, and use the gifts of the method to enhance the material in question.

It is important that correspondence students receive feedback from instructors in a timely manner so that they can stay 'on track' with the course pacing and continue with the following module. Instructors of correspondence courses are required to mark and return assignments within two weeks of receiving them.

7.0 INDEPENDENT STUDY COURSES

St Stephen's independent study courses are offered in such a way that the student is able to gain a basic understanding, appropriate to the degree, of the general principles of the subject matter being studied, as well as

providing an opportunity for an in-depth reflection on one/several aspects that support the student's chosen research topic or area of interest. It is the student's responsibility to obtain the agreement of the instructor and their Program Chair or Advisor before starting a course. The student and instructor negotiate a work plan; the plan is formally approved by either the Program Chair or the Dean, or in the case of a University of Alberta credit independent study, by the Advisor or Chair of the student's department. Finally the student registers and pays for the independent study course.

Guidelines and application forms for St Stephen's independent study courses (both St Stephen's credit, and University of Alberta credit) are available from the St Stephen's Registrar's Office. A binder is maintained which contains course outlines from past independent study courses which may be viewed by students on-site.

7.1 St Stephen's College Credit Independent Study Courses Information for Students/Instructors

Context

St Stephen's College is committed in all its programs to an adult education model of teaching which ensures that the teaching/learning process occurs when both teacher and student share responsibility, according to their respective roles, for the direction, approach, and content of the subject matter being studied. In this regard it is worth noting the wisdom of Maria Harris, a religious educator, who speaks of the importance of both the subject matter and the subjects (teacher and student) WHO matter. To assist prospective Instructors and students, the following description of the Independent Study Course and the instructor and student roles are offered.

Independent Study Course Content

The independent study course should be offered in such a way that the student is able to gain a basic understanding, appropriate to the degree, of the general principles of the subject matter being studied, as well as providing an opportunity for an in-depth reflection on one/several aspects that

support the student's chosen research topic or area of interest.

Responsibilities of the Instructor

It is important that the student and instructor negotiate a work plan. The instructor's responsibilities are to:

- provide a course outline that indicates the general objectives of the course and a basic bibliography.
- to indicate required reading which should include several basic resources as well as supplementary materials.
- after consulting with the student - establish timelines, ways of communicating, assignments and evaluation methods. This should be established and communicated in writing.
- provide adequate feedback to the student in a reasonable amount of time.
- at the conclusion of the course, send an evaluation and final grade to St Stephen's Academic Office on an Assignment Form; the student will mail this form to the instructor along with their final assignment. (Upon receipt of the final grade, the Registrar's Office will forward to the instructor the current instructional fee). In the event that for whatever reason the instructional relationship is terminated, the instructor shall advise the Registrar's Office of this fact, and the fee will be pro-rated.

Responsibilities of the Student

It is important that the student and instructor negotiate a work plan. The student's responsibilities will be to:

- ensure that there is sufficient access to the basic resources as well as to supplementary resources required for the comprehension of the course as well as specific assignments.
- consult with the instructor with respect to timelines, ways of communicating, assignments, and evaluation methods. This should be established and communicated in writing.
- submit *Instructors Profile and Independent Study Course Proposal* to the Chair of your degree, (or if not in a St Stephen's degree, the Dean) for approval. The course outline should be attached, and will include objectives, content, and bibliography. The *Instructors Profile and Independent Study Course Proposal* is to be signed by the proposed instructor and student.

– once the course is approved, register and pay for the course with the Academic Office. The course registration fee charged will be that which is in effect at the start date of the course. Please register by phone (780-439-7311/1-800-661-4956).

- keep in regular contact with the instructor, and apart from exceptional circumstances ensure that assignments are sent in on time.
- submit final assignment to the instructor with an Assignment Form, so that evaluation comments and final grade can be submitted to the Academic Office.

Duration

Independent Study courses may be spread over a maximum of eight months in whatever arrangement is mutually acceptable to student and instructor. Any extension of course work may be given according to the regulations of the College (see Academic Policies). The final mark must be submitted to the Academic Office within ten months of the course start date.

Forms of Communication

There are several ways that the communication required for an Independent Study can take place;

- for distance education students, communication can be maintained through a combination of email, fax, post mail and telephone calls.
- for students residing in the same community as the instructor, a number of meetings can be arranged as well as other forms of communication noted above.

Whatever form(s) of communication is decided upon, there should be at least four "meetings";

- an initial meeting where the outline of the course is given, and timelines are decided upon.
- a second meeting for the purpose of ensuring that the student has gained a sufficient understanding of the general aspects of the course, through the required reading. An assignment can be required beforehand.
- a third meeting where the student and instructor agree on the focus of the major assignment topic, review general content of the assignment, and resources.
- a fourth meeting where the student receives feedback with respect to

assignments and final grade (the Assignment Form is used as written documentation of this evaluation). Alternatively, a final "take home" exam may be assigned.

Appointment of Instructors

Students take the initiative to seek out persons who might be suitable instructors for their independent study course. Students must have explored with the individuals under consideration as instructors the feasibility of doing the independent study course with them and have received assurances of willingness to teach. Potential instructors are asked to share brief biographical and professional information using the form accompanying this document. Students then forward this information to the College (to the Degree Chair, or Dean if student is not in a degree), along with the proposed course outline. The Chair or Dean approve by signing the form. Student registers/pays for the course and commences course work.

Authority and Accountability

The instructor is considered Associate Faculty of the College during the course. It must therefore be understood that the instructor has a dual accountability: to the student for the terms negotiated, and to the College through the Chair of the degree program or the Dean. In the sensitive matter of evaluation of the quality of the student's work, the primary accountability of the Instructor must be recognized as being to the College and its published standards. Such primary accountability is meant to enhance the instructional relationship.

Information packages which include instructor approval forms are available online:

<http://stephen.srv.ualberta.ca/students/forms/>

7.2 University of Alberta Credit Independent Study Courses Information for Students/Instructors

Contact St Stephen's College Registrar's Office st.stephens@ualberta.ca.

8.0 SAMPLE COURSE EVALUATION

ST STEPHEN'S COLLEGE INTENSIVE COURSE EVALUATION

Course Title:	
Course Dates:	
Instructor:	

This evaluation gathers information about your rating of your own development, course content, and instruction of the course. Your instructor will ask you to turn in completed evaluations to a fellow class member, who will submit them to St Stephen's College Registrar's office. To ensure anonymity, evaluations are summarized in a typed document. The evaluation document is reviewed by College administration, and shared with the instructor after final grades have been submitted. We greatly appreciate your taking the time to give us some feedback.

STUDENT DEVELOPMENT

Knowledge and Skills

I gained a good understanding of concepts/principles in this field.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

I intend to apply principles from this course to new situations.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

I developed the ability to communicate clearly about this subject.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Interest, Curiosity and Self Concept

I deepened my interest in the subject matter of this course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The course stimulated me to want to take another course in the same area.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

I gained a better understanding of myself through this course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

I would recommend this course to other students.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Student Responsibility

I intend to relate what I learned in this course to my own experience.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

I created my own learning experiences in connection with the course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

INSTRUCTOR RATINGS

Instructor Skill

The instructor appeared to have a thorough knowledge of the subject.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor presented the material in an interesting and helpful manner.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor provided an atmosphere conducive to learning.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor was sensitive to individual ways and speeds of learning.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Rapport and Interaction

The instructor was open to alternative viewpoints.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor responded to student questions/concerns.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor treated students with respect.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

A real strength of this course was the classroom discussion.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

In-Class Feedback

The instructor told students when they had done particularly well.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor's comments on my work were helpful.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

COURSE ELEMENTS

This course was:

A requirement	An elective	Other
---------------	-------------	-------

Organization

The course material was clearly presented.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The objectives of the course were clearly defined.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The pace of the course was appropriate.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The course had a good variety of learning methods (ie. small group work, individual work).

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

If this course is for an MPS/MAPPC degree, do you think there was enough of an applied component?

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Difficulty

The amount of work required was appropriate for the credit received.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Course content was appropriate for the level (undergraduate, graduate or doctoral) of the course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

If you disagree, please indicate reason:

--

Assignments

Assignments appear to be challenging and worthwhile.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The type of assigned work was appropriate to the goals of the course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Written assignments made students think.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Reading assignments made students think.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The instructor had a realistic definition of good performance (*if you received feedback on pre-course work*).

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Pre-course assignments were helpful preparation for the course. If no pre-course assignments, leave blank.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Textbooks and Resources

The textbook(s) presented various sides of issues.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

The textbook(s) and/or other reading material made a valuable contribution to the course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Where did you buy your textbooks?

University of Alberta Bookstore	Online bookstore	Other Local Bookstore	Other:
---------------------------------	------------------	-----------------------	--------

Media

Films or other media (ie. Powerpoint, overheads, slides, visual aids) were a valuable part of this course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Library Resources

Library resources were helpful in preparing for this course.

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Did you use, or do you plan to use, the online database (EBSCO Academic Search Complete)?

SD	Strongly Disagree	D	Disagree	N	Neutral	A	Agree	S	Strongly Agree
----	-------------------	---	----------	---	---------	---	-------	---	----------------

Which of the following resources did you use, or do you plan to use, for this course?

Rutherford Library, U of A:	St. Andrew's College Library (Saskatoon Theological Union)	St Stephen's College Resource Library	N/A
-----------------------------	--	---------------------------------------	-----

OPEN-ENDED QUESTIONS

Which aspects of the course did you like the best?

Which aspects of the course did you like least?

What changes would you make in the course?

Identify specific changes that this instructor could make to improve their teaching effectiveness.

Indicate what this instructor did that helped your learning.

OVERALL

Overall, the instructor was:

Poor	Fair	Acceptable	Very Good	Excellent
------	------	------------	-----------	-----------

Overall, this course was:

Poor	Fair	Acceptable	Very Good	Excellent
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St Stephen's College Student Handbook



St. Stephen's
College

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The Student Handbook can be downloaded from the College website, from the Student Login area at the top of the page (no password required):
<http://stephen.srv.ualberta.ca>

ST STEPHEN'S COLLEGE STUDENT HANDBOOK

CONTACT INFORMATION

Address

St Stephen's College
University of Alberta Campus
8810 112 Street
Edmonton Alberta Canada T6G 2J6

Phone Numbers

Telephone: 780-439-7311
Toll Free in Canada: 1-800-661-4956

General Email Address

st.stephens@ualberta.ca

Contact information for Faculty and Staff, and details about who to contact for different purposes, are on the College website:

<http://ststephenscollege.ca/contact-us>

HOW TO REGISTER FOR A COURSE

You may register for St. Stephen's College credit courses online

<http://stephen.srv.ualberta.ca/students/registration-form>

or by phone (780-439-7311, or 1-800-661-4956). Course fees are \$795 per 3-credit course. Course fees are payable by cheque, VISA, MasterCard, or Amex. For week-long intensive courses, an extensive amount of preparation is required, and students are required to register one month in advance. Registration deadlines are published in the annual course schedule. Late registrations for some courses are accepted, if students can be prepared for the course (including acquiring syllabus, texts, and completing any pre-course assignments); a late fee of \$75 applies. If you are not in a degree, but want to take a course for interest, you may register for credit as an Open Studies student, or on an Audit basis. See more at:

<http://stephen.srv.ualberta.ca/programs/register-for-a-st-stephens-course>

Information about how to register for a University of Alberta credit course is available on the University website: <http://www.registrarsoffice.ualberta.ca/Special-Registrations/Open-Studies.aspx>. Please ask staff in the St. Stephen's Registrar's Office if you need assistance.

HOW TO PROCEED WITH A ST STEPHEN'S COLLEGE COURSE

This Handbook will give you some starting points for successful completion of courses. It has been created to give students some written guidelines to follow when academic or procedural questions come up. If personal guidance is desired, please call the Registrar's Office at St Stephen's, and someone there will be glad to help.

- Take the time to overview the entire course outline before you delve into the first assignment
- Get a sense of the timing suggested for the course work and how it will fit in and around your schedule. Look at a calendar as you walk through the course.
- Assignments are meant to help you through your learning. Dates are sometimes negotiable, except for the final assignment. Discuss that with your instructor.
- Get to know your instructor. Call or email when you have questions. Submit the first assignment early to get more sense of the instructor's style.
- Find someone to discuss the course with – a mentor, a colleague, a religious practitioner, a friend, your partner.

You will be asked to submit your evaluation of the course. Your comments are important to our efforts to offer effective courses.

COURSE WITHDRAWAL

Students who wish to withdraw from a course and receive a grade of W must notify the Registrar's Office by the dates specified below. Withdrawal requests must be in writing, to st.stephens@ualberta.ca. If a withdrawal request is not made by the date specified, the final course grade will be based on total work completed in the course. The College treats all students in an equitable fashion by adhering to published withdrawal deadlines. If a course is cancelled by the College for any reason, the course fee will be refunded in full. Deadlines for academic withdrawal and refunds are detailed below:

Action	Length of Course Session				
	Less than 5 days	Week-long	4 months	6-8 months	8-24 months
Registration Delete (no academic record)	Before first day of class	First day of class	First week of course	First month of course	First month of course
Fee Refund (100%), less \$75 withdrawal fee	1 month prior to start date	1 month prior to start date	Prior to start date	Prior to start date	Prior to start date
Fee Refund (75%), less \$75 withdrawal fee	1 week prior to start date	2 weeks prior to start date	-	-	-
Fee Refund (50%), less \$75 withdrawal fee	End of first day	End of first day	4 weeks after start date	8 weeks after start date	4 months after start date
Withdrawal (Grade of W)	1 month after end date	1 month after end date	2 months after start date	3 months after start date	4 months after start date

Students may transfer between courses in the same academic year (withdraw from one course prior to the course start date to enroll in another), provided there is space. In these cases, a \$50 transfer fee will be charged.

FACULTY STATEMENT

St Stephen's College Faculty is committed to the promotion of a learning environment that fosters learning for all in an atmosphere of trust and support. St Stephen's College is committed to providing an environment of equality and respect for all people within St Stephen's community, and to educating faculty, staff and students in developing teaching contexts that are welcoming to all.

ACADEMIC CALENDAR

The Academic Calendar is the College's major publication, and it includes admission procedures and deadlines, **academic regulations** (including grading and extension policies), programs of study, academic standards, **degree requirements**, and information about **tuition and financial policies**. By the act of registering for a course of study, each student at St Stephen's College agrees to observe and be bound by the terms, conditions, academic standards, rules, regulations, policies, and codes of behavior contained or referenced in the Calendar. Therefore, it is the student's responsibility to make himself or herself aware of the contents of the Calendar. The Calendar is on the website: <http://stephen.srv.ualberta.ca/publications/academic-calendar>. Paper copies are available upon request.

DEGREE PROGRAM MANUALS

Students in degree programs access online degree program manuals specific to their program via the College website www.ualberta.ca/st.stephens using the 'Current Student' tab at the top of the page. Students are notified of any changes to Degree Program Manuals by email. Degree manuals contain detailed information about the degree requirements, and the forms necessary to navigate through the practicum, thesis, and ethics review processes.

Acquiring Required Texts

Textbooks will be available for purchase at the University of Alberta Book Store, located in the Students Union Building, 89 Avenue and 114 Street, three blocks west of St Stephen's College. For general information phone: 780-492-4215. To check textbook availability phone: 780-492-4692 or toll-free at 1-888-933-9133 (ask for Special Services). To order a Book phone the Mail Order Office at 780-492-0265; they will mail you the book if you purchase it with your credit card, or you may mail in your payment. If you want to order online from the UAlberta Bookstore, go to: <http://www.bookstore.ualberta.ca/> and click on TextBooks, then search under Course Code "SS" (all St Stephen's courses begin with "SS" before the course number, even the PPSYC courses). If a coursepack – a compilation of articles and/or excerpts from books - is required for a course, you can purchase that through the UAlberta Bookstore. You may also choose to order your books on-line at www.Amazon.ca, www.barnesandnoble.com, or www.Chapters.ca, or in person at any large bookstore. Other book suppliers can be located using the search engine www.bookfinder.com. If you are interested in buying used textbooks, you may check out web sites like CheapestTextbooks.com, Booksprice.com or Amazon.com.

Online Database Subscription Service – EBSCO

Online Database Service – St Stephen's students will be provided with access to an online database subscription service through EBSCO Publishing. "*Academic Search Complete*" is the world's most valuable and comprehensive scholarly, multi-disciplinary full-text database. It comprises more than 7,000 full-text periodicals, including nearly 6,000 peer-reviewed journals. In addition to full text documents, this database offers indexing and abstracts for more than 11,000 journals and a total of more than 11,600 publications including monographs, reports, conference proceedings, and the like. The database features PDF content dating back to 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,000 journals. For access to "*Academic Search Complete*", go to <http://search.ebscohost.com>. You will be prompted to enter a User ID and Password:

User ID: **ns121007** Password: **SSCstudent**

Tutorials for performing searches can be found at: <http://support.ebsco.com/>. This subscription is for the use of St Stephen's College students and faculty only; please keep your User ID and Password strictly confidential.

Canadian Art Therapy Association Journals

Art Therapy students can obtain membership with the Canadian Art Therapy Association (CATA). This links students to Art Therapy Journals through Taylor & Francis Online, and is a significant benefit to academic training in Art Therapy. CATA-ACAT Journal Access database is located in the Members Only section; login: <http://canadianarttherapy.org/CATA-ACAT-Journal-Access>

Open Access Publications

The directories below can be used to help discover databases that are free of copyright issues/concerns:

- Directory of Open Access Journals www.doaj.org
Over 1,600 open access, peer-reviewed scholarly journals. Includes the 'For Authors' service to look up where to publish your research as Open Access
- Directory of academic Open Access repositories: <http://opendoar.org/>
- OAIster search engine <http://www.oclc.org/oaister/>: collection of academically-oriented digital resources searchable by anyone
- Networked Digital Library of Theses and Dissertations www.ndltd.org/: An international organization dedicated to promoting the creation, dissemination and preservation of electronic theses and dissertations

Searching for Articles or Publications not available on Ebsco

Try Google Advanced Search (type in full name of article), or Google Scholar <http://scholar.google.ca/> Sometimes the full text of an article is available by using this method.

St Stephen's College Reference Library

St Stephen's College Reference Library is located on the lower level of St Stephen's College. With over 500 volumes, this collection supports the programs that are being offered through St Stephen's College. Its strengths lie in biblical studies, theology, church history and pastoral counselling. The library's main function is to provide onsite resources for the students, faculty and staff of St Stephen's. Library hours are the same as the College hours, Monday to Friday, 8:30 am to 4:30 pm. Books and material must remain in the Reference room at all times except for photocopying purposes within the College. Books are arranged according to the Library of Congress Classification system. A printout of the collection in alphabetical order by title is available in the library.

University of Alberta Libraries

Rutherford Library at the University of Alberta also provides services to St Stephen's students and faculty. <http://guides.library.ualberta.ca/ststephensborrowing> The Rutherford Library is located a half-block north of St Stephen's College. You may obtain your library card at the Service Desk, Rutherford Library North. Identify yourself as a St Stephen's graduate student and you will receive a library card which gives you term borrowing privileges. To register for free delivery services with the University of Alberta Libraries Interlibrary Loans/Document Delivery Office, call 1.780.492.3795. St Stephen's students and faculty can access library e-journal databases or the internet (in person only) from the public computers in the Rutherford Library. St Stephen's students may request a guest Campus Computing ID (CCID) at any circulation desk. A guest ID can be used until midnight of the day it is issued. To obtain a guest ID, you will be asked to provide one of the following:

1. Photo ID that displays a current Canadian address, e.g. driver's license or passport. Photo IDs without address information must be accompanied by documented proof of current Canadian address.
2. Current borrowing card issued/registered by University of Alberta or NEOS partnership libraries. If a borrowing card does not have a photo, patrons will be asked to provide photo ID as well. Staff will verify the borrower's card hasn't expired before issuing a Campus Computing ID.
3. Photo ID along with a letter of introduction from a University of Alberta department (for visiting faculty).

For further information, consult the University of Alberta Libraries website at: www.library.ualberta.ca or the Rutherford Library website at www.library.ualberta.ca/aboutus/hss/index.cfm. Access to the University of Alberta Library System (NEOS Libraries catalogue) is available at www.library.ualberta.ca/catalogue/. St Stephen's students and faculty are eligible for reciprocal borrowing privileges, at no charge, at participating university libraries elsewhere in Alberta and in other provinces. COPPUL clients are issued a COPPUL card at their home agency library (Rutherford) that can then be presented at a participating library. OCUL clients can simply present their individual ID cards for identification. Students can make arrangements with the Rutherford Library for a COPPUL card to be mailed to them. For information and a list of participating libraries, go to: www.library.ualberta.ca/circulation/coppul/index.cfm.

Remote access to University of Alberta Libraries' proxying service: St Stephen's College students and faculty are not covered by the University of Alberta Libraries' Licenses, and do not have remote access to U Alberta electronic resources (e.g. e-journals, e-books or databases). All members of the University community and the public may use most of the Libraries' content, whether print or electronic, for personal and non-commercial use within the physical context of the campus Libraries. Access for St Stephen's College students and faculty will be limited to onsite access at the Library.

STUDENT CARDS

The College provides a Student Identification Card to students who wish to have one. The main benefit of this card is the potential for commercial discounts. (ie Bus Passes) In order to receive a student card, students are required to either submit a photograph via email to st.stephens@ualberta.ca (jpeg format), or come in to the Assistant Registrar's Office and get their photograph taken. Student cards are issued to students in degree programs upon receipt of the degree program fee, normally in July.

GUIDELINES FOR WRITING PAPERS

Referring to Appropriate Style Guide

We strongly recommend you purchase your own writing style guide, and that it be the most recent edition. This will become essential if you are writing a thesis or dissertation. One of the two following books is recommended, depending on your degree program or area of research:

- The most recent edition of Turabian, Kate L., Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams ***A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)***. Except for a few minor differences, the overall style promulgated by Turabian is the same as *The Chicago Manual of Style*. While *The Chicago Manual of Style* is focused on giving style guidelines for publishing in general, Turabian is focused on student papers, dissertations and theses. (This style is typically used by the **MTS/BTS, MTh and DMin** Programs.)
- The most recent edition of ***Publication Manual of the American Psychological Association***; Washington, DC. (This style is typically used by the **MPS** Program. It may also be used by **DMin** students who work in social science fields or who may want to publish in those areas.)

Students should consult with their Program Chair (or Associate Chair) before choosing a manual and/or writing style if it is the one not typically used in their program. Once a style guide is chosen, it will be used for all papers throughout the program. Title pages for your assignments should include your name, date submitted, your degree program, title and date of course.

Formulating Documentation

The purpose of **documentation** is to acknowledge and to provide the locations of your sources. To ignore this requirement is to commit plagiarism, or the practice of claiming someone else's work as your own. The penalties for plagiarism range from failing the course for which you have written the essay to being required to withdraw from the college. Documentation is especially vital in a research essay, which usually requires a substantial number of sources.

You must document your sources in two ways. First, throughout your text, you must cite the source of a direct quotation or paraphrase, or the use of someone else's idea. Such citations appear immediately following the reference. Common knowledge, such as the fact that Shakespeare wrote Hamlet, does not need to be documented. Second, you must prepare a list of works cited, and place it at the end of your research essay, in which full bibliographical information appears for each of the works you mention in your essay.

For quick reference, you may wish to refer to a website related to the particular documentation and writing style you are following. Here is a sampling of websites:

APA	Typically used for: MPS and PMATC (may be used for DMin)	www.library.ualberta.ca/guides/apa/index.cfm www.apastyle.org/
Turabian/University of Chicago	Typically used for: DMin, MTh, MTS, BTS	www.wisc.edu/writing/Handbook/DocChicago.html www.chicagomanualofstyle.org/16/contents.html

Use of Inclusive Language in Scholarly Reporting

The St Stephen's community is a cosmopolitan, ecumenical mix of people. St Stephen's College policy requires staff and students to use, in their speech and writing, language which is non-

discriminatory and inclusive of all people regardless of gender, sexual orientation, race, religion and age. The College requires inclusive language in course work, at worship, in publications of the College, and in its community life. The intent of the policy is to stretch people beyond sexism, racism, and other exclusive habits and assumptions. All people deserve recognition and respect in our communications.

The following are some helpful guidelines for recasting sentences in inclusive language.

- a) Use synonyms for man when the sense is generic, e.g., human beings, persons, people, individuals, humanity, human kind, men and women, women and men, figures, personalities.
- b) In theological literature one frequently meets expressions referring to attributes 'of man' or 'of God'. A useful alternative is the use of adjectives such as human nature, human wisdom and divine love, or divine mercy. This technique will help avoid the use of the masculine possessive pronouns 'his' or 'His'.
- c) Pronouns referring to a singular antecedent noun create special problems. One solution, perhaps inelegant, but often used, is the use of 'he/she' or alternating 'he' and 'she' when the gender is not specified. A more tasteful approach is to shift to the plural. Thus, 'the pastor must speak more clearly if he is to be heard' becomes 'pastors must speak more clearly if they are to be heard', or 'All are responsible for their own speech'.

Writing/Editing Assistance

NOTE: For assistance with developing graduate-level writing skills, St. Stephen's College students are eligible to register for workshops at the **Student Success Centre at the University of Alberta**: <http://www.studentsuccess.ualberta.ca>

The Student Success Centre also offers personalized assistance for papers and theses. The Student Success Centre occasionally has names of editors that they will pass on, but not necessarily endorse. It is a situation of "buyer beware" as there are many so-called "editors" who may not be dependable.

If you need help with proper formatting and/or editing, you may wish to consider an editing service. Three editors you may wish to consider, who have worked with St. Stephen's students: "To the Letter" (formatting assistance): <http://www.totheletter.ca/services.htm>
Susan McBroom, PhD (editing assistance): Email susanjomcbroom@gmail.com
Lucent Edits (editing and formatting assistance): <http://www.lucentedits.com/>

PUBLISHING GUIDELINES

Introduction

Members of the St Stephen's community are actively engaged in learning and research. It is important that the research and writing becomes available to the academic community as well as the general public. Publishing is one way of connecting with a wider audience.

Purpose of Publishing

Some reasons to publish writing are:

- to share your reflections on your experiences or reading;
- to share research that you are doing;
- to stimulate debate on a wide range of topics; or
- to address issues in society.

Types of Publishing

Publishing can take a variety of forms depending on the type of writing you are doing and the audience you wish to reach. Some options are:

- websites ranging from personal websites to professional journals;
- blogs that allow you to determine the content of the material you want on the site;
- informal notes or personal journals;
- magazines or journals;
- letters to the editor of local papers or magazines;

- newspaper opinion columns to influence the direction an issue is taking or to look at the world in a new way; and
- books.

Rewards of publishing

After all the hard work of researching and writing it is good to have your work recognized by a larger audience. Some rewards of publishing your work include:

- establishing your reputation as a scholar;
- letting people know you have something to say;
- getting invited to conferences;
- getting grants;
- establishing yourself as an expert; or
- being asked to serve on committees and Boards.

Purpose of these guidelines

The students, faculty and members of larger St Stephen's College community are encouraged to publish their work. These guidelines are intended to provide you with general suggestions to consider when publishing your work.

Formatting

Publications, whether they are journals, newspapers or online sites, have specific guidelines regarding length of articles, fonts, headings, page numbering and so on. You will need to consult these publications for such details. In general it is better not to use the automatic paragraph or numbers generated by your computer because this formatting may be lost when the article is converted to another format for publishing. It is better to insert numbers and letters manually.

Spelling and grammar

St Stephen's College is a Canadian institution and therefore British/Canadian spelling should be used. The Canadian Oxford Dictionary, 2nd edition can be used as a resource. It is recommended that a copy editor be engaged to check the article for grammar and clarity.

Authorship

People who have been involved in writing the article or in the research need to be recognized. People who need to be listed include those who were involved in the research design or the acquisition, analysis or interpretation of data and/or drafting the paper or revising it critically. Each of these authors must approve the article before submitting it.

If there are multiple authors submitting an article, the corresponding author should make sure that all the information is communicated to the other authors and that the final version for printing is approved by each author. When listing the authors, the contributions of each one should be stated.

The work submitted should be original work, not previously published work. Abstracts, posters at conferences and results presented at a meeting are generally not considered prior publications.

Conflict of interest

If funders are involved in the research they should be recognized and other sources of support for the publication of the work should be acknowledged in the text of the paper. If you have a financial interest in any company or institution that might benefit from the publication of the article, this connection must be noted.

Copyrights

All copyright laws and regulations must be followed. Letters regarding any copyrighted materials should be included with the article. Footnotes and references should indicate the source of materials used in the research and article. Links to websites can be used to reference specific electronic documents. However, judgment must be used when citing sources from the internet. Online sources should only be cited to if the site archives material for a reasonable length of time, i.e., several years. You should check on the copyright policy of the publication to which the article

is submitted. Some magazines may pay you for the article and it then becomes their property. Other publications lease the copyright from you. You should know what the publication's rules are regarding your work.

Ethical standards

If the research involved human participants, proper consent should have been obtained. The article should state that the ethical guidelines of St Stephen's College were followed. All articles must show respect for other cultures and heritage when making statements or publishing images.

Internet Publishing

Publishing on the internet is an attractive option for many authors. Whether you choose an online journal or a blog, you have the potential of reaching a large audience. Mindi McDowell, Matt Lytle and Jason Rafail of US-CERT provide the following tips for publishing online.

- View the internet as a novel, not a diary. If you are writing an online journal or a blog, write with the expectation that people world-wide will have access to what you are writing. Make sure you feel comfortable with having this information about you known to many people.
- Be careful about how much personal information you reveal because it will be accessible to the world. The more information you include the easier it is for others to misuse information against you.
- Realize that you cannot take back what you write in the internet. You can remove material but you do not know who has downloaded or saved a copy of the material and can continue to use it or to put it back on the web.