1. COURSE DESCRIPTION
This course surveys the first fourteen centuries of the Church, studying the major forces, events and persons shaping the growth and development of Christianity in the East and West.

2. ENVISIONED LEARNING OUTCOMES

- Students will demonstrate an understanding of the major movements of decline/reform/renewal and their causes within church history, for example, the way the Church moves from being a transforming phenomenon at its inception.
- In their presentations and short papers, students will demonstrate their ability to research, especially with primary source documents.
- In their class participation students will demonstrate their ability to think critically whether in response to the textbook, lecture, other students, or other related people and material.
- Students will also demonstrate an ability to explain important historical nuances by writing and, when possible, using new technologies in preparation for future evangelization.
- Finally, students will demonstrate the ability to convey the historical circumstances of the Church’s Faith while clearly delineating a tradition of ideas, mission, liturgy, art and culture in light of a reflection upon the needs of contemporary culture.

3. COURSE SCHEDULE
As demonstrated in the schedule below, the students will study church history from the background of church history to the 15th century. Students will be required to critically engage with the posted lectures. Students will also be quizzed on a regular basis and take both a midterm and a final exam. The content of these tests will be drawn from both the lectures and from the text book. While studying church history, students are to keep in mind the mission statement of Holy Apostles College & Seminary, “to cultivate lay, consecrated and ordained Catholic leaders for the purpose of evangelization”.

Fr. Peter Samuel Kucer MSA STD
pkucer@holyapostles.edu
Week 1: Catholic and Non-Catholic Views of History August 29th- September 4th

1. During this week think about a saint to write a research paper on. By the end of this week you need to choose a saint to write on. The saint you chose to research on must have lived prior to 1400. Inform me once you have chosen a saint.

2. Read Fr. Kucer’s Chapter 1.

3. Read Selection from John Vidmar’s book *The Catholic Church through the Ages.* (Introduction vii-viii.)

4. Respond to the discussion prompts of "Week 1 Discussion"

5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student’s postings.

6. Take Online Quiz 1

Week 2: Historical Context of the Early Church September 5th to September 11th

**Reminder - The final date that your research paper may be handed in is November 21st. The highest grade a paper may receive after this date is 80%.**

1. Read Fr. Kucer’s Chapter 2.

2. Read Selection from John Vidmar’s book *The Catholic Church through the Ages.* (The Early Church, Jewish Sources of Christianity, Roman Sources of Christianity, Influence of Jewish and Roman Sources on Christianity pages 1-9.)

3. Respond to the discussion prompts of “Week 2 Discussion”.

4. Respond to the Discussion Prompts of “Discussion 3”. Also, provide a quality response to at least one student’s postings.

5. Take Online Quiz 2.

Week 3: Catholic Church History September 12th to September 18th

1. Read Fr Kucer’s Chapter 3

2. Read Selection from John Vidmar’s book *The Catholic Church through the Ages.* (“Christian Sources”, “Paul”, 9-24.)

3. Take Online Quiz 3

4. Respond to the discussion prompts of “Week 3 Discussion”.

5. Respond to the Discussion Prompts of “Discussion 3”. Also, provide a quality response to at least one student’s postings.

Week 4: Early Christian Life September 19th to September 25th

1. Read Fr. Kucer’s Chapter 4

2. Read Selection from John Vidmar’s book *The Catholic Church through the Ages* (“Life of the Early Church” pages 36-42)

3. Take Online Quiz 4

4. Respond to the discussion prompts of “Week 4 Discussion”.

5. Respond to the Discussion Prompts of “Discussion 3”. Also, provide a quality response to at least one student’s postings.

Week 5: Early Christian Persecution September 26th to October 2nd
1. Read Fr. Kucer’s Chapter 5
2. Read Selection from John Vidmar’s book *The Catholic Church through the Ages* (“Attacks on Christianity” pages 25-30)
3. Take Online Quiz 5
4. Respond to the discussion prompts of “Week 5 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student’s postings.

**Week 6: Catholic Orthodoxy and Heresy October 3rd to October 9th**

1. Read Fr. Kucer’s Chapter 6
3. Take Online Quiz 6.
4. Respond to the discussion prompts of “Week 6 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student’s postings.

**Week 7: Midterm Week October 10th to October 16th**

1. Take online midterm

**Week 8: Fall and Rise October 17th to October 23rd**

1. Read Fr. Kucer's Chapter 7
3. Take Online Quiz 7.
4. Respond to the discussion prompts of “Week 8 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student’s postings.

**Week 9: Rise of Islam October 24th to October 30th**

1. Read Fr. Kucer’s Chapter 8
3. Take Online Quiz 8.
4. Respond to the discussion prompts of “Week 9 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student’s postings.

**Week 10: Evangelization October 31st to November 6th**

1. Read Fr. Kucer’s Chapter 9.
3. Take Online Quiz 9.
4. Respond to the discussion prompts of “Week 10 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student's postings.

Week 11: East and West November 7th to November 13th
1. Read Fr. Kucer’s Chapter 10.
2. Read Selection from John Vidmar's book *The Catholic Church through the Ages*. (“The Byzantine Church and the Eastern Schism” pages 96-104.)
3. Take Online Quiz 10.
4. Respond to the discussion prompts of “Week 11 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student's postings.

Week 12: Rise, Decline, and Reform November 14th to November 20th

**Reminder – Your term paper is due November 21st.**
1. Read Fr. Kucer's Chapter 11.
2. Take Online Quiz 11.
4. Respond to the discussion prompts of “Week 12 Discussion”.
5. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student's postings.

Week 13: Catholicism and Force November 21st to November 27th

**Reminder, please hand in your papers on November 21st. The highest grade a paper may receive after this date is 80%.**
1. Read Fr. Kucer's Chapter 12.
2. Take Online Quiz 12.
3. Respond to the discussion prompts of “Week 13 Discussion”.
4. Respond to the Discussion Prompts of "Discussion 3". Also, provide a quality response to at least one student's postings.

Week 14: Term Paper Reviews November 28th to December 4th
1. Read a paper from one student and respond to it in the discussion section “Week 14 Discussion.”

Week 15: Final Exam Week December 5th to December 9th
1. Take the Final Exam
4. COURSE REQUIREMENTS

1. Quizzes: 10%
2. Discussion Assignments: 15%
3. Community Interaction to Discussion Assignments: 10%
4. Paper: 45% *
5. Midterm: 10%
6. Final Exam: 10%

* The highest grade a late paper may receive is 80%. – See Number 12 for Term Paper Topics.

5. REQUIRED READINGS and RESOURCES:


6. SUGGESTED READINGS and RESOURCES:


7. EVALUATION

(Basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below). Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

GRADING SCALE:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below
### COMMUNITY INTERACTION (50-word response)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inadequate response</td>
</tr>
<tr>
<td>6.25</td>
<td>Poor response</td>
</tr>
<tr>
<td>12.5</td>
<td>Acceptable response</td>
</tr>
<tr>
<td>18.75</td>
<td>Individually-conscious contributory response</td>
</tr>
<tr>
<td>25</td>
<td>Community-conscious contributory response</td>
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</tbody>
</table>

### Grading Rubric for Papers

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 pts.</td>
<td>Paper Posting;</td>
</tr>
<tr>
<td>3 pts.</td>
<td>Paper Posting;</td>
</tr>
<tr>
<td>6 pts.</td>
<td>Paper Posting;</td>
</tr>
<tr>
<td>9 pts.</td>
<td>Paper Posting;</td>
</tr>
<tr>
<td>12 pts.</td>
<td>Paper Posting;</td>
</tr>
<tr>
<td>15 pts.</td>
<td>Paper Posting;</td>
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</tbody>
</table>

### CONTENT

<table>
<thead>
<tr>
<th>Absence of Understanding</th>
<th>Lack of Understanding</th>
<th>Inadequate understanding</th>
<th>Adequate understanding</th>
<th>Solid Understanding</th>
<th>Insightful understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline; highlights connections to other concepts; integrates concepts into wider contexts.</td>
</tr>
</tbody>
</table>

### RESEARCH

<table>
<thead>
<tr>
<th>Missing Research</th>
<th>Inadequate research and/or documentation</th>
<th>Weak research and/or documentation</th>
<th>Adequate research and documentation but needs improvement</th>
<th>Solid research and documentation</th>
<th>Excellent critical research and documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper shows no evidence of research: citation of sources missing.</td>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</td>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
</tr>
</tbody>
</table>
WRITING & EXPRESSION

<table>
<thead>
<tr>
<th>Incomplete writing</th>
<th>Writing difficult to understand, serious improvement needed</th>
<th>Episodic writing, a mix of strengths and weaknesses</th>
<th>Acceptable writing, but could use some sharpening of skill</th>
<th>Solid writing, with something interesting to say</th>
<th>Command-level writing, making a clear impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis is only partially written or completely misses the topic.</td>
<td>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</td>
<td>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</td>
<td>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</td>
<td>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error.</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage.</td>
</tr>
</tbody>
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8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

**Consequences of Academic Dishonesty:**

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

**10. ATTENDANCE POLICY**

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 7.5 quality hours) a week to this course. A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

**11. INCOMPLETE POLICY**

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.
12. ABOUT YOUR PROFESSOR

Your instructor, Fr. Peter, is most eager to open your minds to Church History. I hope my enthusiasm will lift your spirits up and, with the grace of God, we will mutually grow in wisdom and knowledge of sacred history.