



ENGL 120C: Persuasive Writing

Dr. Lee | "Sanctify them by the truth; your word is truth" (NIV, John 17.17) | Office Hours: Posted on door of Heath 231

Course Description

How do we get people to change their minds? What can we learn from philosophical, literary, historical, and Biblical examples of persuasion? This course will equip students with skills to write persuasive composition: Critical thinking, careful shaping and organization of material, use of rhetorical strategies, and correct use of language. By discussing materials assigned in print and media technology, students will develop analytical techniques such as problem-solving, investigation, self-questioning, and argument. Short papers, a research paper, and two in-class writing exams are required, as well as peer-editing activities and other collaborative learning activities. Active participation in class discussions and regular attendance are mandatory. Responsible academic stewardship and a positive attitude towards spiritual formation -- integrating Christian faith, learning, and life -- are not only encouraged but also required as we learn to use persuasion to change ourselves, change our communities, and change the world for Jesus.

Course Catalogue Description: ENGL 120C • Persuasive Writing (3 units) / Exposition and argument at the college level. The course emphasizes writing, revising and editing, reading, research skills, and mechanics. Course must be passed with a "C" (not "C-") or better to enroll in ENGL 220C.

Two Required Books

Smart Faith by J.P. Moreland and Mark Matlock AND *Green Belt Movement* by Wangari Maathai
Students must register @ turnitin.com and submit papers on-line for originality checks.
Turnitin.com Class ID for 8 am class: 2743677 / Class ID for 12:10 class: 2743680 / password: love2write

Writing Projects & Exams

First Exam (20%) & Second Exam (20%) Please bring 2 blue books to each exam.
3-page Persuasive Essay #1 (20%)
5-page Persuasive Rogerian Essay #2 (20%)
6-page Recommendation Research Paper #3(20%)

Google: Required On-Line Readings

"Grading" by G. Remzi Yavuz:

<http://www.buowl.boun.edu.tr/teachers/sample%20student%20essays/GRADING.htm>

"Rogerian Argument" by Winthrop University's Writing Center

<http://www.winthrop.edu/wcenter/handoutsandlinks/rogerian.htm>

"Attendance Policies in Composition Classes: A Rogerian Essay" by Azor

<http://theazorblog.blogspot.com/2007/12/attendance-policies-in-composition.html>

"A Call to Action: Regulate Use of Cell Phones on the Road" by Angela Daly

<http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf>

"Nelson Mandela Document" by Nelson Mandela

<http://www.anc.org.za/ancdocs/history/mandela/64-90/doc890705.html>

Vanguard Library's Databases: <http://www.vanguard.edu/library>

JSTOR full-text: "Making Grading Work" by Edward Lotto and Bruce Smith

JSTOR full-text: "All Good Writing Develops at the Edge of Risk" by John Lovas

ProQuest full-text: "Ending Hunger in Developing Countries" by Frederick Buttel

WilsonSelectPlus full-text: "Homelessness in the United States and Its Effects on Children"

by Patricia Markos & Nichole Lima

On-Line Writing Handbooks for Reference

Click on "Handouts" and "PowerPoint Slideshows" <http://www.vanguard.edu/writingcenter>

Click on "Purdue On-Line Writing Lab:" <http://owl.english.purdue.edu/>

Manuscript Requirements

Depending upon your major (or possible future major), choose the citation style appropriate for your field. (Examples: English (MLA), History/Political Sci (Chicago), Communications (Turabian), Religion (Pastoral Counseling – MLA; Biblical Studies – SBL), Sociology (ASA), Psychology (APA), Business (APA or MLA). If you aren't sure, then use MLA (Modern Language Association) format. Citation Style Sheets are available on-line at the Writing Center: <http://www.vanguard.edu/writingcenter>. Please indicate the name of your citation style underneath your name on the first page.

Other Requirements: Seven unexcused absences will result in a failing grade. Excused absences require documentation such as a physician's letter, a funeral program, a letter from a parent, or an announcement of extra-curricular events in the Provost's Bulletin. Early departures and tardies will adversely affect a borderline final course grade. If you miss class, you are responsible for finding out what happened in class (handouts, notes, and such) from a classmate. Plagiarized writing, a form of theft, receives an "F." Late work is dropped 1/3 per letter grade per day overdue.

Consultations at the Writing Center, Heath 214 – down the hall from Heath 231, my office

Each essay that receives a C minus or less is subject to optional revision, with 3 pts. for extra credit, according to the list of thirty grammar bugaboos posted on the Writing Center's site: <www.vanguard.edu/writingcenter>. Zero credit is applied to late papers.

Other Extra Credit: Peer-Editing Activities (3 pts. added to total paper score for in-class peer-editing OR Writing Center Stamp; zero credit applied to late papers, late peer-editing)

Letter Grades: A (94 and above); A – (90 to 93); B+ (87 to 89); B (83 to 86); B – (80 to 82); C+ (77 to 79); C (73 to 76); C – (70 to 72); D+ (67 to 69); D (63 to 66); D – (60 to 62); F+ (57 to 59); F (53 to 56); F – (50 to 52 and below)



**"The fear of the LORD is the beginning of wisdom:
and the knowledge of the holy is understanding" (KJ, Proverbs 9.10).**



Schedule of Activities

Week One: 8/27 (R) Prelude to Persuasive Writing & Writing Center @ <http://www.vanguard.edu/writingcenter>
In-class Activity: Student Questionnaire

Week Two:

9/1 (T) Enrolling in turnitin.com @ <http://turnitin.com> / Discussion: Mapping an Essay
9/3 (R) Reading Due: Chapters 1 & 2 of *Smart Faith* by Moreland & Matlock

Week Three:

9/8 (T) Reading Due: Chapter 3 of *Smart Faith* by Moreland & Matlock
In-class Collaborative Writing: Multi-level thesis statement & “so what.” Goal: Develop sophisticated theses!
9/10 (R) **Persuasive Essay #1 Due: Persuasive Event that Changed a Friend, 3 pages. Describe a time when you persuaded someone to change his or her mind or to take a certain course of action. What happened? What were the person’s prior beliefs and how did the event change the way he or she perceived the world? How did “persuasion” take place?** (Extra Credit: Writing Center Stamp, 3 pts.)
Reading Due: Chapter 4 of *Smart Faith* by Moreland & Matlock / Discussion: What did you learn about persuasion by writing this essay (in argument strategy & in life)?

Week Four:

9/15 (T) Reading Due: Chapters 6 & 7 of *Smart Faith* by Moreland & Matlock / Discussion: Toulmin Persuasion PPT
Goal: Understand, identify, & apply aspects of Toulmin argument to persuasive writing.
9/17 (R) Reading Due: Chapter 5 of *Smart Faith* by Moreland & Matlock / Review for First Exam
Goal: Understand, identify, and avoid using logical fallacies in critical thinking!

Week Five:

9/22 (T) **First Exam: Moreland & Matlock, Toulmin Argument, & Logical Fallacies**
You may bring one both-sided 3 x 5 notecard covered with notes to use during the exam.
Bring two empty blue books to write in (purchase at Founders’ Bookstore) and good pens.
9/24 (R) Writing a Research Paper: Reviewing the basics of evaluating, integrating, citing sources, avoiding plagiarism.

Week Six:

9/29 (T) Discussion: Rogerian Persuasion @ <http://www.winthrop.edu/wcenter/handoutsandlinks/rogerian.htm>
10/1 (R) In-class Activity: Read & discuss a sample Rogerian essay.
<http://theazorblog.blogspot.com/2007/12/attendance-policies-in-composition.html>
Discussion: International Debatabase @ <http://www.idebate.org/>

Week Seven:

10/6 (T) Discussion: Developing a Voice PPT / 3 sample academic papers
“Grading” by G. Remzi Yavuz: <http://www.buowl.boun.edu.tr/teachers/sample%20student%20essays/GRADING.htm>
JSTOR full-text: “Making Grading Work” by Edward Lotto and Bruce Smith
JSTOR full-text: “All Good Writing Develops at the Edge of Risk” by John Lovas
10/8 (R) In-class Peer-editing Activity OR Writing Center Stamp due TODAY (3 points extra credit)
*Reminder about uploading finished essays on turnitin.com before Essay #2 deadline!

Week Eight:

10/13 (T) **Rogerian Persuasive Essay #2 Due: 5 pages. Using the Rogerian structure & strategy (common ground with opponent, objective statement of your position, thesis, support for thesis, benefits stemming from your thesis), argue against a topic/position from the International Debatabase @ <http://www.idebate.org/>.**
Reading Due: Chapters 8 - 10 of *Smart Faith* by Moreland & Matlock

10/15 (R) Collaborative Writing: Easy to be critical, but what about solutions? Structuring a recommendation.
Reading Due: Chapters 1 through 3 of Wangari Maathai's *Greenbelt*
Real-World Application: Persuasion & Empowering Individuals, Communities, and the Planet

Week Nine:

10/20 (T) Reading Due: Chapter 4 & 5 of Wangari Maathai's *Greenbelt*
10/22 (R) Reading Due: Chapter 6 – 10 of Wangari Maathai's *Greenbelt*

Week Ten: *This week's readings are both available on the library's databases . . .* <http://www.vanguard.edu/library>

10/27 (T) **WilsonSelectPlus:** " Homelessness in the United States and Its Effects on Children"
by Patricia Markos & Nichole Lima

10/29 (R) **ProQuest :** « Ending Hunger in Developing Countries » by Frederick Buttel

Problem-Solving Handout – Google key words < **Systematic Problem Solving Worksheets** >
<http://www.indianatransition.org/10%20MOA%20prep%20Files%20Materials/10-Tools%20to%20Write%20MOA/3a6-Systematic%20Problem%20Solving%20Worksheets.pdf>

Week Eleven:

11/3 (T) Real-World Application: Persuasion & Freedom (Nelson Mandela)

<http://www.anc.org.za/ancdocs/history/mandela/64-90/doc890705.html>

11/5 (R) Real-World Application: Persuasion & Love / PPT about Mother Teresa

Week Twelve:

11/10 (T) Review for Second Exam.

11/12 (R) **Second Exam: Maathai, Buttel, Markos & Lima, Mandela, Mother Teresa**

Week Thirteen:

11/17 (T) Real-World Application: Visual Persuasion & the Psychology of Sales / Res. Writing Rubric

11/19 (R) In-class Activity: Read & discuss sample student recommendation essays / Rec. Argument PPT

Week Fourteen:

11/24 (T) In-class Peer-editing Activity OR Writing Center Stamp due TODAY (3 points extra credit)

11/26 (R) NO CLASS – THANKSGIVING

Week Fifteen: 12/1 (T) **Teaching Evaluations** & 12/3 (R) **Writing consultations with me.**

12/8 (T) Final Exam: Recommendation Research Paper Due in my English box or my office with Works Cited page of 3 electronic sources from VUSC library's subscription databases, 6 pages total: Promised absolute success, what would you do to change the world you live in, why, and how? Focus your topical problem. Clearly identify & specify the problem that needs to be solved, describe a specific multi-part solution (how you'll solve the problem – refer to Maathai's book as a model), and argue why your recommended solution would work better than other solutions. If helpful, you may refer to the **Opposing Viewpoints** database (<http://www.vanguard.edu/library>) for an international list of problems & controversies. In your solution/recommendation, you may include resources available on the VUSC campus (people such as students and faculty, Outreach Ministries, and such).

Examples of Grassroots Projects Initiated by University Students

Krochet Kids by VUSC students (<http://www.krochetkidsinternational.com/>)

Poetry for the People @ Berkeley (<http://poetryforthepeople.org/>)

Obangatek by VUSC students (<http://www.obangatek.com/>)



Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows. (NIV, James 1.17)

Student Learning Outcomes for English Core Curriculum Courses

This chart shows how English 120C Persuasive Writing, ENGL 220C Researched Writing, and ENGL 300C Literary Perspectives address Core Curriculum Learning Outcomes and the English Department's Student Learning Outcomes (Literature & Textual Analysis; Language, Linguistics, & Culture; Composition & Rhetoric; Communications; Research Strategies; Diversity; and Integration of Faith & Learning). Asterisks* indicate where SLOs are emphasized in the English Core Curriculum.

	English SLO	Core Curriculum SLO	How & Where SLO is fulfilled
1	<u>Literature & Textual Analysis</u> (*300) Demonstrate proficiency in the interpretation of literature and textual analysis through class discussions and writing projects.	Locate relevant information, evaluate its quality, and think critically about its context and content – literary and textual focus.	120 & 220 – analysis of assigned readings applied to writing projects & class discussions 300 – analysis of assigned literary genres applied to writing projects & class discussions
2	<u>Language, Culture, & Linguistics</u> Demonstrate cultural and structural knowledge of the English language.	Expand one's awareness of and respect for one's own culture and other cultures – language focus.	Not directly addressed in English Core Courses; this SLO is covered by ENGL/ANTHRO 453 Language, Culture, & Linguistics.
3	<u>Composition & Rhetoric</u> (*120,220) Apply a variety of composing processes and rhetorical strategies to writing projects.	Continuously develop the ability to communicate effectively – writing & critical thinking focus.	120 & 220 – discussing & writing persuasive essays; modes of argumentation
4	<u>Communications</u> (*120,220,300) Evaluate, create, and participate in speech activities, dramatic performances, and technological media projects.	Continuously develop skills in technology and data proficiency; also continuously develop the ability to communicate effectively – verbal, written, and technology focus.	120, 220, 300 – written projects and/or oral presentations; use of technology (Internet, library databases, PPT) to research or present information.
5	<u>Research Strategies</u> (*220) Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.	Locate relevant information, evaluate its quality, and think critically about its context and content – research focus.	120 – one final research paper; 220 – several short & long research papers; 300 – research & literary analysis applied to projects
6	<u>Diversity</u> (*300) Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.	Become an effective local, national, and global citizen; expand one's awareness of and respect for one's own culture and other cultures.	120, 220, 300 – various writing projects (often essays, reading responses, journals), class discussions on assigned diversity-related readings
7	<u>Integration of Faith & Learning</u> (*120,220,300) Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.	Understand, develop and practice a Christian world view.	120, 220, 300 – writing projects, class discussions, assigned readings

English Learning Outcome #3: Composition and Rhetoric

Apply a variety of composing processes and rhetorical strategies to writing projects.

	Excellent	Competent	Developing	Beginning
CONTENT	Demonstrates a thorough and thoughtful, comprehensive grasp of the readings. Accurately and coherently provides specific details and examples from the readings to support the main ideas.	Demonstrates a comprehensive grasp of the readings. Accurately and coherently provides general details and/or examples from the readings to support the thesis and main ideas.	Demonstrates a limited grasp of the readings. Provides few, if any, textual details and examples from the readings to support the thesis and main ideas.	Demonstrates little, if any, grasp of the readings. It is not clear that the writer read the readings. Provides no textual details and examples from the readings to support the thesis and main ideas
ARGUMENTS	Authoritatively defends a position with precise and relevant evidence. Presents clear, original, thoughtful arguments.	Generally defends a position with relevant evidence. Argument is persuasive; generally original ideas. May lack a high degree of richness.	Defends a position with little, if any, evidence. Ideas generally reinforce the focus. Lacks richness, lacks persuasiveness.	Fails to defend a position with any evidence. Argument is not persuasive. Support is insufficient. Ideas are not original.
STYLE	Provides a variety of sentence types and uses precise, descriptive language. Compelling awareness of audience and task.	Provides a variety of sentence types and uses some descriptive language. Aware of audience and task.	Provides few, if any, types of sentences and uses basic, predictable language. Only partially aware of audience and task.	Provides no sentence variety and uses limited vocabulary. Not aware of audience nor of task.
MECHANICS	Contains few, if any, errors in the conventions of the English language. All words are spelled correctly. Highly commendable application of grammar.	Contains some errors in the conventions of the English language, but the errors do not interfere with the reader's understanding of the essay.	Contains several errors in the conventions of the English language. Errors may interfere with the reader's understanding of the essay.	Contains serious errors in the conventions of the English language. Errors interfere with the reader's understanding of the essay.
WORKMANSHIP	Paper is on time, neat, exemplary format, contains all components and is of appropriate length to answer the question in a reflective manner.	Paper is on time, neat, good format, but may not be complete or long enough to answer the question to demonstrate deep reflection.	Paper is not on time, has confusing format, and is not long or complete enough to answer the reflective question.	Paper is not on time, not formatted appropriately, and does not answer the question.

English Learning Outcome #5: Research Strategies

Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.

	Excellent	Competent	Developing	Beginning
ARGUMENTS	Authoritatively defends a position with precise and relevant evidence. Presents clear, original, thoughtful arguments.	Generally defends a position with relevant evidence. Argument is persuasive; generally original ideas. May lack a high degree of richness.	Defends a position with little, if any, evidence. Ideas generally reinforce the focus. Lacks richness, lacks persuasiveness.	Fails to defend a position with any evidence. Argument is not persuasive. Support is insufficient. Ideas are not original.
RESEARCH	Sources are well-integrated and come from an array of credible sources. Skilled & thorough integration of academic technology using library subscription databases and scholarly/peer-reviewed journals.	Sources are credible and well-integrated, although may lack variety or richness. Proficient use of academic technology.	Some flaws in bibliography such as missing or not enough sources, unbalanced variety of sources (drawing too much from one source). Academic technology is used superficially (not from subscription databases, not peer-reviewed sources, etc.)	Not enough credible sources, or sources poorly integrated into argument, or paper consists of a “patchwork quilt” of sources without original thinking. Little to no evidence of academic technology used in research.
CITATION	Bibliography is properly formatted and shows variety, credibility, & richness. Paper follows citation style perfectly.	Sources are cited in-text and in bibliography but errors are present.	Inaccurate in-text and bibliographic citations. Frequent errors in citation style.	Paper contains significant errors in citation style: flawed header, page numbering, in-text parenthetical citations, bibliographic entries contain serious errors. Sources may not be credible or may otherwise be lacking.
STYLE & MECHANICS	Provides a variety of sentence types and uses precise, descriptive language. Compelling awareness of audience and task. Contains few, if any, errors in the conventions of the English language. All words are spelled correctly. Highly commendable application of grammar.	Provides a variety of sentence types and uses some descriptive language. Aware of audience and task. Contains some errors in the conventions of the English language, but the errors do not interfere with the reader’s understanding of the essay.	Provides few, if any, types of sentences and uses basic, predictable language. Only partially aware of audience and task. Contains several errors in the conventions of the English language. Errors may interfere with the reader’s understanding of the essay.	Provides no sentence variety and uses limited vocabulary. Not aware of audience nor of task. Contains serious errors in the conventions of the English language. Errors interfere with the reader’s understanding of the essay.
WORKMANSHIP	Paper is on time, neat, exemplary format, contains all components and is of appropriate length to answer the question in a reflective manner. Paper follows citation style perfectly.	Paper is on time, neat, good format, but may not be complete or long enough to answer the question to demonstrate deep reflection. Citation style is nearly perfect.	Paper is not on time, has confusing format, and is not long or complete enough to answer the reflective question. Citation style is flawed and contains errors.	Paper is not on time, not formatted appropriately, and does not answer the question. Citation style is hardly recognizable.

English Learning Outcome #6: Diversity.

Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

	Excellent	Competent	Developing	Beginning
<p>KNOWLEDGE</p> <p>Builds knowledge of diverse ideas, values, perspectives and experiences.</p>	<p>Writing project exceeds competence; articulates value and impact of multiple points of view in a given context. Integrates new points of view in relation to Christian faith.</p>	<p>Writing project engages literary perspectives and respects multiple points of view. Examines the impact of considering multiple points of view.</p>	<p>Writing project demonstrates tolerance towards other people's and culture's points of view.</p>	<p>Writing project acknowledges that different ways of knowing, thinking, and being exist.</p>
<p>SELF-EXAMINATION</p> <p>Examines one's own attitudes, values, and assumptions and considers their impact.</p>	<p>Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Actions value and foster inclusion, regardless of similarities or differences. Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed.</p>	<p>Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. Identifies and works toward overcoming own latent prejudices.</p>	<p>Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willing to withhold personal beliefs/assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices. Identifies, acknowledges, and tracks institutional issues related to multiculturalism.</p>	<p>Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities.</p> <p>Acknowledges that one may harbor latent prejudices.</p>
<p>PERSONAL ENGAGEMENT</p> <p>Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions.</p>	<p>Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities.</p>	<p>Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences.</p>	<p>Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others.</p>	<p>Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.</p>
<p>SOCIAL ENGAGEMENT</p> <p>Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.</p>	<p>Writing assignment or service project challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to overturn the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, actively breaks down barriers to social equity outcomes.</p>	<p>Writing assignment or service project recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism.</p>	<p>Writing assignment or service project acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one.</p>	<p>Writing assignment or service project is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege.</p>

English Learning Outcome #7: Integration of Faith and Learning.

Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.

	Excellent	Competent	Developing	Beginning
FAITH ARTICULATION	Work demonstrates sound knowledge and cohesive, intelligible articulation—in the student’s own words—of Christian ideas most relevant to the subject matter and/or literary analysis, theoretical frameworks, et cetera.	Work demonstrates basic knowledge of relevant Christian ideas, and a capacity for non-formulaic articulation of those ideas.	Work demonstrates only superficial knowledge of Christian ideas, and an inability to articulate those ideas in other than formulaic terms.	Work demonstrates little knowledge of Christian ideas, and has trouble articulating those ideas even in formulaic terms.
FAITH APPLICATION	Work demonstrates keen understanding regarding the manifestation and application of faith concepts in particular, concrete situations; clearly displays deep appreciation for the implications of faith in practical living.	Work demonstrates a basic understanding regarding the relevance faith concepts to concrete situations; displays an awareness of the implications of faith in practical living.	Work demonstrates only spotty and superficial understanding of the application of faith concepts in concrete situations; shows little awareness of faith’s implications for practical living.	Work demonstrates no apparent understanding of the application of faith concepts in concrete situations; sees no real connection between one’s faith and one’s practical living.
DISCIPLINARY DISCERNMENT	Work displays full recognition of the limitations of either secular or religious literature/theory/criticism, and skillfully uncovers the questionable assumptions that may underlie such language and models.	Work displays an awareness of the potential limitations of either secular or religious literature/theory/crit, but only inconsistently shows an ability to uncover questionable assumptions.	Work tends to accept without question the validity of secular or religious lit/theory/crit while advancing Christian ideas. It thus has difficulty distinguishing between secular and Christian assumptions.	Work cannot meaningfully relate Christian concepts and secular ideals; shows no real ability to distinguish the two at the level of basic assumptions.
VOCATIONAL AWARENESS	Work clearly articulates a felt sense of Christian call to stewardship and service within the context of a mature, perceptive and meticulous appraisal of one’s personal gifts and professional skills.	Work describes a sense of call within the context of a considered, realistic and faithful evaluation of one’s gifts and skills.	Work identifies a sense of call, though with little nuance or detail; a sense that arises from only a very superficial evaluation of one’s gifts and skills.	Work shows little reflection on one’s call to service, and next to no attempts at serious self-appraisal.

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Adapted from Calvin College Political Science Department

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