Course Description and Outcomes
This course focuses on major movements and events beginning with the split between Eastern and Western forms of Christianity and continuing through the Reformation. Using primary sources, students will reflect on individuals, decisive events, and theological developments.

Students will be able to:
1. Understand major theological developments in medieval Christianity leading up to the Reformation.
2. Distinguish the theological characteristics of Luther, Zwingli, the Anabaptists, Calvin, the English Reformation, and Puritanism.
3. Understand and articulate Reformation era debates around justification, sanctification, the sacraments, and church unity.

Required Textbooks
  - NOTE: This is the same book used in COS 222
Pre-Class Assignments

Pre-Class Assignments should be posted in the “Assignments” section of the class’ Canvas site no later than June 1.

Pre-Class Assignment A

Pre-Class Assignment B
Read Martin Luther: Selections from His Writings (pp. xi-xxiii, 14-165, 489-504). Using your reading of Luther, write a sermon of not less than 1,200 and not more than 1,500 words on the theme of law and grace. Base your sermon on at least one major passage from the Old Testament and one from Paul’s letters. Make certain that your sermon does two things: First, it reflects Luther’s understanding of these theological themes. And second, it takes into account a Wesleyan perspective on the themes.

Pre-Class Assignment C
Read A Reformation Debate (pp. 7-136). From your reading of A Reformation Debate, in a paper of not less than 1,200 and not more than 1,500 words mount an argument for who is closer to the Wesleyan theological tradition: Calvin or Sadoletto. Be sure to provide evidence from both writers for your position. Use no direct quotations of more than 50 words.

How Your Final Course Grade Is Determined
30% Pre-Class Assignment B
30% Pre-Class Assignmetn C
20% Final Exam
20% Class Participation

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on June 1, 2018.
Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not submitted pre-class work by June 15 will be dropped from the class.

COS Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>93-96</td>
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<td>A-</td>
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Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

Plagiarism Defined

“You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.