



**ATENEO DE MANILA  
UNIVERSITY**  
Loyola Schools

**SYLLABUS FOR UNDERGRADUATE COURSES  
MAJOR, CORE CURRICULUM and ELECTIVES**

**A. COURSE INFORMATION**

<b>COURSE NUMBER</b>	Theo 11			<b>NO. OF UNITS</b>	3
<b>COURSE TITLE</b>	Faith, Spirituality, and the Church				
<b>PREREQUISITE/S</b>	-none-				
<b>DEPARTMENT/ PROGRAM</b>	Theology			<b>SCHOOL</b>	SOH
<b>SCHOOL YEAR</b>	2023-2024			<b>SEMESTER</b>	Second
<b>INSTRUCTOR/S</b>	Gina Udarbe				
<b>VENUE</b>	<b>Learning</b>	<b>SECTION</b>		<b>SCHEDULE MTh</b>	
<b>A2- Bel 102</b>		<b>A2</b>		A2 8:009:30;	
<b>B2- Bel 310</b>	<b>Onsite and</b>	<b>B2</b>		B2 9:30-11:00;	
<b>D2- Bel213</b>	<b>Canvas</b>	<b>D2</b>		D2 12:30-2:00	

**B. COURSE DESCRIPTION**

This course introduces first year students to faith and spirituality as integral, intelligible dimensions of human life that are essential to the pursuit of wholeness in one's self and in the world today. This study is undertaken through the lens of a particular community, the Catholic Church, and focuses on Christianity's central figure, Jesus, as presented in the Bible, other normative texts, and contemporary practices, in dialogue with other worldviews such as those of postmodernity, atheism, agnosticism, and secular humanism. A major component of the course is the students' articulation and analysis of their own faith-narratives that highlight the journey of transformation among people of faith and faith's personal-yet-ecclesial dimensions.

WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
<b>x</b>	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

### C. COURSE LEARNING OUTCOMES

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES
CLO1: articulate the difference that faith and spirituality can make in their own personal lives and that of their communities
CLO2: explain the essentials of the Judeo-Christian faith as the ground of Christian spirituality whose central figure is Jesus
CLO3: interpret Scripture according to historical-critical, spiritual, and holistic methods
CLO4: examine the role of the Church, particularly the Catholic Church as a community that continues to witness to faith and nurtures spirituality

### D. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Learning Hours
Module 0: Orientation & Getting to Know Each Other Module 1: Studying Faith, Spirituality, and Religion A. What Theology Studies ( <i>and how and why it studies what it studies</i> ) B. Faith C. Spirituality D. My Faith Narrative	CLO 1, 4	1.5 19.5 (6 hours onsite) <i>*11.5 hours for reading and activities</i> <i>*2 hours for writing the faith narrative paper</i>
Module 2: Interpreting the Bible as Christianity's Book of Faith and Narrative of Spirituality A. What is the Bible B. How to read the Bible: Worlds Inhabited by the Text C. Studying and Praying with the Bible	CLO 3, 2	10 (6 hours onsite) <i>3 hours for reading &amp; activities</i> <i>*1 hour for quiz on "worlds of"</i>
Module 3: The Narrative of Creation and the Fall as the Context	CLO 2, 3	11 (6 hours onsite)

for Jesus' Saving Work A. What Genesis 1-3 reveals about God, ourselves, and the world B. What the Exodus narrative reveals about God, ourselves, and the world C. Patterns of Salvation		5 hours for reading & activities
Module 4: Jesus' Person and his Public Ministry A. Overview of the Gospels B. Jesus' Mission: The Proclamation of the Kingdom of God C. Parables and Pericopes: Jesus' Words and Deeds D. Meditation on the Two Standards	CLO 2, 3	20 (6 hours onsite) <i>*12 hours for reading and activities</i> <i>*2 hours on Create your own parable</i>
Module 5: Jesus' Passion, Death, and Resurrection A. Jesus' Passion and Death B. Jesus' Resurrection	CLO 2, 3	10 (4.5 hours onsite) 4.5 for readings & activities

E.

		<i>*1 hour for quiz on Paschal Mystery</i>
Module 6: Epilogue: How the Church Seeks to Bear Witness to Faith and Nurture Spirituality A. What is the Church B. How the Church Witnesses to Faith (Synodality) C. Reflection: Communities that Nurture and Reach Out	CLO 4, 1	10 (1.5 hours onsite) <i>*8.5 hours for reading and activities</i>
Final Assessment		8 hours

**Total: 50 hours**

#### E. ASSESSMENTS AND RUBRICS

[Please see Appendix for details]

Graded Assessments	Assess-ment Weight	CLOs
<b>Summative Assessment #1: Faith Narrative Essay (Individual)</b> <i>Due: September 8</i>	25%	CLO 1,4
<b>Summative Assessment #2: Final Paper (Group)</b> <i>Due: December 5</i>	30%	CLO 2, 3, 4.

<b>Four Short Graded Assignments</b> <ul style="list-style-type: none"> <li>Assignment #1: Identification quiz on Worlds Inhabited by the Text <i>Due: September 26</i></li> <li>Assignment #2: Short Essay Quiz on Genesis 1-3 <i>Due: October 13</i></li> <li>Assignment #3: Quiz on Exodus <i>Due: October 20</i></li> <li>Assignment #4: Write your own parable (by group) <i>Due: November 10</i></li> </ul>	30% (30 points each)	CLO 1, 2, 3
<b>Participation</b> Based on select graded discussions/activities	15%	CLO 1, 2, 3, 4

Exemplary Faith Narratives shall be collected for accreditation purposes and as examples for future Theo 11 classes after securing written permission from concerned students.

## F. TEACHING and LEARNING METHODS

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Module 1: Studying Faith, Spirituality, and Religion <ul style="list-style-type: none"> <li>videos on the experience of the Holy/Mystery, faith and friendship</li> <li>recorded lectures and discussion threads</li> <li><i>pre-lectio</i> self-survey: "Am I spiritual or religious"?</li> </ul>	CLO 1
Module 2: Interpreting the Bible as Christianity's Book of Faith and Narrative of Spirituality <ul style="list-style-type: none"> <li>readings and discussion threads</li> <li>self-check quiz for comprehension (non-graded)</li> <li>videos (<i>The Bible Project: Biblical Story, Lectio Divina, &amp; Ignatian Contemplation</i>)</li> </ul>	CLO 3, 2
Module 3: The Narrative of Creation and the Fall as the Context for Jesus'	CLO 2, 3
Saving Work <ul style="list-style-type: none"> <li>videos from <i>The Bible Project</i></li> <li>readings and discussion threads</li> <li>self-check quiz for comprehension (non-graded)</li> </ul>	
Module 4: Jesus' Person and his Public Ministry <ul style="list-style-type: none"> <li>videos from the <i>Bible Project</i></li> <li>readings and discussion threads</li> <li>meditation and contemplation</li> </ul>	CLO 2, 3
Module 5: Jesus' Passion, Death, and Resurrection <ul style="list-style-type: none"> <li>videos from <i>The Bible Project, Ted-Ed (Flatland)</i></li> <li>self-check quiz for comprehension (non-graded)</li> <li><i>pre-lectio</i> self-survey: "Do I think like a 1st C. Jew?"</li> </ul>	CLO 2, 3

Module 6: How the Church Seeks to Bear Witness to Faith and Nurture Spirituality <ul style="list-style-type: none"> <li>• reading and discussion threads</li> <li>• videos on the <i>Taize Community</i>, <i>Focolare</i>, &amp; <i>BECs</i></li> </ul>	CLO 4, 1
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## G. REQUIRED READINGS

- Birch, Bruce. "In the Image of God." In *What Does the Lord Require? The Old Testament Call to Social Witness*. Philadelphia: Westminster Press, 1985, 13-31.
- Brueggemann, Walter. "The Alternative Community of Moses." In *The Prophetic Imagination*. Philadelphia, Fortress Press, 1978, second ed. 2001, 1-19.
- Dawson, Timothy. "'Give them exactly what they want'. The Meditation on the Two Standards." *Thinking Faith: The Online Journal of the British Jesuits*. 2 September 2011. Available at [https://www.thinkingfaith.org/articles/20110902\\_1.htm](https://www.thinkingfaith.org/articles/20110902_1.htm). Accessed on 30 July 2020.
- Johnson, Elizabeth. "Ancient Story, New Chapter." In *Quest for the Living God, Mapping Frontiers in the Theology of God*. New York: Continuum, 2007, 7-24.
- Nolan, Albert. "The Poor and the Oppressed," "Healing," and "Forgiveness." In *Jesus Before Christianity*, Philippine ed. Quezon City: Claretian Publications, 2008, 27-51.
- Rausch, Thomas. "The Death of Jesus." In *Who Is Jesus? An Introduction to Christianity*. Collegeville, MN: Liturgical Press, 2003, 95-110.
- Tagle, Luis Antonio. "The Path to Community." In *Easter People Living Community*. Maryknoll, NY: Orbis, 2005, 33-45, 113-124.
- Swenson, Kristin. "Getting into the Good Book: History of the Bible." In *Bible Babel*. New York: Harper Collins, 2010, 42-52.
- Wright, Nicholas Thomas. "Under New Management: Easter and Beyond." In *Simply Jesus: A New Vision of Who He Was, What He Did and Why He Matters*. New York: Harper Collins, 2011, 191-205.

## H. SUGGESTED READINGS

- Avis, Paul. "Overcoming 'The Church as Counter-Sign of the Kingdom.'" In *Changing the Church: Transformations of Christian Belief, Practice, and Life*, edited by Mark D. Chapman and Vladimir Latinovic, 243-249. Cham: Palgrave Macmillan, 2021.
- Brackley, Dean. "The Solidarity of God." In *The Call to Discernment in Troubled Times: New Perspectives on the Transformative Wisdom of Ignatius of Loyola*. New York: Crossroad Pub. Co., 2004, 179-185.
- Carmody, Timothy R. "Bible Basics: Reading the Bible in Faith." In *Reading the Bible: A Study Guide*. Mahwah, NJ: Paulist Press, 2004, 1-23.
- Carr, David M. "Precursors to the Priestly Creation Account (Gen 1:1-2:3)." In *The Formation of Genesis 1-11: Biblical and Other Precursors*, 7-29. New York: Oxford University Press, 2020.
- Catholic Bishops' Conference of the Philippines. "Our Response: We Believe." In *Catechism for Filipino Catholics*. Manila: ECCCE/Word and Life, 1997, 35-49 (par. 114-169).
- Dagmang, Ferdinand D. "Amplifying Laudato Si' With the Science of Epigenetics." *MST Review: A Journal of Interdisciplinary Research* 21, no. 2 (2019): 1-20.
- Haight, Roger. "Religion and Spirituality." In *Spiritual and Religious: Explorations for Seekers*. Maryknoll, NY: Orbis, 2016, 1-15.
- Johnson, Elizabeth. "The Community of Creation." In *Ask the Beasts: Darwin and the God of Love*. London: Bloomsbury, 2014, 260-286.
- Lohfink, Gerhard. "The Proclamation of the Reign of God." In *Jesus of Nazareth: What he Wanted, Who He Was*. Collegeville, Minnesota: Liturgical Press, 2012, 52-77.
- McBrien, Richard. "What is the Church?" In *The Church: The Evolution of Catholicism*. New York: Harper Collins, 2009, 2-6.
- Migliore, Daniel. "The Authority of the Scriptures" in *Faith Seeking Understanding*. Michigan: Wm. B. Eerdmans Publishing, 46-65.
- Pagola, Jose Antonio. "A Prophet of the Reign of God." In *Jesus: An Historical Approximation*, 93-120. Miami: Convivium Press, 2019.
- Swenson, Kristin. "Ten Commandments for Reading the Bible." In *A Most Peculiar Book: The Inherent Strangeness of the Bible*, 218-232. New York, NY: Oxford University Press, 2021.
- Vatican II. *Dogmatic Constitution on Divine Revelation (Dei Verbum)*. 18 November 1965.

## I. 1. GRADING SYSTEM

		Range in terms of %	Over 30 points	Description
A	4.0 0	94-100	28-30	Fulfillment of requirements to a high degree of academic performance as shown by both an intelligent grasp and superior critical appreciation of course content
B+	3.5 0	87-93.99	26-27	Borderline case
B	3.0 0	83-86.99	25	Fulfillment of requirements to a degree above satisfactory performance as shown by both an intelligent grasp and rudimentary critical appreciation of course content
C+	2.5 0	79-82.99	24	Borderline case
C	2.0 0	75-78.99	23	Satisfactory fulfillment of the requirements set for the subject as shown by a fairly intelligent grasp of course content
D	1.0 0	70-74.99	21-22	Passing fulfillment of the minimum requirements for the subject
F	0	0-69.99	0-20	Non-fulfillment of the minimum requirements for the subject

## 2. ADVISORY MARKS

These are meant to provide a snapshot of class standing only. This will not appear on your Transcript of Records.

## J. CLASS POLICIES

Students taking this fully-onsite course and on the [Ateneo Blue Cloud](#) need to be **self-directed learners**. Being in charge of your own learning involves a level of responsibility that you and your teacher will help develop if you are to transition well into college. Below are some guidelines and class policies that will help you succeed:

### 1. Create a Schedule

- a. This face to face, onsite class is offered during a semester, supported by an online learning infrastructure.
- b. You are expected to create a schedule that works for you AND that keeps pace with the recommended deadlines and time frame that your teacher has set for the course.
  - We will have twenty two onsite classes as scheduled here:
    - o For Sections **A2, B2 and D2 January 15, 18, 22, 29; February 1, 8, 15, 19, 22, 26; March 4, 7, 11, 18, 21; April 1, 4, 8, 15, 22, 25, 29.**
    - o Our seven online classes are on: February 12, 29; March 14; April 11, 18; May 2 & 6.
  - Students who are late by ten minutes will be considered absent. Coming to class after the opening prayer and before the 10-minute grace period is considered late. Lateness of three times is considered one absence. The allowed number of absences is six. Students with more than six absences, excused and unexcused, will receive a grade of W. Students with cuts are allowed make-up work for major requirements such as examinations provided that there is proper documentation of their reason for absence.

- Excused absences will allow you to make up for missed major requirements. Quizzes and minor requirements (below 20%) that are missed do not necessarily merit a make-up.
- If you cannot meet the recommended deadlines for the graded assignments, please inform your instructor as soon as possible. S/he will determine whether and what accommodations are possible for each individual case.
- Note: As a freshie, you are also enrolled in InTACT, for which you will join **Coming Home Retreat**. Make sure you are signed-up for that retreat.

## 2. Communicate

- a. Aside from our face to face communications, you can also contact me at [gudarbe@ateneo.edu](mailto:gudarbe@ateneo.edu). Please always use your Ateneo OBF email accounts.
- b. You are expected to send messages and respond to messages from your instructor during weekdays from 8:00 am to 5:00 pm and group mates within a reasonable amount of time. "Reasonable" can vary per person; but from your instructor, you can expect a response turn-around time of at most two days, excluding weekends and holidays. We hope you can extend the same courtesy to your groupmates.
- c. If you are consecutively non-responsive to my messages on Canvas and emails, I will reach out to you through the Office of the Associate Dean for Academic Affairs and/or the Office of Guidance and Counseling, as recommended by our protocols.
- d. To communicate with group mates during group assignments, aside from face to face, I encourage the use of the *Groups* and *Chat* functions of Canvas, as well as *Google Docs*. Beyond that, you can decide among yourselves what other channels are convenient for you.
- e. I will need a volunteer **class beadle** to do the ff.:
  - 1) report the absence or the tardiness of a faculty member on AISIS 2) report major changes in the course requirements and course grading system to the ADAA (The revisions to the syllabus after the start of an academic term requires the agreement of the students and the approval of the Department Chair/Program Director.) 3) create and manage alternative platforms for purposes of communication and community 4) serve as liaison between the class and the instructor; raise class concerns to the instructor and raise these concerns to the department chair/ program director or School Dean if these concerns are not sufficiently resolved by the instructor 5) assist the instructor in reminding students of the health and safety protocols while on campus.

## 3. Cooperate and Collaborate

- a. The course is designed to promote student engagement with the material, with the instructor, and with each other through active and interactive learning tools.
- b. You are expected to show evidence of engagement by contributing thoughtfully in the onsite, synchronous, and asynchronous discussions and making use of the various learning tools. If you have any trouble with those tools for any reason, please contact your teacher immediately and alternatives can be explored.

## 4. Courtesy and Respect for each other and for the larger community

- a. Proper etiquette and "netiquette"
  - Our class should be a safe, positive, fun-yet-challenging, learning environment for everyone. Maintaining that environment requires the use of honest yet respectful language in our communication. You are expected to exercise good judgment in your actions as well as what you say and how you say it.
  - Arguing over disagreements and debate are expected and encouraged in any college theology class. If you think that some of your classmates or group members cross the line, see if you can resolve matters among yourselves first. After that, you

may want to inform the teacher of issue/s that need his/her intervention.

- b. Privacy
  - Materials produced for this class are not meant for outside or public dissemination.
  - You are asked to treat the contents of our discussions, especially sharing of a more personal nature, with the respect and discretion they deserve.
- c. Plagiarism
  - All papers, essays, etc. must be accomplished in accordance with the Loyola Schools' [Code of Academic Integrity](#). Cheating and plagiarism shall not be tolerated and shall be dealt with according to regulations in the Code.
- d. Policy on Gender-sensitivity
  - We abide by the Loyola School's policy on gender-sensitivity. You may access the full statement here: [bit.ly/LSGenderPolicy](http://bit.ly/LSGenderPolicy)

5. For further guidance and information, you may consult the following manuals and memos:
- a. For academic regulations that do not require adjustments (e.g., enrollment regulations, transfer of credit, grading system, QPI requirements, etc.), please refer to the [\*LS Undergraduate Student Handbook, Part 1, 2021 edition\*](#).
  - b. Guidelines on courses offered by the School of Humanities:  
<http://bit.ly/SOHPolicyforStudents>
  - c. The 2020 Code of Decorum: [www.ateneo.edu/codeofdecorum](http://www.ateneo.edu/codeofdecorum)

#### K. CONSULTATION HOURS

NAME OF FACULTY	EMAIL	DAY/S	TIME
Gina Udarbe	gudarbe@ateneo.edu	Mondays Thursdays Can be onsite or online. Please advise 2 days ahead.	2:00-3:30 pm

#### L. ADDITIONAL NOTES - n.a.

### APPENDIX (ASSESSMENTS and RUBRICS)

#### SUMMATIVE ASSESSMENTS

##### I. Summative Assessment #1: Faith Narrative Essay (Individual) - 25% of Final Grade

###### A. Instructions

1. Describe and evaluate your faith and spirituality using key ideas from our lessons on the texts of Tilley, "Defining Faith," Haight, "Religion and Spirituality," and the CFC, "Our Response: We Believe". Here are two ways of going about that description and evaluation. Choose only one set of questions for your paper:

###### VERSION #1

a. What factors (e.g. major life events, groups/individuals, narratives) have been most influential in shaping your faith and spirituality? How and why did they make the impact they did?

b. How is this description and evaluation reflective of key concepts from Tilley, Haight, and the CFC? OR

###### VERSION #2

a. What are your most important values/priorities/relationships? What do these reveal about your faith and spirituality?

b. How is this description and evaluation reflective of key concepts from Tilley, Haight, and the CFC?

2. Estimated length of paper: 800 to 1000 words (excluding references/footnotes).

3. Make sure that your paper is properly proofread and follows correct citation.



4. Upload your papers (.pdf or .docx) by February 7 on Canvas.

B. Rubric for Summative Assessment #1: Faith Narrative Essay

CRITERIA and WEIGHTS	Exceeded expectation	Standard met	Standard partially met	Standard not met
<b>Clarity of Description 40%</b> 12 pts	12 pts > 11 pts	11 pts > 9 pts Offers a concrete and clear description of one's faith and spirituality	9 pts > 8 pts	8 pts > 0
<b>Analysis 40%</b> 12 pts	12 pts > 11 pts	11 pts > 9 pts Makes accurate and skillful use of the concepts from the authors to discuss one's personal faith/spirituality	9 pts > 8 pts	8 pts > 0
<b>Overall coherence and style 20%</b> 6 pts	6 pts > 5 pts	5 pts > 4 pts Structures essay in a logical and coherent manner; Properly cites sources	4 pts > 3 pts	3 pts > 0

**Total: 30 pts**

**II. Summative Assessment #2: Final Group Paper - 30% of Final Grade**

Description: Students will be given actual interpretations of biblical texts to study and will write a response as a group using the following instructions.

A. Instructions

1. Evaluate the interpretation of ONE biblical text (A or B) based on (i) principles drawn from the worlds "behind, of, and in front of" the text [250-300 words]; (ii) an understanding of the larger Judeo-Christian narrative as presented in Theo11 [250-300 words].
2. Propose what you think is a better interpretation of this text and justify it. Draw out some implications for Christian praxis and spirituality [250-300 words].
3. Use proper citation and format; limit your reference material to the sources found in our syllabus.
4. Upload your papers (.pdf or .docx) by May 13 on Canvas.

B. Rubric for Summative Assessment #2: Final Group Paper

CRITERIA and WEIGHTS	Exceeded expectation	Standard met	Standard partially met	Standard not met
<b>Argumentation and Analysis 40%</b> 12 pts	12 pts > 11 pts	11 pts > 9 pts -Correctly identifies what is problematic about the given interpretation and discusses why it is problematic -Provides reasons for why their proposed interpretation is better	9 pts > 8 pts	8 pts > 0

<b>Engagement with a range of relevant materials— competently and accurately referenced 40%</b> 12 pts	12 pts > 11 pts	11 pts > 9 pts -Uses the key concepts/ methods from the “worlds inhabited by the text” lessons in their evaluation of the given interpretation and in their proposed interpretation -Uses the key concepts from our discussion of the Judeo-Christian narrative	9 pts > 8 pts	8 pts > 0
<b>Organization and overall coherence 20%</b> 6 pts	6 pts > 5 pts	5 pts > 4 pts Structures the essay in a logical and coherent manner	4 pts > 3 pts	3 pts > 0

C.

Total: 30 pts

**GRADED FORMATIVE ASSESSMENTS - 30% of Final  
Grade, 7.5% each**

**I. Formative Assessment: Assignment #1: Identifying the “Worlds Inhabited by the Text”**

A. Instruction

1. The following are examples of poorly interpreted Biblical passages. Identify which among the worlds of the text was not considered well in each example and explain your reason why. Try to keep your answers within 3-4 lines (which is about 90 words). You may make three attempts.
2. Due on February 22 on Canvas.

B. Rubric for each answer (3 items)

CRITERIA	Full Marks	Passing Marks	No Marks
<b>Accuracy</b> Correctly identifies the problem with the given interpretation 5 pts	5 pts > 4 pts	4 pts > 1 pt	1 pt > 0
<b>Argumentation</b> Clearly explains the basis for identifying this problem by citing appropriate concepts 5 pts	5 pts > 4 pts	4 pts > 1 pt	1 pt > 0

C.

Total: 30 pts, 10 pts per item

**II. Formative Assessment: Assignment #2: Quiz on Genesis**

A. Instruction

1. Based on our discussion and readings on Genesis 1-3, what is the significance of the concept of *shalom* in our contemporary understanding of God, creation, and humans?
2. Upload a .doc, .docx, or .pdf file that answers the question above. Please keep your answer to a maximum length of 200 words.
3. Due on March 4 on Canvas.

B.

Rubric for Assignment on Genesis

Criteria	Ratings				Pts
This criterion is linked to a Learning OutcomeAccuracy and completeness of information 40%	<b>12 to &gt;11.0 pts</b> <b>Exceeded Expectations</b>	<b>11 to &gt;9.0 pts</b> <b>Standard Met</b> Correctly explains the meaning of the key term; correctly identifies the key term's functions in the narrative	<b>9 to &gt;8.0 pts</b> <b>Standard Partially Met</b>	<b>8 to &gt;0 pts</b> <b>Standard Not Met</b>	12 pts
This criterion is linked to a Learning OutcomeEvidence of analysis and critical thinking 40%	<b>12 to &gt;11.0 pts</b> <b>Exceeded Expectations</b>	<b>11 to &gt;9.0 pts</b> <b>Standard Met</b> Supports the argument for the key term's relevance, esp. by using the appropriate biblical/textual references and examples from the present-day context	<b>9 to &gt;8.0 pts</b> <b>Standard Partially Met</b>	<b>8 to &gt;0 pts</b> <b>Standard Not Met</b>	12 pts
This criterion is linked to a Learning OutcomeOrganization of ideas/Flow of thought 20%	<b>6 to &gt;5.0 pts</b> <b>Exceeded Expectations</b>	<b>5 to &gt;4.0 pts</b> <b>Standard Met</b> Structures the short answer logically; has a clear beginning, middle, and end	<b>4 to &gt;3.0 pts</b> <b>Standard Partially Met</b>	<b>3 to &gt;0 pts</b> <b>Standard Not Met</b>	6 pts

### III. Formative Assessment: Assignment #3: Quiz on Exodus

#### A. Instructions

1. Based on Brueggeman's chapter "The Alternative Community of Moses" and our lessons on Ex.1-15, what does **za'ak** mean and why is it important?
2. Answer the question and save it as a separate .doc or .pdf file. Upload your file on this page. [Max. length: 200 words]
3. Due on March 12 on Canvas.

Rubric for Assignment on Exodus

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome: Accuracy and completeness of information 40%	<b>12 to &gt;11.0 pts Exceeded Expectation</b>	<b>11 to &gt;9.0 pts Standard Met</b> Correctly explains the meaning of the key term; correctly identifies the key term's functions in the narrative	<b>9 to &gt;8.0 pts Standard Partially Met</b>	<b>8 to &gt;0 pts Standard Not Met</b>	12 pts
This criterion is linked to a Learning Outcome: Evidence of analysis and critical thinking 40%	<b>12 to &gt;11.0 pts Exceeded Expectation</b>	<b>11 to &gt;9.0 pts Standard Met</b> Supports the argument for the key term's relevance, esp. by using the appropriate biblical/textual references	<b>9 to &gt;8.0 pts Standard Partially Met</b>	<b>8 to &gt;0 pts Standard Not Met</b>	12 pts
This criterion is linked to a Learning Outcome: Organization of ideas/Flow of thought 20%	<b>6 to &gt;5.0 pts Exceeded Expectation</b>	<b>5 to &gt;4.0 pts Standard Met</b> Structures the short answer logically; has a clear beginning, middle, and end	<b>4 to &gt;3.0 pts Standard Partially Met</b>	<b>3 to &gt;0 pts Standard Not Met</b>	6 pts
Total Points: 30					

#### IV. Formative Assessment: Assignment #4: Create your own parable

##### A. Instructions

1. In your small groups, imagine a parable (i.e., a story that Jesus would tell) or a pericope (i.e., a story of an encounter of Jesus himself) set in our contemporary world. You can think of your own lives as Athenians, Filipinos in lockdown, citizens of the nation, or members of the global human community. How would that story or encounter unfold? How would the kingdom of God be presented as a metaphor or how would somebody go through a fundamental metanoia or rejection of the kingdom?
2. Perhaps you can start by patterning a story after an existing parable or pericope, or perhaps you can start with the key ideas of the kingdom and imagine how they would be presented in our contemporary context. Like the gospels, you can be efficient with words and ambiguous in detail. [Length: 350-500 words]
3. Due on April 10 on Canvas.

B. Rubric for Create your own Parable

<b>CRITERIA and WEIGHTS</b>	<b>Exceeded expectation</b>	<b>Standard met</b>	<b>Standard partially met</b>	<b>Standard not met</b>
<b>Accuracy and completeness of information</b>  <b>40%</b> 12 pts	12 pts > 11 pts	11 pts > 9 pts -The elements of the story (setting, character, plot, etc) reflect the key ideas and principles of the Kingdom	9 pts > 8 pts	8 pts > 0
<b>Critical thinking and Application</b>  <b>40%</b>  12 pts	12 pts > 11 pts	11 pts > 9 pts -The elements of the story (setting, character, plot, etc) are grounded in contemporary reality	9 pts > 8pts	8 pts > 0
<b>Structure and Delivery of the Story</b>     <b>20%</b> 6 pts	6 pts > 5 pts	5 pts > 4 pts -The story is thought-provoking, prompting a question or dilemma to the reader.	4 pts > 3 pts	3 pts > 0

**Total: 30 pts**

**PARTICIPATION in Graded Discussions - 15% of Final Grade**

Rubric for overall participation in graded discussions

<b>CRITERIA and WEIGHT</b>	<b>Exceeded Expectations</b>	<b>Standard Met</b>	<b>Standard Partially Met</b>	<b>Standard Not Met</b>
<b>Consistency (40%)</b> 12 pts	12 pts > 10 pts	10 pts > 9 pts Student regularly participates in discussions in the module and through the different channels available.	9 pts > 8 pts	8 pts > 0
<b>Insight and Application</b>   <b>(60%)</b> 18 pts	18 pts > 15 pts	16 pts > 14 pts Student offers comments, questions, and or concerns that help further the discussion and/or respond to other comments/questions/concerns raised in class.	14 pts > 12 pts	12 pts > 0

**Total: 30 points**

**-END-**