
IDCR 151 Summer 2011
MESSIAH COLLEGE
CREATED AND CALLED FOR COMMUNITY
COURSE SYLLABUS

Instructor: **Louann B. Zinsmeister, PhD, RN, CNE**

Class Meeting Times: Online Format
Asynchronous class times

Office: **Kline 135**

Phone: 717-979-6421 (**email first always**)

Office Hours: Accessible via email 24/7

E-Mail: **lzinsmei@messiah.edu**

I. Course Overview

Catalog Description: The central question to be considered is: “What is my vocation as a faithful steward of God’s creation?” Through examining literary, historical, artistic, philosophical, and theological works, the student will engage in the biblical themes of forgiveness, compassion, nonviolence, peacemaking, justice, and racial and gender reconciliation through the lens of the College’s unique religious identity and foundational values, with a particular focus on the importance of community.

For the Summer Online IDCR 151 course, priority is given to students who have transferred to Messiah College after their first year of college. This course is not designed for students who opted not to take IDCR 151 during the spring semester of their first year at Messiah College.

II. College-wide General Education Objectives

1. To develop those abilities essential to liberal education.
2. To gain knowledge common to liberal education.
3. To become biblically literate and theologically reflective.
4. To attain specialized knowledge and abilities in at least one area of study.
5. To develop an understanding of one’s identity and Christian vocation.
6. To develop the intellect and character necessary to express Christian commitments in responsible decisions and actions.
7. To become servants, leaders, and reconcilers in the world.

III. Required Texts

Messiah College, Editor. (2010). *Created and Called for Community*. Acton, MA: Copley Custom Textbooks [CT]

Jacobsen, Douglas and Rodney J. Sawatsky. (2006). *Gracious Christianity: Living the Love We Profess*. Grand Rapids, MI: Baker Academic.

Nouwen, Henri J.M. (1989/2002). *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad.

Sittser, G. (2000/2004). *The Will of God as a Way of Life*. Grand Rapids, MI: Zondervan.

IV. Course Purpose and Objectives

The *Created and Called for Community* course applies the intellectual skills learned in First Year Seminar to content directly related to Messiah College’s mission, identity, and foundational values.

Created in the divine image, students are God's agents for service, leadership, and reconciliation in the broader community. The course is designed to "nurture the moral imagination"¹ by asking questions of life and learning, those questions which students must engage in order to participate fully in their academic pursuits, service, and Christian vocation.

All sections of *Created and Called for Community* share common objectives. As a result of completing the course, students will:

1. Understand the mission, identity, and foundational values of Messiah College;
2. Explore the biblical and theological implications of the Old Testament emphasis on being created in the image of God and the New Testament emphasis on becoming a new creation;
3. Examine the defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, interethnic, and professional;
4. Develop a working definition of Christian vocation as it relates to reconciliation, service, and leadership.

V. Course Expectations

1. Assignments

Unit Exams: An exam will be given at the end of each unit in this course—creation, community, and vocation respectively. Each exam will require you to not only know and understand the texts but also to synthesize and apply your knowledge of the course material. Each exam will be worth 13% of the total course grade, for a combined total of 39% of your course grade. **Creation Unit Exam June 10, 2011; Community Unit Exam: July 1, 2011; Vocation Unit Exam: July 15, 2011.**

- a. **Class Participation: Discussion Forums** will be required class participation. You will be required to respond to assigned discussion forums each week. **Forums are due on Wednesdays & Thursdays by 11:30pm and Saturdays & Sundays by 11:30pm. Initiated threads are posted on Wednesdays & Saturdays, and response threads will be due on Thursdays and Sundays.** The dates will be posted on each Discussion Forum on the Course Sakai website. Grading for Discussion Forums will be based on **MEETING DEADLINES FOR POSTINGS**, the quality of your engagement with course material, the comprehensiveness of readings covered, and attention to assigned questions. **The Discussion Forums are mandatory and worth 30% of your course grade. Failure to consistently and FULLY participate in Discussion Forums could result in a score of 0 for the discussion forum percentage of the course grade.**
- b. **Creation Project:** Students will interact with the assigned texts by producing a project that demonstrates their understanding of a theme of creation such as the creation of the earth, the role of arts and culture, humanity as created being, or the significance of creativity. The project's form should reflect your interests and skills; past projects have included visual art, musical composition, creative writing, computer animation, video production, and many others. Alongside the finished work, you must include a reflective statement of approximately 500 words explaining the connection between the created work and course texts; your statement should cite at least two course texts. **The Creation Project should be submitted electronically via designated assignment feature by June 10, 2011 at 11:30pm. To submit your project - you can send a digital picture of your project, send a digital video of your project, or send an electronic word file if your project is**

¹ Nussbaum, M. (2003). The Role of the Independent College in Cultivating Humanities. Address delivered at the annual conference for Chief Academic Officers of the Council for Independent Colleges. Santa Fe, New Mexico.

appropriate for that type of format. The Creation Project is worth 10% of the course grade.

- c. **Community Essay** Each student will compose a persuasive essay that speaks to the question of community in our world today. Your aim is to convince a reader to adopt a particular view or to take a particular action. Each student will develop a thesis and support that thesis using two or more readings from the unit in addition to one external academic source. Community essay thesis examples include: *Civic engagement is vital for national community. Student involvement is crucial for campus community.* This essay should be approximately 1000 words. See Essay Grading Criteria. **This essay is worth 10% of the course grade. Due Friday, July 1, 2011 by 11:30pm.**
- b. **Christian Vocation Essay:** Each student will compose a persuasive essay that speaks to addresses the purposes of Christian Vocation. Your aim in this paper is to convince your reader to take a particular perspective on Christian Vocation or to live in a particular way as an element of Christian vocation. Each student will develop a thesis and support that thesis using two or more readings from the vocation unit in addition to one external academic source. Christian Vocation essay thesis examples include: *Church involvement is necessary for authentic Christian Vocation; Reconciliation is a central element of Christian Vocation.* This essay should be approximately 1000 words. See Essay Grading Criteria. **This essay is worth 10% of the course grade. Due Friday, July 15, 2011 by 11:30pm.**
- f. **PLEASE NOTE: Attendance and Participation:**
- *This course requires active participation is assigned discussion forums and readings.*
 - *The Forum discussions should be reviewed on a daily basis throughout each week of the course.*
 - *Forum entries are due on Wednesdays, Thursdays, Saturdays, and Sundays at 5pm.*
 - *Forum discussions are mandatory.*
 - *Failure to participate in more than one set of weekly discussion forums – without making prior arrangements with the instructor will result in a zero for that week's discussion forum grade.*
 - *HOWEVER, the student must still complete all missed discussion boards even after receiving a zero score for a particular week – in order to pass the course.*
 - *In other words, to pass this course, the student must complete all assigned discussion forums regardless of receiving a zero for a set of forums because of missing deadlines without prior notification of the instructor.*

2. Grading

- a. **Criteria:** The purpose of all course assignments is to enhance your engagement with key ideas and to fulfill the learning objectives of this course. All course papers, exams, and projects will be graded on quality of ideas, coherence, organization, and mechanics (grammar, spelling, and citations using an appropriate documentation format i.e. MLA or APA).

- b. **Formatting:** All papers must be typewritten; papers should be double-spaced using a 12-point font with one-inch margins on every side.
- c. **Reference Guidelines:** As noted above, your assignments should conform to citation guidelines of the American Psychological Association (APA), the Modern Language Association (MLA).
- d. **Late Assignments:** **If you cannot complete an assignment on time, please contact me in advance. If you do not complete an assignment on time and do not contact me, you will receive a zero for the assignment.** Except in unique circumstances, all late assignments will receive an appropriate point deduction.
- e. **Grade Calculations:** Assignments will carry the following weights in determining your final course grade: *Notice the importance of the Discussion Forums*

Unit Exams	40%
Discussion Forums	30%
Creation Project	10%
Community Essay	10%
<u>Christian Vocation Essay</u>	<u>10%</u>
Total	100%

- f. **Grading Scale:** Final grades will be determined using the following scale.

93-100	A	77-79.9	C+
90-92.9	A-	73-76.9	C
87-89.9	B+	70-72.9	C-
83-86.9	B	67-69.9	D+
80-82.9	B-	60-66.9	D
		Below 60	F

- g. **Final Grade:** Your final grade will be reduced if you fail to meet weekly deadlines for assignments. Unless the instructor is notified of a late submission before the due date, A *ZERO* will be given for assignments not submitted by the designated deadline.

VI. **Course Competencies and Expectations**

1. **Inclusive Language:** Please use inclusive language when speaking about or addressing human beings in written and oral communication. The process of changing from habitual language patterns to hospitable ones is not easy. It is expected that a spirit of grace will be present in the online classroom as we help one another move toward hospitable language patterns (see orientation PowerPoint on netiquette)
2. **Academic Integrity:** Academic integrity is a central value of Messiah College. Essentially, academic integrity reflects one's personal integrity as it relates to ideas and information. Giving the impression that you have written or thought something that you have actually borrowed from another violates the precepts of academic integrity

and thus our expectations of students (see www.messiah.edu/advisinghandbook/academic/integrity.shtml).

Specific information about the Academic Integrity Policy

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

- ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.
- ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
- ***Fabrication:*** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.
- ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
- ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
- ***Computer Offenses:*** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
- ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

It is the student's responsibility to familiarize one's self with the academic integrity policy. Refer to the Messiah College Student Policy Handbook (2010 - 2011) for the policy regarding penalties, appeal process and procedures for violations.

VII. Miscellaneous

1. Messiah College welcomes students with disabilities. Any student whose disability falls within guidelines provided by the American with Disabilities Act should inform me at the beginning of the semester, noting any special accommodations/equipment necessary to complete the requirements for this course. Students with disabilities must register with the Office of Disability Services located in Hoffman Hall. If you have questions, please call extension 5358.

2. I look forward to getting to know you and to partnering with you toward a fulfilling experience this term. If questions arise or you would like to discuss anything with me – please feel free to email me at any time.

VIII. Computer System Requirements

System Requirements

The following list represents configurations that provide the best performance with our learning management system and synchronous software and configurations the College is ready and able to support. Although, students may find that other configurations may work as well, those configurations may not be supported by Academic Technology Services.

Internet Connection - High speed or broadband cable required; Satellite Broadband not recommended due to conflicts with synchronous software; **Air cards may not be used**

Browser - Mozilla Firefox 3.0 or higher

Operating System Version:

- Windows® XP (recommended)
- Windows® Vista
- Windows® 7
- Mac OS 10.4 or higher

Desktop Processor (CPU): Pentium 4 at 2.0 GHz or faster

Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster

Memory (RAM):

- Windows® XP: 512 MB or more
- Windows® Vista: 1024 MB or more
- Windows® 7: 1024 MB or more
- Mac OS: 1024 MB or more

Hard Disk Space: 40 GB or more of free space

CD-ROM/CD-RW drive (DVD or combo drive helpful)

Any Office Suite; Examples include Microsoft Office 2007 or newer, OpenOffice 3.1, or Google Docs

Some courses will require additional software and/or hardware as it pertains to the instruction of the course. These additional requirements will be clearly spelled out in the admissions materials and in course syllabi.

IX. Computer Skills Needed

Ability to:

- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word, PowerPoint, Excel)
- Copy and Paste

X. Course Online Policies

Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although

confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

XI. Computer Support:

How do I get IT support?

Students

Help is available between the hours of **8AM and 11PM Eastern Time (7days a week)**.

Please leave a message providing your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

Weekdays - 8 AM to 5 PM Mon. to Fri. 796-5039

Phone (717) 796-1800 Ext. 5901 **or** (717)

Instant Messaging SCS5901 through AIM mail bthompso@messiah.edu or ResNet@Messiah.edu

Evening PM Mon. to Fri. -AND- 8 AM to 11 PM Sat. and Sun.

Evenings and Weekends - 5 PM to 11PM Phone 717-796-1800 Ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, SAKAI.

COURSE INTRODUCTION

UNIT ONE: CREATION

Descriptive Statement: An exploration of the image of God and what it means to be fashioned in the Creator's image. Students consider how to express God's creative impulse and how to be faithful stewards of creation.

Summary of Unit: Love motivated God to create humanity and the world. God created persons equally in God's image. God commissioned humanity to be caretakers of creation. Sin harms God's original design for humanity and nature. Just as God expressed creativity in making humanity and the world, God has entrusted humanity with the gift of creativity.

Creation Unit Objectives: At the completion of this unit, the student will be able to:

1. Define the image of God;
2. Identify theological implications of being created in the image of God;
3. Consider how being created in God's image implies the dignity of all of humanity;
4. Illustrate the meaning of being called to be stewards of creation;
5. Consider how to balance economic and technological progress with preserving God's creation;
6. Recognize the biblical directive to become and to form a new creation; and
7. Explore how God's creative impulse is uniquely expressed in his/her own life.

Embedded within these unit objectives are several *ethical questions*:

1. How does being created in the image of God imply dignity and divinity?
2. What are the meanings of being called to be stewards of creation?
3. How do humans balance God-given gifts of discovery and knowledge with the preservation of God's creation?

**** Please Note that a Weekly Lesson Plan is available to you for each week of the course that is even more specific than this syllabus guide. You can access the Weekly Lesson Plans by going to the Resources section of our Sakai course website. Also, the schedule feature has all course assignments and due dates posted on our Sakai course website. Our weeks are Monday to Sunday.**

Week One – May 23 to May 29

Course Overview and Introductions

- **Review: Syllabus and Messiah College's Mission, Identity, and Foundational Values**
 - **View the following PowerPoints** ***All found in the Resources section of the Course*
 - Getting Started
 - Syllabus Orientation
 - Core Overview

THEOLOGIES OF CREATION AND HUMANITY

- **Theologies of Creation**
 - Read: Genesis 1:1-2:25 *CT*
 - Read: Jacobsen and Sawatsky, "Preface" (pp. 9-15), "Introduction" (pp. 17-26), and "God and Creation" (pp. 27-38)

- **Theologies of Creation**

- Read: Bruce Birch, “In the Image of God.” *CT*
- James Weldon Johnson, “Creation,” in *God’s Trombones CT*
<http://www.youtube.com/watch?v=B9daybAvxqY&feature=related>

Week Two – May 30 to June 5

NEW CREATION

- Read: Jacobsen and Sawatsky, “Human Nature.” (pp. 39-49) and “Fullness of Salvation” (pp. 63-75)
- Listen to “Theologians” by Wilco at the following site.
<http://www.youtube.com/watch?v=XV7htWME2CA>
- Consider the meaning of the song “Theologians” – referring to this site.
<http://www.songmeanings.net/lyric.php?lid=3530822107858491342>
Despite what we do, we are still created in the image of God.

STEWARDSHIP OF CULTURE & CALLED TO CREATIVITY

- **Stewardship of Culture**
 - Exodus 31:1-5;
 - Read: Gregory Wolfe, “Art, Faith, and the Stewardship of Culture.” *CT*
 - Watch “Wolfe Reading” PowerPoint
- **Creativity**
 - Acts 17:22-34
 - Read: Madeleine L’Engle, “Story As Creative Act.” *CT*
 - Read: J.R.R.Tolkien, “Leaf by Niggle.” *CT*
 - Read: Alice Walker, “In Search of Our Mothers’ Gardens.” *CT*
- **Watch the PowerPoint title “Imago Dei”** as a preparation for your assignment to submit your proposal for your Creation Project.

Week Three - June 6 to June 12

STEWARDSHIP OF CREATION

- Read: Genesis 1:26;
Please watch the following video –“World Domination”
 - <http://www.youtube.com/watch?v=gmk3UaMqMXg>
- Read: Psalm 8
Please watch the following video
 - <http://www.youtube.com/watch?v=JWm1Oloa6JU>
- Read: Fred Van Dyke, Mahan, Sheldon, & Brand, “Ruling and Subduing”
- Watch the Narrated PowerPoint Titled “ Ruling and Subduing “ & “God’s World Today”
- “If a Tree Falls” by Bruce Cochran
 - <http://www.youtube.com/watch?v=W8CibAuvZM4> (this video clip is in the “Ruling and Subduing” PowerPoint)
- “The Rape of the World” by Tracy Chapman
 - <http://www.youtube.com/watch?v=oy6b9IGANjM> (this video clip is in the “Ruling and Subduing” PowerPoint)
- Watch the Video: “Between Heaven and Earth: The Plight of the Chesapeake Bay Watermen” if available on Sakai

**Submission of Creation Project your Artist Statement – DUE Friday, June 10, 2011 by 11:30pm
Creation Unit Exam OPEN from – Friday, June 10, 2011 until Monday, June 13, 2011 at 7am –
Access the exam via the test feature of Sakai. Once the exam is opened you will have one hour to
complete it. You cannot pause the exam, you will have to complete it in one sitting once you begin the
exam.**

UNIT TWO: COMMUNITY

Descriptive Statement: An exploration of community, the factors that strengthen and weaken it, and the challenges of community-building in a variety of settings—church, in a college or university, in the nation, and the world.

Summary of Unit: We live within various communities – families, friendship groups, churches, campuses, the nation, and the world. Communities are inescapable, yet they place demands on us. This unit considers the nature of community life within the church, the college campus, the nation, and the world. Along the way, we will see both positive examples of community and examples of shortcomings—including segregation, racism, isolationism, and violence.

Community Unit Objectives: At the completion of this unit the student will be able to:

1. Identify the defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, and professional;
2. Explore the dynamics of community, including how communities honor both differences and our common humanity;
3. Explore and identify factors that contribute to and undermine community;
4. Describe his or her role as an individual member of communities;
5. Describe how authentic community can be created in contemporary society – locally, nationally, and internationally;
6. Describe how to respond when conflict occurs between the expectations of various communal authorities (family, church, state, etc.) and the desire to pursue individual aspirations;

Embedded within these unit objectives are several *ethical questions*:

1. How can true community be created in contemporary society – locally, nationally, and internationally?
2. How can we honor both our differences and our common human identity?
3. What should we do when we feel a conflict between the expectations of various authorities in our lives (family, church, etc.) and our desire to explore our own individual dreams?

Week Four - June 13 to June 19

THE CHURCH AS A COMMUNITY OF FAITH AND COMPASSION

- **A Vision of the Christian Community**
 - Read: Matthew 5 – 7 CT
 - Review the Messiah College Community Covenant – can be found on the Messiah College Website
- **Theology of Community**
 - Acts 2:37-47; 4:32-37 CT
- **Communities of Faith**
 - Read: Jacobsen and Sawatsky, “Being Church.” (pp. 89-100)

- Read: Harold Bender, *The Anabaptist Vision – Read the whole thing* (Text online at <http://www.mcusa-archives.org/library/anabaptistvision> (also in the *CT*)

Week Five - June 20 to June 26

COMMUNITY AND CONTEXT

- **A Vision for Society**
 - Read: Plato, “Allegory of the Cave”, *CT*
- **Community in the United States**
 - Read: “A Call for Unity”,
 - Martin Luther King, Jr., “Letter from Birmingham Jail”, *CT*
 - Putnam, “Bowling Alone: America’s Declining Social Capital” *CT*

Week Six - June 27 to July 3

- **Family and Friendship**
 - Anyi, “The Destination” *CT*
 - Augustine, from *The Confessions*, *CT*, (Book IV, Chapters 4-9 (paragraphs 7-14). Book IV, Chapter 4, is headed "Sorely Distressed by Weeping...", and Book IV, Chapter 9 ends with the John 14:6 quote. <http://www.newadvent.org/fathers/110104.htm>
- **Campus Community**
 - Read: Newman, What is a University?, *CT*
 - Read: Boyer, “Retaining the Legacy of Messiah College” *CT*

• **Community Essays - DUE – Friday, July 1, 2011 by 11:30pm**

• **Community Exam – Open from – Friday, July 1 until Monday, July 4 at 7am. You will have one hour to complete the exam once you’ve started to take the exam. You cannot pause the exam and return to finish it later.**

UNIT THREE: VOCATION

Descriptive Statement: An exploration of what it means to live a life of Christian vocation. Students examine the themes of reconciliation, service, and leadership as expressions of vocation, and further their creative imagination and commitment to community lived out in Christian vocation.

Summary of Unit: Vocation refers to the call to be a Christian. Christian Vocation requires us to consider not only what we do but also who we are. We are called to personal transformation by practicing spiritual disciplines; in addition, we are called to social transformation by addressing injustice in the world.

Vocation Unit Objectives: At the completion of this unit, the student will be able to:

1. Develop a working definition of Christian vocation that incorporates love of God and love of neighbor;
2. Describe the distinct call of the church within the world;
3. Consider how Christian vocation necessitates balance between individual needs and needs of the larger society;

4. Identify that Christian vocation responds to both the needs of the local community and the needs of the larger world;
5. Explore how living out Christian vocation involves discerning a vision grounded in a community of faith;
6. Recognize that Christian vocation is a life long process, involving spiritual discipline and involvement in the community of faith; and
7. Consider what it means to live a life of Christian faith in a pluralist, global world.

Embedded within these unit objectives are several *ethical questions*:

1. How does Christian vocation necessitate a balance between individual needs and needs of the larger society?
2. How is Christian vocation responsive to the needs of one's local community as well as the larger world?
3. How does living out Christian vocation involve developing a vision grounded in a community?
4. What role does a community of believers play in discerning dreams for individuals and the world?
5. What does it mean to live a life of Christian faith in a pluralist, global world?

Week Seven - July 4 to July 10

DISCERNING AND DEFINING VOCATION

- **Theology of Christian Vocation**
 - Luke 10:25-37, *CT*
 - Read: Colossians 3:12-17;
 - Frederick Buechner, "Vocation" *CT*
- **Thinking Vocationally**
 - Read: Gerald Sittser, "We Never Know How Things Will Turn Out," in *The Will of God as a Way of Life*, (pages 19-28)
- **Discerning Vocation**
 - Read: Gerald Sittser, "Distinguishing Between Calling and Career," (pp. 157-168)
 - "Discovering What We're Supposed To Do," (pages 169-185)
- **Discerning Vocation**
 - Read: Jacobsen and Sawatsky, "Hearing God's Voice" (pp. 51 – 62)
- **Spiritual Gifts for the Common Good**
 - 1 Corinthians 12:4-13:13, *CR*
- **Service: Living out Christian Vocation**
 - Read: Albert Schweitzer, "I Resolve to Become a Jungle Doctor." *CT*

Week Eight - July 11 to July 18

LIVING OUT VOCATION

- **Hope**
 - Read: Tutu, *God Believes in Us*, *CT*
- **Reconciliation**
 - 2 Corinthians 5:17-21
 - hooks, *Beloved Community: A World Without Racism*, *CT*
- **Work**
 - Read: Sayers, "Why Work?," *CT*

- Pope John Paul, II, from *Laborem Exercens: On Human Work*, CT
- **Leadership**
 - Read: Henri Nouwen, *In the Name of Jesus: Reflections on Christian Leadership*

RENEWAL

- **Suffering and Spiritual Renewal**
 - Read: Gerald Sittser, “Suffering Respects No Boundaries,” (pp 218-226)
 - Read: Prayer of St. Francis of Assisi (printed in Jacobsen & Sawatsky, page 87)
- **Faith Journey Narratives – DUE Monday, July 18 at 7am**
- **Vocation Unit Exam – Open from Friday, July 15 until Monday, July 18 at 7am**

ESSAY CONTENT GRADING CRITERIA

Content

Title: descriptive, should not be “Community Essay” or “Christian Vocation Essay”

Thesis: a statement of the point you will be persuading the reader of.

Example 1: Civic engagement is vital for national community.

Example 2: Involvement in the local church is necessary for authentic Christian Vocation.

Structure of the paper: introduction (includes thesis), body (develops thesis), conclusion

Introduction (First one or two paragraphs of the essay)

- Explain why the issue is important and/or provide needed background information.
- Present your thesis statement. Your thesis should state the issue and your stand on that issue.

Example 1: Civic engagement is vital for national community.

✓ issue: civic engagement

✓ stand: in favor of it

Example 2: Church involvement is necessary for authentic Christian Vocation.

✓ issue: church involvement

✓ stand: in favor of it

Body (usually one to two paragraphs for each reason you offer to support your argument)

- Topic sentences help structure your argument. Each topic sentence is a reason for your thesis, which is then followed with the appropriate support.

Conclusion (one paragraph)

- Reaffirm your position for emphasis and/or summarize your primary arguments
- Additionally, you may call your audience to action by emphasizing what you want your reader to do.

Substantive engagement with two or more unit texts and one or more external academic sources:

inadequate: Robert Putnam believes community is important

adequate: Robert Putnam claims there is a decline in social capital, and this is harming America’s social connectedness.

superior: In his analysis of civil society, Robert Putnam claims that social capital has declined in America. He believes that cultivating social connectedness through public service, volunteerism and voluntary associations will restore “civic engagement and civic trust” (Putnam, 160).

External source must be from an academic source (e.g. professional journal, published book). If you aren’t sure, consult a reference librarian or your professor. Please use this opportunity to advance your understanding of academic sources and how to identify them.

