



Holy Apostles College & Seminary

Cultivating Catholic Leaders for Evangelization

APO 565

Course Title: Reading Science in the Light of Faith

Biology and the Human Body

Term: Fall 2016

Dr. Stacy A. Trasancos, PhD

strasancos@holypostles.edu

774.287.9171

1. COURSE DESCRIPTION

This online course teaches the non-scientist seminarian how to articulate developments in current research in biological or biochemical fields—with particular emphasis on evolutionary biology, genetics, or neuroscience as it relates to the human body—by reading scientific papers. Then the course teaches how to classify the conclusions in the scientific papers as neutral, contradictory, or consistent with the tenets of Catholic faith, particularly as it relates to St. John Paul the Great's Theology of the Body.

2. ENVISIONED LEARNING OUTCOMES

Unit One: The Nuts and Bolts of Scientific Papers

- Students will explain how scientific work is generally done per the scientific method in laboratories.
- Students will describe how scientific papers are organized once a set of experiments yields data that can be analyzed into proposed conclusions to share with the scientific community.
- Students will demonstrate the ability to read and summarize a published scientific paper in a refereed journal.
- Students will demonstrate the ability to dig into the scientific record to gain historical context about the development of a specific area of research and summarize it in writing.

Unit Two: Sorting Science in the Light of Faith

- Students will demonstrate the ability to assess whether provisional scientific conclusions directly contradict dogmatic tenets of the Catholic faith by researching questions in compendiums of Catholic dogma.
- Students will identify questions where legitimate opinions may be explored, and defended and articulate them as guidance for the laity.
- Students will explain and instruct others how to see when scientific conclusions, provisional though they are, are consistent with what has been divinely revealed about the Creation of the physical realm.
- Students will analyze a scientific paper by summarizing the scientific background, methods, and conclusions and then commenting on any contradictions with Catholic dogma or doctrine, identifying questions where scholarly discourse may legitimately be conducted, and noting conclusions that are consistent with Divine Revelation.

Unit Three: Pastoral Publishing of the Faith and Science Dialogue

- Students will assess an active area of research within the biological or biochemical fields with particular emphasis on evolutionary biology, genetics, or neuroscience.
- Students will write a paper that presents the scientific context and current conclusions of an active area of research and provides a detailed analysis of how the research should be understood in the light of faith.
- Students will work with an editor to professionally edit and publish the paper online thereby pastorally aiding the laity and scientific community with a written work that teaches how to analyze current biological sciences in the light of faith.
- Students will begin to use social media to analyze the effectiveness of communication.
- Students will articulate a plan to continue to follow scientific developments.
- Overall, students will go from interacting with refereed journals to publishing an essay to communicate how to navigate science in the light of faith with the laity.

3. COURSE SCHEDULE

Unit One: The Nuts and Bolts of Scientific Papers

Week 1: Introduction

Lecture

Watch the Week 1 Video located in the Populi folder.

Assignment

- Upload a head shot and write a brief 200-word maximum third-person biography suitable to accompany a publication. The instructions are given in the discussion titled "Head Shots and Bios." Please say hello to your fellow students.
- Make sure you are comfortable using the technologies for this course: 1) Populi for course management, 2) Adobe Connect for watching videos, 3) Microsoft Word for composing and editing essays, 4) the ITEST website for potential publication, and 5) email, texting, or mobile calls to contact professor.

Week 2: How Scientific Work is Done

Lecture

Watch the Week 2 Video located in the Populi folder.

Assignment

- Read: "How to Find Scientific Papers." This is a course handout.
- Read: "Scientific Method." This is a Wikipedia article, and it is a good coverage of the topic.
- Take Scientific Method Test. This test will contain questions requiring short answers to assess understanding of the lesson.
- Find and upload 3 scientific papers related to topics about biology and the human body (evolution, neuroscience, embryology, disease, etc.) in the discussion titled, "3 Scientific Papers." The instructions are given in the discussion.

Week 3: How Scientific Papers Are Organized

Lecture

Watch the Week 3 Video located in the Populi folder.

Assignment

- Read "How do I write a scientific paper?" (SciDev.net, February 1, 2008).
- Read (optional) Elizabeth Pain, "How to (seriously) read a scientific paper," *Science* (March 21, 2016).
- Try your skills at identifying the scientific method in scientific papers. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- Take How Scientific Papers Are Organized Test. This test is a short answer/essay test in which you analyze the parts of your papers selected last week. The goal is to reinforce knowledge of the components and information in scientific papers, and to give you some experience working with them.

Week 4: How to Summarize a Scientific Paper

Lecture

Watch the Week 4 Video located in the Populi folder.

Assignment

- Read course handout: "Reading Scientific Literature."
- Try your skills at summarizing you classmates' scientific paper choices. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- Take How to Summarize a Paper Test. This test is a short answer/essay test in which you use your analysis from last week to write a summary of your papers. The goal is to further reinforce knowledge of the components and information in scientific papers, and to give you some experience working with them.

Week 5: Digging Into the Literature

Lecture

Watch the Week 5 Video located in the Populi folder.

Assignment

- Try your skills at digging into the literature by listing three good references in your classmates' scientific papers. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- Take Digging Into the Literature Test. This test is a short answer/essay test which will guide you through a literature search starting with your paper and following sources to other papers. The goal is to give you experience doing a literature search.

Unit Two: Sorting Science in the Light of Faith

Week 6: When Science Contradicts Doctrine

Lecture

Watch the Week 6 Video located in the Populi folder.

Assignment

- Try your skills at spotting scientific claims that are problematic by seeing if you can identify one in another scientific paper, any paper you can find online or within the course. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- Take When Science Contradicts Doctrine Test. This quiz will guide the student through the analysis of one scientific paper. This paper will have easily identifiable statements that contradict doctrine and will give the student practice articulating an objective response. When statements (such as that the soul does not exist or that the human is only material) are made, they go beyond legitimate bounds of physical science. There are key words to look for and concise ways to pinpoint the erroneous conclusions.

Week 7: Identifying Legitimate Opinions

Lecture

Watch the Week 7 Video located in the Populi folder.

Assignment

- Try your skills at spotting various opinions by citing at least two from another scientific paper. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- Take quiz: Identifying Legitimate Opinions. This quiz will guide the student through the analysis of one scientific paper. This paper will have easily identifiable statements that do not contradict Catholic teaching but that lead to conclusions beyond science that may pose challenges. It is important to be able to articulate such conclusions, identify the various opinions that may be held, and to guide others in appropriate ways to discuss these questions. The critical point of this type of paper is to realize that science is never complete, so often times the appropriate reaction is simply to acknowledge the potential conclusions and refrain from settling on any opinion.

Week 8: When Science is Consistent With Doctrine

Lecture

Watch the Week 8 Video located in the Populi folder.

Assignment

- Try your skills at spotting scientific statements that are consistent with doctrine by finding at least one example in a scientific paper. The discussion is for extra credit, and is not required. The exercise gives you an opportunity to work together before taking the test.
- When Science is Consistent with Doctrine. This quiz will guide the student through the analysis of one scientific paper. This paper will have easily identifiable statements that are consistent with Catholic dogma, such as that the universe seems fine-tuned for human life or that life seems intelligently designed. In this case, it is important not to give the impression that science provides evidence for (or proves) what we hold in faith revealed by God. Such thinking teaches that faith is subject to science. The correct view is that science keeps asking questions and from a position of faith, we can follow those questions without depending on science to provide all the answers. Faith illuminates the science.

Week 9: How to Articulate an Opinion of a Paper

Lecture

Watch the Week 9 Video located in the Populi folder.

Assignment

- Read course handout: "Examples of Scientific Paper Assessments."
- Get approval from professor for one scientific paper to analyze. With knowledge of how to categorize scientific opinions in the light of faith, the student then must find his own paper to analyze.

- Rough draft due for first paper. Instructions will be given for an outline to follow, i.e. how to introduce the paper, how to systematically present the questions relating to science and faith, how to identify opinions and navigate challenging questions.

Week 10: Assessment of a Scientific Paper

- Assign peer review groups among students in the class. Each student will be reviewed by two other students and will review two other students.
- Review peer papers assigned for editing.
- First round of edits due mid-week. Students will read each other's papers and comment on the clarity of the points. In these papers, clarity is more important than claiming an absolute position.
- Submit paper for a professional editor competent to review science and faith writing. This not only provides experience with the publication process, but also provides built-in assessment of the student's work. The goal is excellence.

Unit Three: Pastoral Publishing of the Faith and Science Dialogue

Week 11: Finding Sources for Field of Research Paper

Lecture

Watch the Week 11 Video located in the Populi folder.

Assignment

- Read course handout: "Examples of Scientific Paper Assessments."
- Get approval from professor for one scientific paper to analyze. With knowledge of how to categorize scientific opinions in the light of faith, the student then must find his own paper to analyze.
- Submit research topic for approval. The second paper will cover a collection of scientific papers in a specific field of research.
- Submit sources for second paper, at least five scientific papers in a specific field of research in the biological or biochemical fields with particular emphasis on evolutionary biology, genetics, or neuroscience where the laity needs guidance. The student will need assistance digging into the literature. The goal is to cover a topic more broadly with a historical background and guidance about possible future directions in that research.

Week 12: Submit Outline of Field of Research Paper

Lecture

Watch the Week 12 Video located in the Populi folder.

Assignment

- Submit summary of sources for professor review.
- Submit outline of paper. This week is dedicated to preparation for writing the draft. These kind of papers must put technical language into communicable language for the laity, so considerable time is spent ensuring the technical language is adequately grasped.

Week 13: Reviewing and Editing Field of Research Paper

Lecture

Watch the Week 13 Video located in the Populi folder.

Assignment

- Review suggestions from professor on your paper.
- Using summary, outline, and professor suggestions, compile rough draft.
- Submit to two peer reviewers assigned by professor.
- Peer review two papers assigned for editing.

Week 14: Finalizing Field of Research Paper

Lecture

Watch the Week 14 Video located in the Populi folder.

Assignment

- Review edits from peer reviews.
- Submit final draft for publication on the website dedicated to course.

Week 15: Assessing Field of Research Paper

Lecture

Watch the Week 15 Video located in the Populi folder.

Assignment

- Follow social media statistics on the paper at the website dedicated to the Navigating Science in the Light of Faith course. This is an addendum to the rest of the course. Online publishing give instant feedback in the social media, so it is a form of ongoing assessment available to the student.
- Complete course evaluation to provide professor with assessment of how well learning objectives were met.

4. COURSE REQUIREMENTS

- Tests – 40%
- Assessment of Scientific Paper – 30%
- Field of Research Paper – 30%

Methodology

Using online meetings, course management software, and written communication, the seminarian will be guided through the evaluation of a single scientific paper from a refereed journal and then a broader field of research. The two evaluations will be edited and (optionally) published on a website designed to share the fruits of the course. The purpose for publication is to give the seminarian tangible pastoral experience leading the laity through modern challenges in science. Publication provides a real-life, built-in assessment process—a course presentation beyond the course.

The next best thing to doing lab work is reading what scientists report in their scientific papers in refereed journals, so this course begins with instruction and guidance on reading scientific papers. The first 5-week segment, “Unit One: The Nuts and Bolts of Scientific Papers,” teaches 1) how scientific work is generally done per the scientific method in laboratories, 2) how scientific papers are organized once a set of experiments yields data that can be analyzed into proposed conclusions to share with the scientific community, 3) how to read and summarize a published scientific paper in a refereed journal, and 4) how to dig into the scientific record to gain historical context about the development of a specific area of research. During the first segment, weekly quizzes will be given and reviewed to reinforce the material and develop literature research skills.

Once the science is summarized, it can be assessed in the light of faith. The second 5-week segment, “Unit Two: Sorting Science in the Light of Faith,” teaches 1) how to assess whether provisional scientific conclusions directly

contradict dogmatic tenets of the Catholic faith, particularly St. John Paul the Great's Theology of the Body, 2) how to identify questions where legitimate opinions may be explored and defended, 3) and how to see when scientific conclusions, provisional though they are, are consistent with what has been divinely revealed about the Creation of the physical realm. Emphasis in this segment is on the way to communicate "science in the light of faith" without subjecting faith to science.

Weekly quizzes will also be given during the beginning of the second segment. At the end of the second segment, a paper will be due that interprets the scientific content in the light of faith for the pastoral purpose of guiding the laity. This paper will undergo an editing process for publication on a website dedicated to the courses. The paper will first be edited by peer review among two students in the class, thereby giving students further exposure to exploring scientific topics, and then the paper will be edited by an expert competent to review science and faith writing, thereby mimicking the scientific refereed journal publication process. The final paper will be graded, but the editing process is meant to ensure success and excellence.

The third 5-week segment, "Unit Three: Pastoral Publishing of the Faith and Science Dialogue," will be a guided study of a particular topic (i.e. a collection of scientific papers) chosen by the student within boundaries in the biological or biochemical fields with particular emphasis on evolutionary biology, genetics, or neuroscience as it relates to the human body.

The final research project will also be prepared for publication. The paper will present the scientific context and current conclusions of the active area of research and provide a detailed analysis of how the research should be understood in the light of faith. The paper will be peer-reviewed by classmates and then edited before publication. Thus the seminarian will go from a) comprehending scientific developments to b) appraising them in the light of faith to c) communicating his synthesis to the faithful. Publishing online is optional, but strongly encouraged. For those who do not wish to publish, the opportunity to further help with editing will be available.

It could be argued that a seminarian does not have the time or ability to read research papers produced at the doctoral and postdoctoral academic levels, but to navigate the science in the greater light of faith, one must be able to first *follow* the science as it develops in current times, which is more important than acquiring a textbook knowledge of entire fields. Reading a scientific paper does not require a doctorate in science because the papers are written in an orderly and concise way. The skill requires a discipline to comprehend words with precise technical meanings. Seminarians are particularly well-suited for this exercise because they already read the organized theological documents of the Church and the structured, logically rigorous questions and answers of St. Thomas Aquinas. Teaching seminarians to read scientific papers is a matter of teaching them how to transfer their skills to a new type of document.

Pope Francis wrote in *Lumen Fidei* that "faith broadens the horizons of reason to shed greater light on the world which discloses itself to scientific investigation." This quote represents the spirit of the course. The education and work of a scientist today is exceedingly specialized. Scientists are not taught philosophy or theology, and often do not know much about the history of their own fields or the details of research beyond their specialties. Therefore, a seminarian or priest (or philosopher or theologian) can "broaden the horizons of reason" and "shed greater light" on scientific investigation. Such a visionary not only pastorally guides the faithful in navigating science; he ultimately aids the scientific community by interpreting science in a broader context and helping to guide its progress.

5. REQUIRED READINGS and RESOURCES:

- Bookmark these sites to follow online (no subscription cost). These sites have good articles reviewing the background of different fields of research as well as summaries of current research.
 - *Quanta Magazine* [\[Link\]](#)
 - *Live Science* [\[Link\]](#)
 - *World Science Festival* [\[Link\]](#)
 - *Smithsonian Magazine* [\[Link\]](#)
- Course handouts provided by the professor.
- Required:
 - General Audiences: Pope St. John Paul II's Theology of the Body [\[Link\]](#)
 - *Catechism of the Catholic Church*.

6. SUGGESTED READINGS and RESOURCES:

Optional Resources:

- A one-year subscription to *Science* journal online. This will be explained in Week 1.
- It is good to have these on hand to look up dogmatic development.
 - Denzinger, Heinrich (1954). *The Sources of Catholic Dogma*. Loreto Publications.
 - Denzinger, Heinrich (2012). *Compendium of Creeds, Definitions, and Declarations on Matters of Faith and Morals*. 43rd Edition. Ignatius Press.
 - Ott, Ludwig (1974). *Fundamentals of Catholic Dogma*. TAN Books.

Examples of papers and assessments:

Biochemical

- **Scientific Paper:** England, Jeremy L., “Statistical physics of self-replication.” *The Journal of Chemical Physics* 139, 121923 (2013). [[Link](#)]
- **Example of Assessment:** Trasancos, Stacy A., “The Appropriate Reaction to a Physical Theory of Life.” *Strange Notions* (2015). [[Link](#)]
- **Scientific Paper:** O’Halloran, Thomas V., Woodruff, Teresa K. et. al., “The zinc spark is an inorganic signature of human egg activation.” (2016). [[Link](#)]
- **Example of Assessment:** Trasancos, Stacy A., “Contrary to Reports, There is No Flash of Light at Conception.” *National Catholic Register* (2016). [[Link](#)]

Evolutionary Biology

- **Scientific Paper:** Villmoare, Brian, et. al. “Early Homo at 2.8 Ma from Ledi-Geraru, Afar, Ethiopia.” *Science* Vol. 347 no. 6228 pp. 1352-1355 (March 20, 2015). [[Link](#)]
- **Scientific Paper:** DiMaggio, Erin N. “Late Pliocene fossiliferous sedimentary record and the environmental context of early Homo from Afar, Ethiopia.” *Science* Vol. 347 no. 6228 pp. 1355-1359 (March 20, 2015). [[Link](#)]
- **Scientific Summary:** Gibbons, Ann. “Fossil pushes back human origins 400,000 years.” *ScienceMag, News, Archaeology* (March 4, 2015). [[Link](#)]
- **Example of Assessment:** Trasancos, Stacy A. “‘First Human’ Discovered in Ethiopia: What It Means For Catholics.” *The Integrated Catholic Life* (March 11, 2015). [[Link](#)]

Metabolism

- **Scientific Paper:** Gaull, Gerald. “Development of Mammalian Sulfur Metabolism: Absence of Cystathionase in Human Fetal Tissues” *Pediatric Research* 6: 538-547 (1972). [[Link](#)]
- **Example of Assessment:** Trasancos, Stacy A. “Experiments on Intact Whole Live Fetuses and the Connection to Infant Formula.” *Catholic Stand* (August 5, 2015). [[Link](#)]

Genetics/Neuroscience

- **Scientific Paper:** Florio, Marta. “Human-specific gene ARHGAP11B promotes basal progenitor amplification and neocortex expansion.” *Science* Vol. 347 no. 6229 pp. 1465-1470 (March 27, 2015). [[Link](#)]
- **Example of Assessment:** Trasancos, Stacy A. “The Trail of Fetal Body Parts in Scientific Papers.” *Catholic Stand* (July 24, 2015). [[Link](#)]

7. EVALUATION

Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at <http://www.holyapostles.edu/owl>).

GRADING SCALE:

A 94-100; **A-** 90-93; **B+** 87-89; **B** 84-86; **B-** 80-83; **C+** 77-79; **C** 74-76; **C-** 70-73 **D** 60-69; **F** 59 and below

Grading Rubric for Tests and Discussion Postings

F	D	C	B	A
CONTENT				
<p>Absence of Understanding</p> <p>Posting shows no awareness of the concepts addressed in the topic by shifting off-topic</p>	<p>Misunderstanding</p> <p>Posting demonstrates a misunderstanding of the basic concepts addressed in the topic through an inability to re-explain them</p>	<p>Adequate Understanding</p> <p>Posting demonstrates an adequate understanding of the basic concepts addressed in the topic by a re-explanation of them</p>	<p>Solid understanding</p> <p>Posting demonstrates an understanding of the basic concepts addressed in the topic and uses that understanding effectively in the examples it provides</p>	<p>Insightful understanding</p> <p>Posting demonstrates an understanding of the basic concepts of the topic through the use of examples and by making connections to other concepts</p>
WRITING & EXPRESSION				
<p>Incomplete writing</p> <p>Posting is only partially written or fails to address the topic</p>	<p>Writing difficult to understand, serious improvement needed</p> <p>Posting touches only on the surface of the topic and proceeds to talk about something else; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage</p>	<p>Acceptable writing, but could use some sharpening of skill</p> <p>Posting is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors</p>	<p>Solid writing with something interesting to say</p> <p>Posting is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error</p>	<p>command-level writing, making a clear impression</p> <p>Posting is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development ; superior syntax and diction; error-free grammar, mechanics, and usage</p>
RESEARCH				
<p>Missing Research</p> <p>Paper shows no evidence of research: citation of sources missing.</p>	<p>Inadequate research and/or documentation</p> <p>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</p>	<p>Weak research and/or documentation</p> <p>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</p>	<p>Adequate research and documentation but needs improvement</p> <p>Good choice of sources but could be improved with some additions or better selection; did not always cite sources.</p>	<p>Solid research and documentation</p> <p>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</p>

Grading Rubric for Papers

F	D	C	B	A	F
CONTENT					
Absence of Understanding	Lack of Understanding	Inadequate understanding	Adequate understanding	Solid Understanding	Insightful understanding

Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.	Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.	Analysis is sometimes unclear in understanding or articulating concepts of the discipline.	Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.	Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.	Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.
---	--	--	---	---	---

RESEARCH

<p>Missing Research</p> <p>Paper shows no evidence of research: citation of sources missing.</p>	<p>Inadequate research and/or documentation</p> <p>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</p>	<p>Weak research and/or documentation</p> <p>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</p>	<p>Adequate research and documentation but needs improvement</p> <p>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</p>	<p>Solid research and documentation</p> <p>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</p>	<p>Excellent critical research and documentation</p> <p>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</p>
---	--	--	---	---	---

WRITING & EXPRESSION

<p>Incomplete writing</p> <p>Analysis is only partially written or completely misses the topic.</p>	<p>Writing difficult to understand, serious improvement needed</p> <p>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</p>	<p>Episodic writing, a mix of strengths and weaknesses.</p> <p>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</p>	<p>Acceptable writing, but could use some sharpening of skill</p> <p>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</p>	<p>Solid writing, with something interesting to say.</p> <p>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error.</p>	<p>Command-level writing, making a clear impression</p> <p>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage.</p>
--	---	---	--	---	--

8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holypostles.edu or [860-632-3015](tel:860-632-3015). In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab's website at <http://www.holypostles.edu/owl/resources>).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

10. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 7.5 quality hours) a week to this course. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. "Approval" should be understood as the professor responding to the student's email in favor of granting the "Incomplete" status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of "F" if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A "W" (Withdrawal) will appear on the student's permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A "WF" (Withdrawal/Fail) will appear on the student's permanent record for any course dropped after the end of the **third** week of a semester and on or before the Friday before the last week of the semester.

12. ABOUT YOUR PROFESSOR

Stacy A. Trasancos is a wife and homeschooling mother of seven. She holds a PhD in Chemistry from Penn State University and a MA in Dogmatic Theology from Holy Apostles College and Seminary. She teaches chemistry and physics for [Kolbe Academy](#) online homeschool program and serves as the Science Department Chair. She teaches "[Reading Science in the Light of Faith](#)" at Holy Apostles College & Seminary and "The Theology of Science" at Seton Hall University. She is author of [Science Was Born of Christianity: The Teaching of Fr. Stanley L. Jaki](#). Her new book, [Particles of Faith: A Catholic Guide to Navigating Science](#) (Ave Maria Press) comes out October 2016. She works from her family's 100-year old restored lodge in the Adirondack mountains, where her husband, children, and two German Shepherds remain top priority. Her website can be found [here](#).

