Semester: Spring 2017  
Course: CG 5322 N  
Room: Bishop Nold Bldg, Rm 204

Professor: The Reverend Paul E. Lockey, Ph.D.
Email: lockeyp@stthom.edu
Phone: campus: 713.686.4345 ext. 273;
Class Time: W 1900-2145

Office Hours: by appointment

Required Texts:  
John Paul II.
As well as any handouts that may be delivered to the class.

A. Course Description: The course entitled *Trinity and Incarnation*, CG 5322, considers the basic teachings of the Church regarding the doctrines of the Incarnation and Trinity.

B. Course Objectives: This course presents the mystery of the Triune God revealed in the mission of Christ and the gift of the Spirit. Special attention is given to:
1. The transformation of Jewish monotheism by New Testament revelation;
2. The tandem development of Trinitarian and Christological doctrine in the Church;
3. A systematic perspective on the Triune God, the person and work of Christ, and the work of the Holy Spirit;
4. The pastoral implications of the Catholic doctrine of God and Christ.

C. Required Workload

Attendance/preparation for class according to the policies and practices indicated in the University of St. Thomas catalog; presentations, reflection papers, leadership and participation in group discussions, homework assignments, exams, including mid-term and final.

D. Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>20</td>
</tr>
<tr>
<td>PPT</td>
<td>40</td>
</tr>
<tr>
<td>Participation (see participation on line for posting in general)</td>
<td>20</td>
</tr>
<tr>
<td>Midterm and Final</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL** 100
GENERAL GRADING STANDARDS (stated in terms of a paper, but applicable to whatever the assignment might be)

An “A” paper is superior in content, organization, and construction. An “A” paper contains no major distracting errors in grammar, sentence structure, paragraph structure, word usage, and/or punctuation, and including textual citations (footnotes, endnotes) and bibliographic references. Papers with superior content contain a clear sense of purpose; original main ideas; unusually compelling evidence; descriptive details; personal experiences; and/or extensive explanation of examples, viewpoints, complex concepts, claims, and most written statements. Papers with superior content demonstrate clear evidence of thought, planning, and audience awareness on the writer’s part.

A “B” paper is above average in content, organization, and construction. "B" Papers with above average content generally contain a clear sense of purpose; ideas; details; personal experiences and so forth. Papers with above average content demonstrate clear evidence of thought and planning and are written with a minimum of distracting errors in grammar, sentence structure, paragraph structure, word usage, and/or punctuation.

A “C” paper is a competent effort that fulfills the minimum paper assignment requirements. A "C" paper may be generally clear, concise, and coherent, but it is occasionally marred by lack of development, mistakes in mechanics, illogical sentence structure, and/or paragraphing errors. The "C" paper carries out the assignment in a routine way, such as a paper written without attention to the prewriting, planning, and revising stages of the writing process. The errors in a "C" paper are not distracting, the reader can follow and understand without difficulty, but the writing is neither vigorous nor well-developed, with few fresh perspectives offered by the writer and/or little development of the paper’s purpose.

A “D” paper is an unintelligible and underdeveloped response to the assignment; it may relate to the assignment but does not state or support a commitment to the topic in terms of both focus and organization. The "D" paper contains frequent grammatical errors which make the paper difficult to understand. Alternatively, it is characterized by irrelevant, inaccurate, inconsistent, and/or trivial content. A paper that does not fulfill all the stated content requirements of the assignment can fit into this category.

An “F” paper is unintelligible in terms of both organization and mechanics. It contains incoherent sentences and paragraphs; illogical, unrecognizable, or slang word choices; and it is factually inaccurate, logically inconsistent, and/or irrelevant to the assigned topic. The "F" paper is so poorly organized and so carelessly written that a reader finds it difficult if not impossible to understand. A plagiarized paper can fit into this category.

Incompletes

An incomplete, or “I”, will be posted as a grade only in extenuating circumstances and after discussion with the student. Tardiness in submitting papers is not a reason for seeking/awarding an “I.” Incomplete marks in this class are not offered unless circumstances meet the UST requirements. Incompletes are rarely granted.

Attendance (General Guidelines)

Attendance: Students are required to attend each class in accordance with the standards of the University of St. Thomas and St. Mary’s. Absences: Students will not receive participation points or attendance credit for a missed class. Second class absence will be penalized double; third class absence will penalized triple, and so forth, unless express permission for extenuating circumstances is granted. Late arrival and early departure: Students are expected to be punctual. Late arrival or partial presence will be recorded and may result in a reduction of class participation points as follows: entering class after the start of the class: -1 point(s) from final
grade for each occurrence; leaving class prior to the end of the class: -1 point(s) from final grade for each occurrence.

**Participation (General Guidelines for on ground attendance)**
You need to come to class prepared to engage in and contribute to discussions and activities based on the readings for the day and week. Each student is expected to participate in all class activities. Lack of participation will affect a student’s grade as follows: liability of possible -1 point(s) deduction per activity and/or class and/or up to -10 points for lack of class participation during the semester.

**Participation (General Guidelines for online attendance)**
Engage the required number of times for the online course by responding to posted questions and posted responses as well as posting assignments on time).

**Late Assignments**
Late assignments are not accepted without extreme extenuating circumstances prevailing, in which case, a thorough and prior to the class discussion has been held with the professor.

**Writing Standards**
All papers must be submitted in the format prescribed by the professor as announced in the class. The mechanics of student papers and work will be evaluated as well as the content (including grammar, sentence structure, paragraph structure, word usage, and/or punctuation, spelling, textual citations (footnotes, endnotes) and bibliographic references, all properly formatted according to the announced prescribed usage). It is imperative that guidelines be reviewed before an assignment is begun. It is also important that the required submission format be followed in compiling the final paper or assignment.
Failure to comply with either acceptable writing standards or prescribed formatting will result in point deduction.

**Presentation Standards**
All presentations are subject to presentation standards are outlined in the classroom. Presenter led discussions must be stimulating, on topic point for the document being considered, and lead to a deeper understanding of the issues within the document. Presenter led discussions which are “cute” or “innovative” but not highly relevant to the issues will result in a reduction of possible points.

**E. Academic Honesty:**
Cheating, plagiarism, and other forms of academic dishonesty will be subject to University policy. The penalty for an incident of academic dishonesty is a 0 for the work in question and subsequent incidents of academic dishonesty will lead to dismissal from the University according to University policy. The University trusts that each student will maintain high standards of honesty and ethical behavior. All assignments submitted in fulfillment of course requirements must be the student’s own work. Plagiarism will not be tolerated. Students who are detected plagiarizing may receive a zero grade on that assignment and may be subject to further disciplinary action by the University.

If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication
when the content of such communication clearly originates from an identifiable source. Also, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in a campus learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation.

F. Reasonable Accommodations Policy: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me within the first few weeks of class. While all discussions will remain confidential, in addition, students with disabilities will need to contact Counseling and Disability Services in Crooker Center (713-525-6953 or 3162).

G. Substantial Postings: (resource, reconfigured somewhat: http://www.troupisd.org/1112/say-something-substantial.pdf)

What constitutes a substantial posting?
- Each posting should effectively drive conversation and motivate the other members of the group to think more deeply about the topic being discussed.
- The classroom site is a forum for engagement in conversations, activities, and collaboration.
- Actively participating in the online forum will support and strengthen understanding of the curriculum.

A substantial posting will do the following:
- First and foremost, take the question seriously, posting valuable and substantial material gleaned from reading and research (including sources).
- Discuss a personal experience (i.e. memory, interaction, person, class, book, etc.) that has influenced your perception of a given topic. Provide specific details about where your ideas, beliefs, opinions, etc. come from to support your statements.
- Think outside the box or play devil’s advocate (respectfully, of course). Providing another point of view on a topic being discussed can be both interesting and enlightening, effectively sparking further discussion.
- Make connections between the discussions taking place in the classroom forum to information learned in other classes and subject areas. Connecting what has been learnt to past knowledge or experiences will strengthen retention of that information.
- Share a resource that used that has been helpful for understanding.
- Summarize the main ideas being discussed or presented in one’s own words to ensure a strong grasp of the central concepts.

Replying to peer posts
- Comment thoughtfully and respectfully on the ideas, experiences, and questions presented by peers. The more engaged one is with one’s peers, the more meaningful the conversations will be for everyone involved.
Present a new question for discussion to broaden, refine, or redirect the conversation.

Ask peers for clarification on ideas may not be clearly understood. Peer learning is a strong resource for individual learning. Peers are your best resources.

G. Characteristics of Quality Online Discussion Posting or Message (adapted from Dr. Judith V. Boettcher’s site on “Designing for Learning.” She is the Executive Director of CREN, a non-profit higher education organization: http://www.designingforlearning.info/services/writing/ecoach/tips/tip33.html)

Here is a set of recommended characteristics adapted from a site at St. John’s University (NY).

Checklist:
1. Substantial: Messages must relate to the subject matter, provide information, researched opinions or key questions about that subject matter.
2. Concise: Your message should be clear: think “clarity.” If your reply is several Word pages long, it is probably lacking clarity.
3. Provocative: A good message is one that prompts others to reply or object.
4. Explanatory: A good message explores, explains, or expands on a concept or connection.
5. Timely: A good member of the learning community gets online regularly and replies to messages in a timely fashion.
6. Logical: A good message should contain a clearly stated conclusion of thesis supported by premises, reason, evidence or grounds of belief.
7. Grammatical: A good, clear, concise message should be well written and free of typos and sentence fragments.

Days of Posting and Replying:

1. Each group must post two questions and a PPT for their assignment.
2. Questions are to be posted on Monday and Tuesday, consecutively.
3. The PPT is to be posted on Friday.
4. Each student must make a substantial post to each question prior to Friday.
5. Each student must reply to at least one peer post per question by Sunday midnight.