



BEXLEY HALL SEABURY WESTERN SEMINARY FEDERATION

Course title:	HT 340 Anglican Theology and Ethics
Term offered:	Fall 2020
Format:	Online, with synchronous and asynchronous elements, including Zoom sessions as set out in the calendar below.
Course duration:	Fall semester, 14 weeks.
Meeting dates:	Recommended: August 29; Required: October 3, November 7, December 5
Instructor:	Jason Fout e-mail: jfout@bexleyseabury.edu mobile: 614-330-7414
Office hours:	send me an e-mail! We can either chat by e-mail or arrange a time to talk by telephone or, if needed, Zoom.

If you would like to meet to discuss any aspect of this course or other issues which may arise, please e-mail me or catch me before or after class and I will be happy to arrange a mutually-convenient time for us. In the event of something urgent, please feel free to phone me at the above number.

If you have learning differences or any other issue which may impinge on your participation in the course, please let's make an appointment early on to discuss how best to approach the course.

I. Invitation to a journey: Where are we going? (Course Description):

What sorts of things do we believe as Anglican sorts of Christians? How can we speak (write, think) of God with integrity and clarity? Why does any of this matter, for our lives or the ministry of the church? These questions are the beating heart of this course.

Sometimes, courses in Anglican theology – or “Anglican” anything – can become an exercise in nostalgia, antiquarianism, or pure descriptive history (“Theologian X said Y about Z. Memorize it.”).

But I’m convinced that Anglican theology is about God, not about Anglicans.

Now clearly Anglicans in the past have had some interesting things to say about God, and it’s worth bothering with them. But this is less a class in history, sociology, or “spirituality” than in theology. As Anglican writer Evelyn Underhill expressed it (in a letter to Archbishop of Canterbury Cosmo Lang, c. 1930), “**God is the interesting thing about religion, and people are hungry for God.**” We’ll sort our class mostly topically rather than historically. (We’re interested, of course, in what the churches of the Anglican Communion teach about God – but this should interest us because it is what we teach about *God*, rather than what *we* teach about God.)

We'll also spend some time considering the doctrine of the church (ecclesiology), evangelism, and mission.

We'll then turn to some ways to approach ethics and especially social ethics theologically. This year we will be focusing especially on the American context and how the church might approach addressing the curse of racism, particularly in light of the protests last summer (2020) and our growing awareness of the role of white supremacy in our nation and the reality of systemic racism.

The class also spends time drawing in some post-colonial perspectives at various points.

We're going to focus on two major skill sets in this class. First, **reading**: understanding, and grappling with texts. Second, **writing**: planning, composing, critiquing, and re-writing a paper. Both of these foci are ways of attending to and clarifying our own thinking, and building skills that will be valuable for your subsequent ministry.

That we get to do so prayerfully before God is wonderful. Throughout it all, we're going to be growing as *theologians*, as those who think about, write about, and speak of God – who are *responsible* to speak of God wisely – with a particular concern to bring this to bear on our lives and ministry contexts.

If you'd like to read a more "catalog"-style description of the course, here is one:

This course provides an overview of Anglican theology and ethics, in historical but primarily topical and contemporary perspective, with attention given to the development of Anglicanism as an emerging varied and diverse worldwide communion, one which is working to be contemporary and postcolonial while also searching for what is of value in its "classic" sources and thinkers. Particular attention will be given to the difficult task of learning to think theologically in a context which is typically bemused or hostile to such work, to Anglican perspectives on theology and mission, as well as to Anglican approaches to ethics and social thought.

II. What will we find when we get there? (Course objectives and goals):

This course is an opportunity for us to explore some great Anglican thinkers, and to engage with God, while also continuing on whatever path to ministry – lay or ordained – that you are walking.

Goal 1: Students who successfully complete this course will be able to think theologically, reflectively, critically, and faithfully

You'll know you've done well here when you find that you have:

+ Broad knowledge of systematic and contemporary critical and constructive theologies and of Anglican/Episcopal theological ethics; a capacity to address liturgical, pastoral and public issues from a theological perspective; and an ability to articulate one's own theological perspectives with clarity and conviction. [1.3]

§ This will be assessed through multiple exercises, including reading questions, coffee hour questions, Q&A exercises, the research paper, and the final exam.

+ An understanding of how the intersection of historical experience, social identities (such as race, class, gender, physical ability, sexual orientation), and related systems of privilege, power, discrimination, and oppression shape, sustain, and transform the social contexts in which mission is articulated and in which ministry takes place. [3.3]

§ This is present throughout the course, and particularly in Unit Four; it will be assessed through multiple exercises, including reading questions, coffee hour questions, Q&A exercises, the research paper, and the final exam.

+ An ability to articulate one's own beliefs and to reflect on one's own spiritual and vocational experience and development. [4.2]

§ This will be assessed through multiple exercises, particularly the coffee hour questions and discussion question.

Those are the primary outcomes for this course. They fulfill the goals of our curriculum which correspond to the numbers in brackets. In addition, this course will help you achieve the following secondary goals:

+ General knowledge of significant developments and persons in church history, in the Anglican Communion, and of the history, polity and canons of the Episcopal church; and an ability to bring historical insight to bear on contemporary ecclesial, communal, and public issues. [1.2]

§ This will be assessed through multiple exercises, including reading questions, coffee hour questions, the final exam, and (perhaps) the research paper.

+ A capacity to identify and creatively to employ cultural resources for the life of Christian faith, mission, and ministry in sensitive and contextually appropriate ways. [3.1]

§ This will be assessed through multiple exercises, including reading questions and coffee hour questions; it is the major focus of Unit Three.

+ A critical awareness of one's own social location, culture, preconceptions, and biases, and a sense of self that is informed by one's own cultural narrative. [3.4]

§ This will be assessed through multiple exercises, including reading questions and coffee hour questions; it particularly figures into Unit Four.

+ The capacity to engage in various methods and techniques of theological reflection. [4.1]

§ This will be assessed through multiple exercises, including reading questions and discussion questions.

Further correlation of goals and assignments is found below, in the assignments list; this will indicate how you can assess your progress on these goals.

III. How will we get there? Class Expectations:

Time requirements:

We are all busy. Most of you are taking more than one class. Many of you also have family or other social roles. Many of you are also heavily involved in a church placement or internship of some kind. A few of you may also be holding down full or part time employment. We are all busy.

In order to successfully complete this course, you should be aware of the amount of time that it will expect of you. Over the course of the semester, *in addition to in-class meeting time*, you will be expected to spend roughly **108 hours** reading, researching, writing, and otherwise preparing for class. This is based on a standard formula for workloads for a three credit-hour class. This works out to roughly nine hours per week (some weeks may be more, some less, but on average, nine). You should work to make sure that you can budget this amount of time, and set aside blocks of time to focus in on your work for this class.

Attendance and participation:

This course is a learning opportunity for all involved, and that learning takes place when we are all present and engaged. Being present means, minimally: *showing up, on time, prepared and ready* – it also means having read the material for the day before we meet. But even as our ideal in worship is not only to be present, but to be truly engaged, so also should our aim in thinking, talking and learning about Anglican theology and ethics is to be present and engaged: probing, challenging, pondering, asking questions. In this way the classroom becomes our learning environment, and our class a collective project in learning about the ongoing conversation in our church about who we are and where we are going.

This course, outside of in-person sessions, will be focused on reading, understanding and responding to texts and working to express ourselves through brief written essays. In-person sessions will feature a mix of lecture, seminar, and group activities. Each of these elements is intended to help you to grow in the practices related to the curricular goals above. (This pedagogy will be reviewed in light of students' progress towards these goals.)

Writing:

In a lot of classes, a paper is expected. In a lot of classes I've taught – and more than a few I've taken – papers were left to the very final weeks. We forgot about it for most of the term and then, at the last moment, we *cranked out* a paper. Who invented that machine that *cranks out* papers? And why didn't he build a machine that made better papers?

We'll be writing a paper in this class.

But in this class we will begin working on your paper from the very beginning. If writing and thinking are connected, then it won't do to leave the thinking (and writing) for last. We'll dive right in at the beginning. You will have *three full weeks* in the term to focus on reading, thinking, and writing the first draft of your paper. And then you'll submit it to one of your colleagues for peer review. I'll provide some initial feedback and guidance. You'll have a chance to incorporate any feedback you receive, and then turn in a final draft to me at the end. And no cranks!

IV. Course Requirements:

1) Attendance, participation in synchronous sessions	100 pts
2) Synchronous work, including coffee hour questions	50 pts
3) Canvas reading comprehension questions	100 pts
4) Canvas discussion and Q&A exercises	150 pts
5) Final paper	500 pts
6) Final exam	100 pts

- 1) **Attendance and participation:** The synchronous sessions of this class are planned in such a way that your attendance and participation are intrinsic to our learning – there will be a great deal of discussion

and there may be spirited disagreements (although always conducted within the bounds of Christian civility!), but these require you to be present and actively engaged. Absences from synchronous sessions will have a detrimental effect on your final grade. Your participation is important for our learning! Participation also includes the initial “getting ready” materials on Canvas. (Please also see the BSSF Absence Policy on Canvas.) [1.3, 3.3, 4.2, 1.2, 3.1, 3.4, 4.1]

2) **Synchronous session coffee hour questions:**

Coffee hour questions: These are three sets of questions that you may be asked in any setting (such as coffee hour at church). The intent of the exercise is to be able to provide a succinct, accurate, and pastorally appropriate response. The questions will be undertaken during the synchronous sessions of our classes. [1.2, 1.3, 4.2]

3) **Canvas reading comprehension questions:**

Ten sets of reading comprehension questions: There will be a number of opportunities throughout the class for you to respond to sets of questions on the readings. Some of these are pre-reading questions; most of them are questions to be answered on the basis of the reading selection, and are intended to aid and reflect reading comprehension. Answers will be graded on accuracy. *These should be completed in Canvas by the deadline indicated.* [1.3, 3.3, 4.2, 1.2, 3.1, 3.4, 4.1]

4) **Canvas discussion and Q & A exercises:**

A) Discussion:

Three opportunities for discussion: These are loosely-structured opportunities for you to process class material with your colleagues in discussion forums on Canvas. Over the course of the term, you are to respond to a total of three writing prompts; you will also respond to at least one of your colleagues' entries each of the three times. *These should be completed in Canvas by the deadline indicated.* [1.3, 3.3, 4.2, 1.2, 3.1, 3.4, 4.1]

B) Q & A exercises: There are three opportunities for Q&A; there are two steps to this exercise:

1) first, you will have an opportunity to collect your thoughts and articulate a question that has arisen for you through the readings and material for the class. An effective question will be specific and call attention to one or more locations in the readings with a page reference; a very good question will draw two or more authors into conversation on a topic, or connect ideas from the reading with pastoral practice or other questions beyond the text. Questions may be to clarify a term or concept; they may analyze and go deeper with an idea; or they might synthesize and wonder about wider applications. This question will be posted by the due date listed in the calendar below. Questions may be as short as a few sentences, or as long as a few paragraphs. **Questions should be posted by midnight of the Wednesday of the week.**

2) next, you will sift through the questions your colleagues have asked and respond to (at least) one. An effective response will be clear, concise, and correct. It will likely make reference to the readings for this class; it may go beyond to draw in other resources as well. **Responses should be posted by midnight of the Friday of the week.**

There will be three Q&A exercises for this class. Both questions and answers will be assessed.
[1.3, 3.3, 4.2, 1.2, 3.1, 3.4, 4.1]

- 5) **Final paper.** Students will prepare a final research paper of around 10 pages (2500-2750 words, double-spaced, in a 12 point font) on a topic germane to the class subject-matter, of interest to him or her, and in conversation with the professor. Preparing the project will require *around 400 pages of additional reading beyond the class required bibliography*, agreed on in conversation with the professor, but may also draw on reading done for class. (Sources may be taken from the course *recommended* or *supplemental* bibliographies.) The student's topic and supplemental reading list will be discussed and agreed in conversation through an online meeting, e-mail exchange, or phone call by the end of our first class meeting (*October 3rd*). The topic of the paper is open but should be a substantial engagement with whatever material the student chooses. The paper should be logically organized and clearly written, with a clear, well-developed thesis statement; it ought to draw on materials appropriate to the task envisioned (including primary and relevant secondary material), and provide evidence of critical and analytical thought in regard to the thesis proposed.

<i>Preliminary thesis, outline, bibliography is due October 3rd;</i>	<i>50 pts</i>
<i>First draft of paper is due October 23rd;</i>	<i>100 pts</i>
<i>Peer review of a colleague's paper is due November 13th;</i>	<i>50 pts</i>
<i>Final draft of paper is due December 4th;</i>	<i>300 pts</i>

Students will prepare to speak on their work for ten minutes and answer questions in the final synchronous meeting, Saturday, December 5th.

This work will be assessed according to the rubric for a research paper, available on the Canvas site, and distributed to students with further information about the paper. The final draft of the final paper will be included as an artifact in students' portfolios, and may be used to assess student learning in this course.

[curricular goals met by the final paper will vary by chosen topic, but in all cases will show evidence of 1.3, 3.3, 4.2, and 4.1]

- 6) **Final Exam** There will be a final exam covering all the material for class, taken online through Canvas. It will be a timed test. [1.3, 3.3, 4.2, 1.2, 3.1, 3.4, 4.1]

**The final paper is due to Dr. Fout, by e-mail at the above e-mail address by
11:59pm CST, Friday, December 4th, 2020**

If you are taking the course as an auditor or for continuing education (that is, not for credit), you are welcome to participate in every aspect of the course: if you wish to join the conversation, you must do the reading for that week, and should have composed a reading report; you may choose to do a final paper to be turned in to the instructor (which will be assessed with feedback at the instructor's discretion).

Those taking the course for credit are required to complete the student course evaluation in order to see their grades on Populi.

**** All work not turned in on time
(by the time indicated on the day it is due)
is subject to reduction in grade,
and is accepted at the discretion of the instructor. ****

V. Various other course matters

Bexley Seabury requires a minimum grade of C to pass a course.								
Grade	Points	Description	Grade	Points	Description	Grade	Points	Description
A (4.00)	96-100	Superior/Mastery	A- (3.67)	90-95	Excellent	B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)	B- (2.67)	80-83	Good (low)	C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate						
F/NC (0)	<70	Unacceptable (Fail/No Credit)						
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.								

A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course, along with the instructor's graded artifact and a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is [the final paper](#).

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Terry DeLisio, tdelisio@bexleyseabury.edu).

VI. Schedule of Readings and Assignments with due dates

Note: a deadline of midnight on a given day is meant as the end of that day – 11:59pm, or a minute later, on the date in question. A deadline of, say, midnight on Thursday September 20th means that your work is due at the end of that day – and not the very beginning. All clock time in this syllabus should be understood to refer to the central time zone.

Unit 1: Introduction to Anglican theology

Week 1: By midnight, Friday, September 11th

Read: Coakley on prayer

Rowan Williams, *Being Christian: Baptism, Bible, Eucharist, Prayer*: read all.

Paul Edwards, "How to Read a Book", on Canvas

Write: Reading questions on Canvas

Week 2: By midnight, Friday, September 18th

Read: Sam Wells, *What Episcopalians Believe*
Paul Avis, "What is Anglicanism?", *on Canvas*
Stephen Sykes, "The Genius of Anglicanism", *on Canvas*
Rowan Williams, "The Anglican Quest for Holiness", *on Canvas*

Write: Reading questions on Canvas

Week 3: *By midnight, Friday, September 25th*

Read: Rowan Williams, *Resurrection: Interpreting the Easter Gospel*

Write: Reading questions on Canvas
Question & Answer exercise on Canvas

Week 4: *By midnight, Friday, October 2nd*

Read: Ellen Charry, "The Beauty of Holiness: Practical Divinity", *on Canvas*
Rowan Williams, "Christology", in *The Vocation of Anglican Theology*
Kathryn Tanner, "Theological Anthropology", in *The Vocation of Anglican Theology*
Preface to the American Prayer Book, *BCP*, p. 9ff
Articles of Religion, *BCP*. p. 867ff

Write: Reading questions on Canvas
Discussion exercise on Canvas

Meet: *Via Zoom, Saturday October 3rd*

- 1) Come to class prepared to explore and discuss the Preface, and the Articles;
- 2) Before we meet, "coffee hour questions" will be distributed; each person will have a brief time to devise an oral response, and we will hear and discuss each person's response in class on the second day, connecting it to larger issues of Anglican theology and pastoral leadership.

Due: By midnight, *Saturday October 3rd*, turn in your preliminary thesis, outline, and working bibliography to Dr. Fout by e-mail.

Unit 2: Researching and Writing your Research Paper

Week 5: *By midnight, Friday, October 9th*

Read: Research for your paper

Week 6 *By midnight, Friday, October 16th*

Read: Research for your paper

Week 7 *By midnight, Friday October 23rd.*

Write: Write the first draft of your paper; turn it in to Dr. Fout by e-mail.

Due: Submit the first draft of your paper to Dr. Fout (jfout@bexleyseabury.edu) by midnight on Friday, October 23rd.

Unit 3: The Church, Mission, Evangelism, and the Anglican Communion

Week 8 *By midnight, Friday, October 30th*

Read: Graham Tomlin, *The Provocative Church* (4th ed.)
Stephen Sykes, "An Anglican Theology of Evangelism", *on Canvas*
The Five Marks of Mission, *on Canvas*
"Mission" by Cathy Ross, *on Canvas*
"Mission in the Anglican Communion" by Kevin Ward, *on Canvas*
Selections from Lambeth Conferences on mission, *on Canvas*
The Chicago-Lambeth Quadrilateral, *BCP. p.876f*

Write: Reading questions on Canvas

Week 9: *By midnight, Friday, November 6th*

Read: David Hamid, "The Nature and Shape of the Contemporary Anglican Communion", *on Canvas*
Kwok Pui Lan, "From a Colonial Church to a Global Communion," *on Canvas*
Fredrica Harris Thompsett, "The Primacy of Baptism: A Reaffirmation of Authority in the Church," *on Canvas*
Mark Chapman, "The Church", *on Canvas*

Write: Reading questions on Canvas
Q & A Exercise on Canvas

Meet: *Via Zoom, Saturday November 7th*

Talk: Before class, "coffee hour questions" will be distributed; each person will have a brief time to devise an oral response, and we will hear and discuss each person's response in class on the second day, connecting it to larger issues of Anglican theology and pastoral leadership.

Unit 4: Anglican Ethics: Social, Political, and Individual

Week 10 *By midnight, Friday, November 13th*

Read: Kelly Brown Douglas, *Stand Your Ground: Black Bodies and the Justice of God*

Write: Reading questions on Canvas

Due: peer review of a colleague's paper – send your annotated copy (or separate editorial document) to jfout@bexleyseabury.edu (For guidance on peer review, see separate document.)

Week 11: *by midnight, Friday, November 20th*

Read: Samuel Wells, *The Nazareth Manifesto: Being with God*, all

Write: Reading questions on Canvas

Week 12: *Thanksgiving break*

Week 13: *by midnight, Friday, December 4th*

Read: Harold T. Lewis, *Christian Social Witness*

Alan Suggate, "The Temple tradition", *on Canvas*.

John Hughes, "After Temple? The Recent Renewal of Anglican Social Thought", *on Canvas*

Write: Reading questions on Canvas

Q & A Exercise on Canvas

Meet: *Via Zoom, Saturday December 5th*

Talk: 1) Before we meet, "coffee hour questions" will be distributed; each person will have a brief time to devise an oral response, and we will hear and discuss each person's response in class, connecting it to larger issues of Anglican theology.

2) During our meeting, each person will have an amount of time to present and share his or her work for the final project with the entire class and respond to questions.

Due: Final draft of your final paper, to Dr. Fout by e-mail, by midnight, December 4th

Week 14: *by midnight, Friday, December 11th*

Read: Libby Gibson, "Ethics from the Other Side: Postcolonial, Lay, and Feminist Contributions to Anglican Ethics", *on Canvas*

Timothy Sedgwick, "The Anglican Exemplary Tradition", *on Canvas*

Alan M. Suggate, "The Anglican Tradition of Moral Theology", *on Canvas*

Write: Reading questions on Canvas

Final exam on Canvas

Bibliography for Anglican Theology and Ethics Fall 2020

Required reading

(To purchase or otherwise secure access to)

Malcolm Brown, ed., *Anglican Social Theology*, London: Church House Publishing. 2014

Kelly Brown Douglas, *Stand Your Ground: Black Bodies and the Justice of God*. Marynoll, NY: Orbis. 2015.

Harold T. Lewis, *Christian Social Witness*, in *The New Church's Teaching Series*. Boston: Cowley Publishing. 2001.

Ralph McMichael, ed., *The Vocation of Anglican Theology*, London: SCM Press. 2014.

Graham Tomlin, *The Provocative Church* (4th ed.) London: SPCK. 2014.

Samuel Wells, *What Episcopalians Believe: An Introduction*. Philadelphia: Morehouse. 2011.

Samuel Wells, *A Nazareth Manifesto: Being with God*. Hoboken, NJ: Wiley. 2015.

Rowan Williams, *Resurrection: Interpreting the Easter Gospel*. Cleveland: The Pilgrim Press. 2002 (rev. ed.)

Rowan Williams, *Being Christian: Baptism, Bible, Eucharist, Prayer*. Grand Rapids, MI: Eerdmans. 2014

(Available on Canvas)

Paul Avis, "What is Anglicanism?" in *The Identity of Anglicanism: Essentials of Anglican Ecclesiology*. London: T&T Clark. 2007. Pp. 18-28.

Sarah Coakley, "Why Should We Pray, and What is Prayer For?", and "Prayer as Struggle and Temptation", from Lectures with Sarah Coakley podcast

Libby Gibson, "Ethics from the Other Side: Postcolonial, Lay, and Feminist Contributions to Anglican Ethics", *Anglican Theological Review*, vol. 94 #4. Pp. 639-663.

David Hamid, "The Nature and Shape of the Contemporary Anglican Communion" in *Beyond Colonial Anglicanism: The Anglican Communion in the Twenty-First Century.*, Ian T. Douglas and Kwok Pui-lan, ed.s, New York: Church Publishing. 2001.

Kwok Pui Lan, "From a Colonial Church to a Global Communion," in *Anglican Women on Church and Mission*, ed. Kwok Pui-lan, Judith A. Berling, and Jenny Plane Te Paa, ed.s, New York: Morehouse. 2013.

Cathy Ross, "Mission", from *The Oxford Handbook of Anglican Studies*, ed. By Mark Chapman, Sathianathan Clarke, and Martyn Percy. Oxford: Oxford University Press. 2015.

Timothy Sedgwick, "The Anglican Exemplary Tradition", *Anglican Theological Review*, vol 94 #2. Pp. 207-231

Alan M. Suggate, "The Anglican Tradition of Moral Theology" from *Worship and Ethics: Lutherans and Anglicans in Dialogue*. Berlin: Walter De Gruyter. 1996. pp. 2-25.

Stephen Sykes, "The Genius of Anglicanism", in *Unashamed Anglicanism*. Nashville: Abingdon Press. 1995. Pp. 211-226.

Stephen Sykes, "An Anglican Theology of Evangelism" in *Unashamed Anglicanism*. Nashville: Abingdon Press. 1995. Pp. 201-210.

Fredrica Harris Thompsett, "The Primacy of Baptism: A Reaffirmation of Authority in the Church" in *Beyond Colonial Anglicanism: The Anglican Communion in the Twenty-First Century.*, Ian T. Douglas and Kwok Pui-lan, ed.s, New York: Church Publishing. 2001.

Kevin Ward, "Mission in the Anglican Communion" from *The Oxford Handbook of Anglican Studies*, ed. By Mark Chapman, Sathianathan Clarke, and Martyn Percy. Oxford: Oxford University Press. 2015.

Rowan Williams, “General Introduction: The Anglican Quest for Holiness.” in *Love’s Redeeming Work: The Anglican Quest for Holiness*. Compiled by Geoffrey Rowell, Kenneth Stevenson, and Rowan Williams. Oxford: Oxford University Press. 2001. Pp. xix-xxix.

Suggestions for further reading are provided on the Canvas site for this class.

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

- ACADEMIC POLICIES AND FORMS;
- REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
- TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
- WRITING GUIDELINES AND ASSISTANCE;
- COURSE NETIQUETTE;
- PROHIBITION OF PLAGIARISM

Last updated July 8, 2020