



Course Syllabus

THS 670

Church History & Historical Theology

Spring 2026

Class Information

Day and Time: Wed 1:45–4:30 PM

Room Number: E206

Contact Information

Instructor Name: Ty Kieser

Instructor Email: tkieser@criswell.edu

Instructor Phone: (214) 818-1306; (309) 573-6624

Instructor Office Hours: Mon/Wed 9:30–10:30; Wed 12–1:30; Thus 1:30–2:30

Sign up [here](#)

Course Description and Prerequisites

A survey of the historical and theological developments throughout the history of the church from the close of the canon to the present day. Special attention to the teachings of historic theologians who shaped evangelical Christian theology

Course Objectives

At the end of the course, the student should be able to:

1. Identify key figures, events, ideas, and movements pertaining to the Christian church
2. Narrate the development of theological thought from the apostolic era to the present day with a sense of unity and cohesion.
3. Charitably analyze theological readings from the Christian tradition and contemporary scholarship.
4. Posit historical and theological claims with nuance, clarity, charity, and coherence.

We will pursue these objectives under the assumption that rigorous theological learning is an act of Christian discipleship that can bring us into closer communion with Jesus Christ and his Holy Spirit.

Required Textbooks

Athanasius. *On the Incarnation*. Popular Patristics 44b. Translated by John Behr. New York: St Vladimirs Seminary Press, 2012. (ISBN: 9780881414097)

Bonhoeffer, Dietrich. *Life Together*. DBWE, Vol. 5. Minneapolis: Fortress, 1996 (9780800683252).

Greenman, Jeffrey P., and Gene L. Green. *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission*. Downers Grove: IVP Academic, 2012 (9780830869701).

Luther, Martin. *The Freedom of a Christian, 1520*. The Annotated Luther Study Edition. Edited by Timothy J. Wengert. Minneapolis: Fortress Press, 2016 (ISBN: 9781506413518).

Shelley, Bruce. *Church History in Plain Language*. 5th ed. Grand Rapids: Zondervan Academic, 2021. ISBN: 978-0310115960.

Course Requirements and Assignments

Preparation and Questions (12 pts: 1 pt/day): Before each class students will submit notes from the reading and lectures, defining 5+ key terms/phrases (with citations/approximate time stamps) and they will write out 3 clarifying questions to discuss in class

Class Dialogue (24 pts: 2 pts/day): Class dialogue will be split into halves: (1) we will discuss student questions (drawn from the above preparation) and (2) we will collectively utilize the content through exercises. Synchronous students will, therefore, have already completed this assignment in class. Flex students can fully participate synchronously or fulfill this requirement asynchronously by (1) watching the discussion and creating a 5+ minute video response naming aspects they appreciated from the discussion and then (2) completing the exercise on their own and recording it. So if a student is fulfilling this asynchronously, they should submit 2 distinct video recordings—note: never record IN Canvas, record on your computer/Zoom and copy it into Canvas.

Discussion Review Response (12 pts: 1 pt/day): After each class, students will upload a video response to a summative prompt or two. This should be 4–6 minutes and will be open-note/book, but the prompt will draw from the discussion in class.

Primary Source Annotations (16 pts: 4 pts/each): About every third week, we will discuss a primary source reading from an author(s) of that time period. Students will develop annotations over those reading, with a minimum of 25 entries (about one every fourth pages). See below for details. Your grade will be based on (A) thoroughness and (B) reflection.

Theological Mentorship (25pts): The goal of this project is to learn from a historic theologian and thoughtfully engage his/her work. This project proceeds in multiple steps:

- 1) **Resource Selection**: Select at least 3 academic sources *about* your theologian and one source *by* your theologian (reading at least 100 pages from his/her work). This is due **2 weeks** before your presentation date (1 pt). You can get 2 points of extra credit if you meet with Valerie to discuss good sources for your presentation.
- 2) **Upload Presentation**: At least **3 days** before your presentation, you should upload (i.e., the slides/website/photos) to Canvas AND your notes for the presentation. While this should be a “presentation” and not simply be a reading of your paper, the format and manner of your presentation are up to your creative discretion (e.g., you could use PowerPoint, the whiteboard, Prezi, handouts, etc). If you use slides, they should have no more than 5 lines of text with no more than 5 words per line (i.e., max, 25 words per slide) and you may NOT copy and paste onto the slides. The only exception for this is a quote that you will use to explain your theologian. You are only allowed one notecards worth of notes

otherwise. If your presentation is under-prepared, your presentation date will be moved back with a 50% deduction. (1 pt)

- 3) **Presentation in Class:** Present on the life, theology, and significance of your theologian in class for 10–15 minutes. This presentation should include attention to relevant features of your theologians: (1) life, (2) important themes in their thought, and (3) potential significance for the church today. There will also be a brief Q&A about your figure afterwards. You should set up your presentation before class begins, failure to be prepared will mean that your presentation grade will be reduced by 20%. This component is worth 13pts.
- 4) **Reading and Writing:** Write a 1,000+ word paper (excluding footnotes) answering the question: “What does _____ have to teach us today?” You should include 3+ quotes from your theologian and 3 academic secondary sources (i.e., scholars writing about your theologian). This component is worth 10 pts and will be based on (A) close engagement with the reading [4 pts], (B) coherence of your paper [3 pts], and (C) the pastoral significance of your figure [3 pts]. This paper is due at midnight two days after your presentation (i.e., if you present on Tuesday, it’s due Thursday night). So it is expected that your paper will basically be done by the time you give your presentation, but you still have time to make minor edits after Q&A.

*please note that no merely-human mentor is perfect and, therefore, they all ought to be viewed as incomplete and mistaken in several places. Selecting and presenting on a mentor does not mean that you agree with them on everything or even that you agree with them on most things. However, each of these mentors is significant in the history of the church and, therefore, can teach us today—even if the lessons that we learn are critical of that figure.

The Story of the Church (11pts): You will record an 8–10 minute presentation in which you tell the “story of the church” from the close of the canon to today, submitting it to Canvas. The nature of the presentation is totally up to you and your creative imagination—e.g., you could film a short movie acting out various events, use PowerPoint, draw pictures, or discuss a timeline, etc. The content of your presentation must include 10 dates of your choice (which you have *memorized* and, therefore, shouldn’t be visible in your presentation until after you’ve named them) from among the list below. However, you can include other details, content, events, dates, etc. Your grade will be based on: (A) detail of your story [3 pts], (B) unity of your story [3 pts], (C) clarity and creativity of your presentation [3 pts], (D) memorization of dates [2 pts].

Course/Classroom Policies and Information

Late work: Your grade will be reduced by 10% for each calendar day an assignment is late. However, any/all missed assignments may be submitted before the end of the semester for up to 50% credit.

Technology: Cell phones should *not* be used during class time. Additionally, laptops inherently have several negative consequences on classes that prioritize discussion.¹ However, I recognize that computers also have

¹ In addition to the potentially distracting nature of computers for the user and their neighbors, the negative consequences can include adverse effects: (A) Interpersonally: they create a physical barrier between humans in dialogue. (B) Mentally: your brain does not function as sharply when it is subconsciously aware that you could access the answer in

several advantages and that some of the assigned reading will be originally accessed digitally. Therefore, computers may be allowed under the condition that they are used properly. However, I reserve the right to deduct grades for misuse of any technology or designate particular periods of time as laptop-free.

Reading: Because of the high volume of video lectures this semester, we will have a “3-hour rule,” whereby if you have not completed the weekly reading in 3 hours (of very focused attention), you are permitted to put the book down and “be done.” This is intended to prevent you from being overworked and to train you in reading wisely. You will have to learn how to skim certain sections, how to read other sections very carefully, and how to tell the difference. This, however, does not include the time it takes to make annotations and/or write out your preparation.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student’s responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

two seconds with less effort than you could by simply thinking; plus you more quickly forget the content retrieved this effort-less way (see *Make it Stick; The Shallows: What the Internet is Doing to Our Brains*; “Is Google Making Us Stupid?”). (C) Teleologically: computers inherently prioritize efficiency; whereas a discussion is a gradual process oriented toward intellectual formation (and, therefore, is often superficially inefficient).

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

AI can be used wisely, and it should be used accordingly in this class (if it is used at all). It should NOT be used to generate text or idea (e.g., you should never copy and paste), but can be used as a referee (e.g., double checking grammar and logic) and reference (e.g., sources; however, as with any source, “trust but verify”). Basically, any use of AI that would be considered plagiarism if pulled from another person or source is strictly prohibited. Any use of AI that would be permissible if aided by another person or resource is permitted. For example, you wouldn’t let your friend re-write your paper (or even an entire sentence), so you shouldn’t let AI re-write your paper (or even an entire sentence).

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Substantial revision – you may not use AI to revise your content beyond grammar and syntax
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate

discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

January 21st — Intro

Mentor presentations decided

<https://vimeo.com/70893101?fl=pl&fe=sh>

Module 1) Patristic and Medieval Theology

January 28th — Early Church and Canon

Videos

Shelley, *CHiPL*, 35–100

Preparation (due before class)

Dialogue (self-assessment due Tuesday at 11:59 PM)

Discussion Review Response (due Tuesday at 11:59 PM)

February 4th — Councils and Christology

Videos

Athanasius, On the Incarnation

Shelley, *CHiPL*, 117–26

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

Athanasius Annotations (due before class)

February 11th — Augustine + Early Medieval

Videos

Shelley, *CHiPL*, 159–212

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

February 18th — Scholastic and Aquinas

Videos

Shelley, *CHiPL*, 213–270

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

Module 2) Reformation Theology

February 25th — Reformation(s): German and Swiss

Videos

Luther, *Freedom of the Christian*

Shelley, *CHiPL*, 283–92

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)
Luther Annotations (due before class)

March 4th — Reformation(s) & Beyond

Videos

Shelley, *CHiPL*, 293–302; 312–330; 387–411

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

March 11th — Modern Philosophy

Videos

Shelley, *CHiPL*, 352–386

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

Rest and Reading

March 18th — Spring Break (no class)

March 25th — Reading Week (no class)

Module 3) Modern

April 1st — Liberalism and its Detractors

Videos

Shelley, *CHiPL*, 448–87

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

April 8th — Barth and Bonhoeffer

Videos

Bonhoeffer, *Life Together*

Shelley, *CHiPL*, 489–500

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

Bonhoeffer Annotations (due before class)

April 15th — Postmodern and Postliberal; Catholic and Orthodoxy

Videos

Shelley, *CHiPL*, 413–35; 514–37

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

April 22nd — Liberation Theology

Videos

Shelley, *CHIPL*, 539–553

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

April 29th — Science and Contemporary Movements

Videos

Greenman & Green, *Global Theology in Evangelical Perspective*

Shelley, *CHIPL*, 554–67

Dialogue preparation (before class), self-assessment (due Tuesday), and response (due Tuesday)

Greenman & Green Annotations (due before class)

May 6th — Summative Week

May 13th — Final Meeting

Story of the Church (due March 14th at 11:59 PM)

Story of the Church Dates

Please *memorize* and include 10 dates in your story of the church presentation. Below is a list of pre-approved events and dates. You are, however, allowed to include countless other dates/events, if you receive permission from the professor first.

70: Destruction of Jerusalem
170: Muratorian Fragment²
312: Conversion of Constantine
325: First Council of Nicaea
381: First Council of Constantinople
430: Death of Augustine
431: Council of Ephesus
451: Council of Chalcedon
622: Muhammad's Hijrah: birth of Islam
800: Charlemagne crowned Holy Roman Emperor
1054: East-West Split
1274: Death of Thomas Aquinas
1309: Papacy begins "Babylonian" exile in Avignon
1373: Julian of Norwich receives her revelations
1517: Luther posts his *Ninety-Five Theses*
1525: Conrad Grebel rebaptizes George Blaurock
1529: Marburg Colloquy
1545: Council of Trent begins
1564: Death of John Calvin
1618: Synod of Dort
1611: King James Version of Bible published
1678: John Bunyan, *Pilgrim's Progress* (part 1 published)
1738: John and Charles Wesley's conversions
1821: Schleiermacher's *Christian Faith*
1845: Southern Baptist Convention formed
1906: Azusa Street revival
1925: Scopes Monkey Trial
1934: Barmen Declaration
1947: First Billy Graham Crusade
1962: Vatican II begins
1968: Medellín Conference
1971: Daley led 'exodus' out of Harvard Chapel
1974: First Lausanne Congress

² There is significant debate around the dating of this text. However, knowing its existence, importance, and plausible early dating is valuable. See Edmon L. Gallagher and John D. Meade, *The Biblical Canon Lists from Early Christianity: Texts and Analysis* (Oxford: Oxford University Press, 2017), 175–83.

Pre-Approved Mentor Options

Clement of Rome (c. 99)	Bernard of Clairvaux (1153)	Bunyan (1688)
Ignatius of Antioch (c. 107)	Lombard (c. 1160)	Baxter (1691)
Polycarp (c. 155)	Bonaventure (1274)	Lucy Hutchinson (1681)
Irenaus (c. 202)	Aquinas (1274)	
Perpetua & Felicity (203)	Scotus (1308)	Leibniz (1716)
Justin Martyr (c. 165)	Ockham (1349)	Newton (1727)
Athenagoras (c. 190)	Francis (1226)	Locke (1704)
Tertullian (c. 220)		Hume (1776)
Jerome (d. 420)	Wyclif (1384)	Kant (1804)
Vincent of Lérins (c. 445)	Hus (1415)	Pascal (1662)
Clement of Alexandria (215)	Erasmus (1536)	Spener (1705)
Origen (254)	Catherine of Siena (1380)	Charles Wesley (1788)
Cyprian (258)	Julian of Norwich (c. 1429)	John Wesley (1791)
	Melanchthon (1560)	Edwards (1758)
Athanasius (373)	von Grumbach (1568)	Osborn (1796)
Basil of Caesarea (379)	Chemnitz (1586)	Whitefield (1770)
Sister Macrina (379)	Müntzer (1525)	Backus (1806)
Gregory of Nazianzus (390)	Sattler (1527)	Schleiermacher (1834)
Gregory of Nyssa (395)	Hubmaier (1528)	Straus (1874)
Cyril of Alexandria (444)	Simons (1561)	Palmer (1874)
Leo the Great (461)	Zwingli (1531)	Rauschenbusch (1918)
	Bucer (1551)	Bonhoeffer (1945)
Augustine (430)	Vermigli (1562)	Barth (1968)
Anthony (356)	Schütz Zell (1562)	ten Boom (1983)
Chrysostom (407)	Beza (1605)	Lewis (1963)
Benedict (550)	Cajetan (1534)	Henry (2003)
Boniface (754)		Stott (2011)
John of Damascus (753)	Francis Xavier (1552)	Graham (2018)
Photios (891)	Ignatius of Loyola (1556)	Seymour (1922)
Gregory Palamas (1359)	Teresa of Ávila (1582)	Semple McPherson (1944)
Gregory the Great (604)	John of the Cross (1591)	Koyama (2009)
Charlemagne (814)	Bellarmino (1621)	Mbiti (2019)
Bernard (1153)	Tyndale (1536)	Padilla (2021)
Hildegard (1179)	Askew (1546)	Yonggi Cho (2021)
Innocent III (1216)	Cranmer (1556)	Yeo
Anselm (1109)	Hooker (1660)	Gutiérrez
Abelard (1142)	Owen (1683)	Jennings

Presentation Responsibility Agreement

What day is my presentation:

I understand that I should set up any tech/material before class begins: Yes / No [circle one]

When is my paper due:

What day will I submit the presentation on Canvas:

What day will I submit the resource selections:

I understand that I am totally responsible for tracking these due dates and if I fail to meet them my mentor-grade will be reduced by 50%: Yes / No [circle one]

Annotation Format

You can use Microsoft Word or Excell, but each annotation should include the following components:

Page #	Quotation	Brief Reflection
5	"..."	...
29	"..."	...
147	"Of course it is. The best bear in all the world." "I might have known," said Eeyore. "After all, one can't complain. I have my friends."	Eeyore's assumption that the party was for him might have led him to discouragement. However, instead, he appreciates Pooh's effort to save Piglet and, more than a party, he's grateful for all the friends that he has.