Practice of Vocational Stewardship

I. DESCRIPTION

This capstone course is a hands-on, practical immersion-and innovation experience that will provide the student with an opportunity to apply the learning and skills developed in the program in a marketplace or vocational setting. It includes the undertaking and writing of a project depending upon the need of the organization or setting. An innovative project is encouraged. Students will have a Christian supervisor in the context of their service or immersion. A copy of the completed written project signed by the supervisor must be submitted to the program head for the successful completion of the course.

II. OBJECTIVES

At the conclusion of the course, the student will:

1. Articulate the vision, nature, and the biblical and theological foundations for the integration of faith and work for the common good. (Knowledge and Understanding)

2. Identify specific talents and gifts for professional ministry with the intention of improving strengths and addressing weaknesses. These areas are supported and/or corrected through the writing of the theological reflection papers (Knowledge and Understanding)

3. Engage in relationship building activity, in consultation with the professor and the Christian mentor/supervisor, to communicate biblical values and Christlikeness in the student’s approach to life, work, and soul-care in the vocational/ministry context. (Commitment and Identity; Performance and Action)

4. Formulate a project, working under a Christian mentor/supervisor, which is useful to the vocational context and helps transform work, workers, and the world for the common good. (A copy of the completed written project signed by the mentor/supervisor must be submitted to the Program Head for the successful completion of the course). (Judgment and Design, and Performance and Action)
5. Reflect on the project experience, employ the discipline of theological reflection and other spiritual disciplines, read and reflect on how God brings about transformation of the heart so that the student will gain insight into his or her personal character, relationships, spiritual influence, and ministry impact. (Reflection and Critique).

The **Major Project report** will be retained by the professor, and as needed, used as an artifact of having demonstrated the following Program Outcome. The student is to retain the Project Report for his or her Student portfolio.

**Reinforcement and Demonstration of Program Outcome:**

Engage in critical theological reflection on current literature pertaining to the integration of faith, work, and economics, i.e., vocational stewardship, and plan and implement a strategy for effective 24/7 vocational discipleship. (Reflection and Critique; Judgment and Design; Performance and Action)

### III. TEXTS

#### A. REQUIRED TEXTS

Please use the Lifeway Bookstore at MBI for prompt, excellent, and personalized service. Their phone number is (312) 329-5433 and their web site is [www.lifewaystores.com](http://www.lifewaystores.com).

Students are to use NASB, NIV, ESV, or NKJV of the Bible for the biblical-theological basis of the study.


B. REQUIRED ASSESSMENT TOOLS


16 PF Assessment. Learn About You. Purchase for $ 75.00 and take the assessment at:
http://www.discoveryourpersonality.com/16pf.html?gclid=CMmsqZCpjKQCFCO37QodVzyLIA

Note: If you have already taken the Strengths Finder 2.0 Assessment tool in the Essentials for Excellence in Ministry Leadership course, please submit a one page Report on the results of the assessment.

C. LOGOS BIBLE SOFTWARE, Version 6. This course assumes that students have purchased the Scholars Library Collection of the Logos Bible Software. This collection is also required for the courses, Introduction to Theological Research and Digital Literacy and Hermeneutics. See the product options available at www.logos.com/products/info/comparison Because this software is required for this course, students are able to receive a 50% discount if they order directly from Logos using this website: www.logos.com/Academic/mbi/Required If you are part of the Old Curriculum and located in Chicago, you may use the MBI Library and access Logos from the computers there.

D. RECOMMENDED TEXTS


IV. PROCEDURES AND REQUIREMENTS

A variety of procedures and methods will be used, which include, but is not limited to, papers, interviews, audio/visual/computer mediated instruction, hands-on experience in a vocation that will serve as a ministry setting under a Christian mentor/supervisor, etc. The overall instructional purpose is to provide students an opportunity to apply the learning and skills developed in the program in personal life and in the context of the vocation/ministry setting.

A. READING

There are seven textbooks. Each textbook has been chosen carefully to prepare the student for this capstone experience.

The first book, *Experiencing Ministry Supervision: A Field Based Approach* by William T. Pyle and Mary Alice Seals (henceforth, PYLE AND SEALS) must be read within the first two weeks of starting the course and before beginning the vocational/ministry experience. See course schedule for due date.

The books, *Minding the Heart: The Way of Spiritual Transformation* by Robert L. Saucy (henceforth, SAUCY), and *Taking Your Soul to Work: Overcoming the Nine Deadly Sins of the Workplace*, by Paul R. Stevens and Alvin Ung (henceforth, STEVENS AND UNG) are chosen for critical self-evaluation, reflection, practice of spiritual disciplines, etc., so as to help the student develop his or her level of maturity in relating to others, interpersonal communication, and increasing Christlikeness in life, work, and soul-care.
The book, *Hope for the Workplace: Christ in You* by Bill Dalgetty (henceforth, DALGETTY) serves as a resource for relationship building ideas in the vocation/ministry location.

The books, *It’s About Excellence: Building Ethically Healthy Organizations* by David W. Gill (henceforth, GILL), and *Business for the Common Good: A Christian Vision for the Marketplace* by Kenman L. Wong and Scott B. Rae (henceforth, WONG AND RAE) and *Good Idea. Now What? How to Move Ideas to Execution* by Charles T. Lee (henceforth, LEE) are chosen to help the student analyze the vocational/ministry context and also serve as resources when writing the Major Project. Students should use other relevant resources when writing the Major Project. The due dates for these readings are given in the Course Schedule below. A Reading Completion Report must be submitted on the last day of this course. (Corresponds to learning objectives 1, 2, 3, 4, and 5)

**B. EXAMS**

There are no exams in the course.

**C. WRITTEN ASSIGNMENTS**

1. **BOOK REPORT:** The book *Experiencing Ministry Supervision: A Field Based Approach* by William T. Pyle and Mary Alice Seals (PYLE ANS SEALS) is to be read and a book report is to be submitted within the first two weeks from the start of the course and before beginning the vocation/ministry experience. The book report is expected to be about 5-7 pages in length, single or double spaced. The book report must contain discussion under the following headings:
   a. What is the main purpose or goal of the author?
   b. How is the book organized to achieve the author’s purpose?
   c. Summary of each chapter or division/section of the book.
   d. Analyze the book by discussing its strengths and weaknesses.
   e. What are some practical lessons you learned from the book, in other words, how did the book help you to know and understand key cultural theories, assumptions, and differences? What would you change about yourself as a result of reading the book?
   f. Include at least five outstanding quotes from the book, citing page numbers.

   (Corresponds to learning objective 4)

2. **STRENGTHS AND WEAKNESSES ASSESSMENT:** Since the course includes an out-of-the-classroom hands-on experience in a vocation/ministry location, the student needs to be familiar with his or her strengths and weaknesses. Therefore the student is required to take two assessment tools as mentioned under B. Required Assessment Tools on page 2 of this syllabus. The Clifton Strength Finder (CSF) tool
identifies four themes to be applied in the work domain that as validity across cultures, genders, and languages. The 16 PF Assessment Tool for Vocational Guidance helps the student to determine occupations for which they are best suited. It assesses the normal range measurement of anxiety, adjustment, and behavioral concerns. The 16 PF assesses five primary global factors, such as, extraversion, anxiety, tough-mindedness, independence, and self-control. Take the two assessments within the first two weeks of the course and submit a one page summary of the assessment to the course Instructor. (Corresponds to learning objective 2)

3. WEEKLY THEOLOGICAL REFLECTION ON SPIRITUAL DISCIPLINES USED AND ON THE LEARNING EXPERIENCES ENCOUNTERED IN THE VOCATION/MINISTRY LOCATION
Three Spiritual Disciplines are encouraged in this course. There are, 1. Prayer, 2. Scripture Meditation, and (3) Theological Reflection on the learning experiences encountered in the vocation/ministry location. Pray specifically and regularly by name for the people you are associated with at the location for their spiritual growth and well-being, your relationship with them, and for you to be a spiritual influence while you are there on location. Read and meditate on Scripture on the Integration of Faith and Work (here are some passages from the Gospels [choose the ones you want to meditate on each week], Laborers deserve their food (Matthew 10); Work, Rest, and Worship (Mark 1-4; 6; and 13); Economic Issues (Mark 10-12); Sabbath and Work (Luke 6: 1-11; 13:10-17); Healing in Luke (Luke 4: 31-44); Ethics in Conflict (Luke 6:27-36); Wealth in Luke (Luke 6:17-26; 10:38-42); Power and Leadership (Luke 9:46-50); Taxing issues (Luke 19:1-10; 20:20-26); Who Works, When, and Why (John 5); Jesus’ hand in all things (John 3:1-36); The Work of the Word in the world (John 1:1-18); and Servant Leadership (John 13). Theologically reflect on the learning experiences encountered in the vocation/ministry location (for details on this, check with course Instructor) Submit this log, in 1-2 pages, once every week, by Sunday midnight (11.59 PM) CST on the blackboard site started for the course or send as an attachment to an e-mail. (Corresponds to learning objective 5)

4. RELATIONSHIP BUILDING ACTIVITY: The student must plan and organize at least one relationship building activity in the vocation/ministry location, in consultation with the course Instructor and the Christian mentor/ supervisor. This is an opportunity to get to know people and befriend them with a view to communicate (spoken or unspoken) biblical values and Christlikeness in the student’s approach to life, work, and soul-care. (Corresponds to learning objective 3)

5. AWARENESS OF THE CULTURE AND NORMS IN THE VOCATION/MINISTRY LOCATION THROUGH PERSONAL INTERVIEWS: Conduct interview with THREE people. Make sure to set aside enough time so that you can go deeper than just superficial talk. A question starting with “What” will often generate a brief direct (descriptive) answer but questions starting with “why” and “how” will help elicit answers of significance, meaning, deeper assumptions, and differences. During the
interview, make sure to ask the questions given below. After the interview, write a paper which include answers to questions 1-9 for each person. Also reflect on your total experience and answer questions A-C for each interview or all combined into one answer. Make sure that at least two of the three persons interviewed are non-Christians. Paper is expected to be 10-12 pages, single or double spaced.
1. In your opinion, what would be the “good life” for a person in the age group - under 20, 30-50, and 60-80 years of age?
2. What are some of the deepest longings of your heart, meaning, desires or plans for the future?
3. What are some things (values) that you consider most important?
4. When do you think you will have accomplished your life goal or ambition in personal and professional life?
5. In this vocation/ministry location, what does God mean or what role does God have in the lives of the people there and/or organization?
6. If you are talking to a Christian, ask, in this vocation/ministry location what opportunities do you have to be an ambassador for Christ or for Christian fellowship?
7. If you are talking to a non-Christian, ask, does anyone talk about religion in this place?
8. If someone were to talk about spiritual matters, would that interest you?
9. If someone were to say, I will pray for you, how would you respond?

Reflect on the interviews and you, the interviewer, is to answer the following questions:
A. What did you learn from the interviews - things you knew which were affirmed and things you did not know?
B. How have the interviews changed you or increased your awareness in terms of the vocational culture and norms of the location?
C. In the light of the foregoing culture and norms, what would you do to demonstrate Christlikeness in the vocation/ministry location? In other words, how would you apply your learning in this vocation/ministry location? (Corresponds to learning objectives 3 and 4)

6. MAJOR FINAL PROJECT: In consultation with the Christian Mentor/Supervisor at the vocation/ministry location, formulate a project, which is useful to the vocational context and helps transform work, workers, and the world for the common good. (A copy of the written project signed by the Mentor/Supervisor must be submitted to the Program Head for the successful completion of the course. Please make sure to use information from the text books and other relevant sources to write this major final project. Make the project as innovative and creative as you can in its presentation. This paper can be anywhere from 25 to 40 pages long. Make certain that the paper includes measurable steps toward a goal. Measurable steps are those can or plan to be achieved within a definite period of time. (Corresponds to learning objective 4)
7. OTHER COURSE REQUIREMENTS:

Pre-course Requirements: The student must submit the following forms. All forms are required to start the immersion in the vocation/ministry location.

a. Approval of the Immersion: The vocation/ministry location under a Christian mentor/supervisor must be approved. This form announces your intention to enroll in the course and gives basic information to MTS office for their records.

b. Christian Mentor/Supervisor Application and Observer on Location Application
The Christian Mentor/Supervisor needs to be a Christian for a minimum of ten years. Application gives background information on the prospective Christian Mentor/Supervisor to MTS office to determine if the individual and the location meets the qualifications required by MTS. The Observer on Location Application gives information on the prospective observer who observes the student at the location. The students need to have one Observers (two preferred) in the immersion experience. Submit one form for each observer with the Christian Mentor/Supervisor Application. For further requirements see the Field Education handbook. The Christian Mentor/Supervisor will work cooperatively with the Observer(s) on location as a mentoring team for the student.

c. Covenant with Developmental Plan
The Covenant gives additional information on the specific objectives and goals of the vocation/ministry experience. It must include details to provide accountability for both the student and the Christian Mentor/Supervisor and must be signed with mutual consent. The Development Plan is designed to guide the student through each phase of the experience and should reflect a certain knowledge of the integration of faith and work and the specific roles of the student during the experience. Without this background, the plan should not be completed or submitted. These goals should be drafted under the guidance of the Christian Mentor/Supervisor.

d. Schedule/Assignments
It is the responsibility of the student to make sure all forms, evaluations and meetings are scheduled and turned in at the appropriate time. Along with the immersion experience, the student will be required to complete the coursework mentioned under Course Requirements 1-6.

e. Course Meetings:
1. Three meetings of about an hour at the beginning, midpoint, and towards the end of the semester with the Course Instructor to discuss progress, issues, etc. More meetings are optional as needed, but by appointment.
2. Three meetings with Observer on Location of about 30 minutes at the beginning, midpoint, and towards the end of the semester to discuss progress, issues, if any, and completion of student evaluation (forms will be made available).

3. Three meetings with the Christian Mentor/Supervisor for about an hour each, at the beginning, midpoint, and towards the end of the semester to discuss project, progress, issues, if any, and completion of student evaluation (forms will be made available).

f. Time Commitment

As you think about this course, please keep in mind the following critical time commitments needed to complete this 3 credit hour course. Courses with immersion experience can must be a minimum of 120 hours but no more than a maximum of 200 hours.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Estimated Time</th>
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<tr>
<td>Textbooks Reading (7 x 5 hours)</td>
<td>35 hours</td>
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<tr>
<td>Meeting with Instructor (3 x 1 hour)</td>
<td>3 hours</td>
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<tr>
<td>Meeting with Christian Mentor/Supervisor</td>
<td>3 hours</td>
</tr>
<tr>
<td>Meeting with Observer on Location</td>
<td>2 hours</td>
</tr>
<tr>
<td>Interviews with three people + report</td>
<td>7 (3 + 4 hours)</td>
</tr>
<tr>
<td>Relationship Building Activity</td>
<td>5 hours</td>
</tr>
<tr>
<td>Strengths and Weaknesses Assessments</td>
<td>2 hours</td>
</tr>
<tr>
<td>Book Report</td>
<td>5 hours</td>
</tr>
<tr>
<td>Weekly Theological Reflection &amp; writing</td>
<td>14 hours</td>
</tr>
<tr>
<td>Vocation/Ministry Activity</td>
<td>40 hours</td>
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<tr>
<td>Major Final Project: Research &amp; Writing</td>
<td>40 hours</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>156 hours</strong></td>
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Here are some general guidelines for all papers.

**All papers** must have a **title page** that clearly indicates your name, CPO number, name and catalog number of the course, professor’s name, name of the institution, and the date that the assignment is due. A sample title page can be provided in Blackboard if needed.

(2) All quotations and ideas from other sources must be properly cited and documented. The format/style adopted by MTS for citations and bibliography is the Turabian format/style and students must adhere to it.

(3) A bibliography of sources consulted is absolutely essential, in the proper format and style, for written work submitted, where it is relevant. The bibliography is excluded from the minimum page count. Use footnotes, endnotes, or In-text citations using correct format.
The lines on a page are to be double spaced (unless otherwise indicated), font size—11/12 point, with a one inch margin on all sides. The paper must meet the minimum page requirement, and should not generally exceed the page limit by more than 3-4 pages. Use of bold or larger font for headings and sub-headings is permitted and recommended.

All papers must be theologically sound. Conclusions are to be well argued and wherever possible, Biblically supported.

Students who submit work due during the semester after the due dates given in the syllabus will receive point reduction as indicated in grade rubric for each assignment. All course work due on the last day of the semester must be submitted on the due date given in the syllabus. If a student fails to do so, no credit given for the work submitted.

D. ATTENDANCE AND LATENESS POLICY

This course is not an attendance based course. However, it is necessary that the student sets up appointments with the Christian Mentor/Supervisor, Observer(s) on Location, and the Program Head as mentioned in the Course Schedule. Showing up late for appointments or unprepared if some activity needs to be completed is considered unprofessional and also a poor reflection of an Ambassador for Christ. No unexcused absence is permitted. Two or more excused absences will result in a full letter grade reduction (from an A to a B and so on). Papers and assignments must be submitted on time on each due date. Late submissions will be penalized (see Grade Rubric) appropriately.

E. PLAGIARISM

MTS STATEMENT ON PLAGIARISM: Plagiarism is taking the ideas or the words of another person and presenting them as one’s own. Sometimes plagiarism is an intentional act of deception. Sometimes it is simply the result of ignorance, carelessness, or sloppy work. In either case it is unethical and constitutes a serious infraction of Seminary policy. When the words or ideas of others are used, proper credit must be given either in a footnote or in the text. Consequences of plagiarism will follow a three step process:

First offence – a grade of F is given for the assignment; the professor must notify the Registrar and Dean of Students. A statement goes into the student’s file.

Second offence – a grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students. A statement goes into the student’s file. The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.

Third offence – the professor must notify the Registrar and Dean of Students. The student may be suspended or dismissed from the Seminary. A statement goes into the student’s file.

Upon recommendation of the Academic Standards Committee faculty, consequences for plagiarism may include dismissal from the Seminary or the revocation of a degree.
V. GRADING

CRITERIA FOR GRADING

a. Reading –
   - Saucy 4%
   - Stevens and Ung 4%
   - Dalgetty 4%
   - Gill 4%
   - Lee 4%
   - Wong and Rae 4% ................................................. 24 %

b. Book Report on PYLE AND SEALS 6 %
c. Weekly Theological Reflection (14 x 2%) 28 %
d. Relationship Building Activity 5 %
e. Awareness of Culture & Norms in Vocational Location – 3 Interviews 12 %
f. Major Final Project 25 %

Total 100 %

LETTER GRADE VALUES

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<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>100-96</td>
<td>Exceptional Work</td>
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<tr>
<td>A-</td>
<td>95-94</td>
<td>Excellent Work</td>
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<tr>
<td>B+</td>
<td>93-92</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>91-89</td>
<td>Good Work</td>
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<tr>
<td>B-</td>
<td>88-87</td>
<td>Above Average Work</td>
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<td>C+</td>
<td>86-83</td>
<td>Average Work</td>
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<td>C</td>
<td>82-79</td>
<td>Work Needs Improvement</td>
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<tr>
<td>C-</td>
<td>78-75</td>
<td>Minimally Acceptable Work</td>
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<tr>
<td>F</td>
<td>&lt;75-0</td>
<td>Unacceptable Work</td>
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## VI. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Discussion Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Register for the Course</td>
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<tr>
<td>Jan 12 - 17</td>
<td>Discussion of Syllabus</td>
<td>Purchase and Overview of Textbooks</td>
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<td></td>
<td>Overview of the course</td>
<td>Meet with Course Professor – 1 hour</td>
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<tr>
<td>Week 2</td>
<td>Read Textbooks</td>
<td>Submit all forms required and obtain approvals</td>
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<tr>
<td>Jan 19 – 24</td>
<td>Take Assessments</td>
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<td>Weekly Theological Reflection</td>
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<tr>
<td>Week 3</td>
<td>Read Textbooks</td>
<td>Submit Book Report on Jan. 24 on PYLE and SEALS – Due by Midnight on Jan. 24 – 11.59 PM CST. Meet with Christian Mentor/Supervisor Discus</td>
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<td>Jan 26 – 31</td>
<td>Weekly Theological Reflection</td>
<td>Major Project and activity at location for 40 hours in the semester, including Covenant and Development Plan</td>
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<td>Week 4</td>
<td>Read Textbooks</td>
<td>Meet with Observer on Location</td>
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<td>Feb. 2 – 7</td>
<td>Weekly Theological Reflection</td>
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<tr>
<td>Week 5</td>
<td>Read Textbooks</td>
<td>Plan and execute Relationship Building Activity</td>
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<td>Feb. 9 – 14</td>
<td>Weekly Theological Reflection</td>
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<tr>
<td>Week 6</td>
<td>Read Textbooks</td>
<td>Complete and submit Personal Interviews Paper on Culture and Norms of Vocation/Ministry Location</td>
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<tr>
<td>Feb. 16 – 21</td>
<td>Weekly Theological Reflection</td>
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<td>Week 7</td>
<td>Read Textbooks</td>
<td>Meet with Instructor – Mid-course evaluation</td>
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<td>Feb. 23 – 28</td>
<td>Weekly Theological Reflection</td>
<td>Meet with Christian Mentor/Supervisor</td>
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<td>Meet with Observer on Location</td>
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<td>Week 8</td>
<td>March 2 – 6</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 9</td>
<td>March 7 – 22</td>
<td><strong>Spring Break</strong></td>
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<td>Week 10</td>
<td>March 23 – 28</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 11</td>
<td>March 30 – April 4</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 12</td>
<td>April 6 – 11</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 13</td>
<td>April 13 – 18</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 14</td>
<td>April 20 – 25</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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<td>Week 15</td>
<td>April 27 – May 2</td>
<td>Read Textbooks</td>
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<td>Week 16</td>
<td>May 4 – 8</td>
<td>Read Textbooks</td>
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<td>Weekly Theological Reflection</td>
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VII. BIBLIOGRAPHY


VIII. GRADING RUBRIC:
Assessment/Grade Rubric for ALL WRITTEN PAPERS

Name of Student: __________________________

Points Scored out of Total Possible Points Allocated for Each Written Paper

<table>
<thead>
<tr>
<th>Exceptional to Very Good Work</th>
<th>Average Work to Unacceptable</th>
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38
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Excellent work</th>
<th>to Above Average Work</th>
<th>Minimally Acceptable Work</th>
<th>Work &lt; 75 %</th>
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</thead>
<tbody>
<tr>
<td>Comprehensiveness and Accuracy of Answers to the Questions</td>
<td>Addresses all parts of the question and goes beyond requirements (where possible).</td>
<td>Good answer. Addresses all parts of the question but not super.</td>
<td>Omits aspect(s) of the question. The answer does not directly address the question.</td>
<td>Fails to address required/key parts of the question.</td>
</tr>
<tr>
<td>Biblical Support</td>
<td>Plenty of accurate and relevant Biblical support, at least one verse per major point (quoted in part).</td>
<td>Sufficient and accurate Biblical support of the question, but could be improved.</td>
<td>Little evidence of Biblical support or the Biblical support does not directly support the main point.</td>
<td>Little or no evidence of Biblical support.</td>
</tr>
<tr>
<td>Evidence of Critical Thinking</td>
<td>Good/Solid evidence of critical thinking; including analysis, synthesis, application, and evaluation (where relevant).</td>
<td>Good evidence of critical thinking, especially application that can be measured (where relevant).</td>
<td>Minimal evidence of critical thinking, especially application.</td>
<td>Little or no evidence of Critical Thinking.</td>
</tr>
<tr>
<td>General Format, Aesthetics, Mechanics, etc.</td>
<td>Great organization of answer, grammar, and accurate spelling of key words, titles, and names (as needed).</td>
<td>Good answer, well organized. But there is scope for improvement.</td>
<td>Answer is minimally acceptable in terms of format and other mechanics. Needs improvement.</td>
<td>Incomplete answer, poor grammar, misspelled terms, names, etc.</td>
</tr>
</tbody>
</table>
READING REPORT DUE ON MAY 8, 2015

I HAVE COMPLETED READING THE FOLLOWING TEXTBOOKS,

1. SAUCY – 100 % OR PERCENTAGE COMPLETED: _______________

2. STEVENS AND UNG - 100 % OR PERCENTAGE COMPLETED: _______________

3. DALGETTY - 100 % OR PERCENTAGE COMPLETED: _______________

4. GILL - 100 % OR PERCENTAGE COMPLETED: _______________

5. WONG AND RAE - 100 % OR PERCENTAGE COMPLETED: _______________

6. LEE - 100 % OR PERCENTAGE COMPLETED: _______________

Signed: _________________________________