



**The REACH Program of
Trinity International University**

**HI 375R:
Topics in History:
African American Experience**

Student's Manual 3.0

2065 Half Day Road
Deerfield, IL 60015
847-317-6500
www.tiu.edu/reach

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I. Course Overview

Race and culture still play dominant roles in twenty first century American society. The United States has claimed to be a “melting pot” for immigrants and ethnic groups worldwide who come to this land seeking refuge and a better standard of living. Centuries ago, Africans, unlike other ethnic groups were forcefully brought to this land. Against their will they were stripped of their humanity and subjected to the institution of chattel slavery. The institution of slavery and its offspring racial discrimination is the major organizing principle in America. African Americans have faced almost insurmountable obstacles in their quest for first freedom and then equality. Their story from Africa to America including their struggles, victories and major contributions to this country and world civilization has become a rich tapestry of history which has not been properly heralded.

Today African Americans face some of their greatest economic, political, legal, and communal challenges. Unfortunately the perpetration of negative stereotypes in the mass media coupled with powerful racist institutions and individual prejudices threaten the loss of everything gained during the civil rights era.

This course is specifically designed to help us understand the historical events and persons that helped shape the African American experience. Through use of videos, reading materials and discussions, students will gain a new perspective on this large and diverse community.

Students are expected to complete all weekly assignments before coming to class. The assigned papers and readings are springboards for class discussions and activities. Due to the accelerated format of this course, students will receive a broad overview in such areas as politics, economics, leadership dynamics, inventions and cultural contributions. Controversies will no doubt arise as we are challenged by exposure to other values and perspectives. This course stimulates dialogue and learning.

b. Course Description

H1375R – Topics in American History – The African American Experience. This course examines the challenges that African Americans have faced and are yet facing in a racially discriminating society. From the peculiar institution of slavery through decades of legal segregation and the civil rights era, African Americans have been resilient and creative. By exposure to a wide range of materials student will understand the diversity of this community and the significance of their struggles and contributions.

II. Course Materials

1. Required

1. Bennett Jr., L. (2007). *Before the Mayflower: A history of black America*. New York, NY: Johnson. ISBN: 9780874850079
2. Freire, P. (2000). *Pedagogy of the oppressed*. (M. Bergman Ramos, Trans.). (Original work published 1968) ISBN: 0-8264-1276-9
3. Massey, D., & Denton, N. (1998). *American apartheid: Segregation and the Making of the Underclass*. Harvard University Press. ISBN: 0-674-01821-4
4. West, C. (2001). *Race Matters*. Boston, MA: Beacon. ISBN: 0-679-74986-1
5. The Bible (preferably the ESV – or the NASB, RSV, NRSV, or NIV)

III. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual* listed above). This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another’s student’s work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an “F” for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student’s file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member

to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

IV. Course Objectives

"At the end of this course, the students will be able to..."

1. recall a historical understanding of the unique demographic, contextual, economic and political challenges that have confronted African American families
2. recognize the multifaceted contributions that African Americans have given to America and world civilization
3. distinguish and critique the stereotypes that are projected by the dominate culture through media and the myths tolerated within the African American community
4. explain new perspectives on African Americans that will enable some to interact more comfortably with and minister more effectively to that community
5. infer a paradigm upon which a 21st century strategy can be explored regarding leadership development, economic vitality, political power and religious exchange within the African American community and America at large
6. recognize some of the current issues and challenges of today's urban areas

V. Course Requirements

- | | |
|---------------------------|------------------------------------|
| 1. Worksheet Assignments | 150 Points (20,20,20,40,50 points) |
| 2. Reading Accountability | 105 Points (5 points per chapter) |
| 3. Class Participation | 25 Points |

4. Applied Learning Paper

200 Points

Total Points: 480 Points

VI. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

| Percentage | Grade |
|-------------------|--------------|
| 92-100 | A |
| 90-91 | A- |
| 88-89 | B+ |
| 82-87 | B |
| 80-81 | B- |
| 78-79 | C+ |
| 72-77 | C |
| 70-71 | C- |
| 68-69 | D+ |
| 62-67 | D |
| 60-61 | D- |
| 0-59 | F |

VII. Course Schedule

Session One: African Culture and American Slavery

Assignments Due for Session #1:

1. Read *Before the Mayflower* chapters 1-4
2. Read *American Apartheid* chapter 1
3. Complete Worksheet #1
4. Read the requirements for the Applied Learning Paper assignment found in the “Course Documents” section. Come prepared with any questions or concerns for clarification.

Objectives for Session #1:

“At the end of this session, the student will be able...”

1. recognize the historical and cultural significance of Africa before the slave trade.
2. distinguish the physical, legal and psychological effects of slavery upon African Americans and American culture
3. recall the significance of the African American church

Session Two: Freedom, Backlash, and the Ghetto

Assignments Due for Session #2:

1. Read *American Apartheid* chapters 2-4
2. Complete Worksheet #2

Objectives for Session #2:

“At the end of this session, the student will be able...”

1. recognize the impact of the civil war upon slavery and the backlash against African Americans after Reconstruction
2. assess the tenacity of African Americans despite lynching and other systematic methods to disenfranchise
3. recognize and critique the making of the Black ghetto and the current nihilism in the African American community

Session Three: Pursuit of Education and Models of Leadership

Assignments Due for Session #3:

1. Read *Race Matters* pp. xi-xxvi, Introduction, and chapters 1 and 3
2. Complete Worksheet #3
3. Begin working on the Applied Learning Paper (ALP) – due one week after Session #5. See the explanation for the ALP under “Course Documents” and the document “Instructor Evaluation for Written Work” to guide you through the process.

Objectives for Session #3:

“At the end of this session, the student will be able...”

1. summarize the paramount role education has played in the emancipation of African Americans
2. assess Cornell West’s definition of Black leadership
3. infer the current threats to Black intellectual development

Session Four: The Struggle for Equal Rights

Assignments Due for Session #4:

2. Read *Before the Mayflower* chapter 12 and pp. 597–627
 - a. Special Note: read the first event listed for December 21, 1959 (p. 596)
3. Read *Race Matters* chapter 5
4. Read *American Apartheid* chapters 5-8
5. Complete Worksheet #4

Objectives for Session #4:

“At the end of this session, the student will be able...”

1. distinguish the research on Black families to their portrayal in American culture
2. recognize successful Black business strategies and markets
3. assess the contrasting philosophies of Malcolm X and Martin Luther King, Jr.
4. critique the strategies employed by the Christian based civil rights movement to affect change in legal segregation in the South

Session Five: Stereotypes, Barrier Breakers, and New Challenges

Assignments Due for Session #5:

1. Read *Pedagogy of the Oppressed* Chapter 1
2. Read *Race Matters* chapter 7 and Epilogue
3. Complete Worksheet #5

Objectives for Session #5:

“At the end of this session, the student will be able...”

1. interpret current stereotypes of Black sexuality
2. recognize Black contribution in the Arts and Entertainment fields
3. critique Freire’s *Pedagogy of the Oppressed* in the context of American society and the Black community
4. infer the challenges and possible remedies that are confronting and will confront the African American community in the 21st century

VIII. Course Documents

Name: _____

Required Reading Accountability Worksheet**Session One**

If you completed ALL of the reading prior to the session, place a check in the first box. If you did not complete all of the reading prior to the session, place a check in the second box, and then next to the chapters that you did complete. (25 points)

- I completed ALL of the required reading for this session.
- I did NOT complete all of the required reading for this session. However, I did read:
- | | |
|---|---|
| <input type="checkbox"/> Bennett, chapter 1 | <input type="checkbox"/> Bennett, chapter 4 |
| <input type="checkbox"/> Bennett, chapter 2 | <input type="checkbox"/> Massey & Denton, chapter 1 |
| <input type="checkbox"/> Bennett, chapter 3 | |

Session Two

If you completed ALL of the reading prior to the session, place a check in the first box. If you did not complete all of the reading prior to the session, place a check in the second box, and then next to the chapters that you did complete. (15 points)

- I completed ALL of the required reading for this session.
- I did NOT complete all of the required reading for this session. However, I did read:
- | |
|---|
| <input type="checkbox"/> Massey & Denton, chapter 2 |
| <input type="checkbox"/> Massey & Denton, chapter 3 |
| <input type="checkbox"/> Massey & Denton, chapter 4 |

Session Three

If you completed ALL of the reading prior to the session, place a check in the first box. If you did not complete all of the reading prior to the session, place a check in the second box, and then next to the chapters that you did complete. (15 points)

- I completed ALL of the required reading for this session.
- I did NOT complete all of the required reading for this session. However, I did read:
- | |
|---|
| <input type="checkbox"/> West, Preface and Introduction |
| <input type="checkbox"/> West, chapter 1 |
| <input type="checkbox"/> West, chapter 3 |

Name: _____

Required Reading Accountability Worksheet (cont.)

Session Four

If you completed ALL of the reading prior to the session, place a check in the first box. If you did not complete all of the reading prior to the session, place a check in the second box, and then next to the chapters that you did complete. (35 points)

- I completed ALL of the required reading for this session.
- I did NOT complete all of the required reading for this session. However, I did read:
 - Bennett, chapter 12
 - Bennett, pp. 597-627
 - West, chapter 5
 - Massey & Denton, chapter 5
 - Massey & Denton, chapter 6
 - Massey & Denton, chapter 7
 - Massey & Denton, chapter 8

Session Five

If you completed ALL of the reading prior to the session, place a check in the first box. If you did not complete all of the reading prior to the session, place a check in the second box, and then next to the chapters that you did complete. (15 points)

- I completed ALL of the required reading for this session.
- I did NOT complete all of the required reading for this session. However, I did read:
 - Freire, chapter 1
 - West, chapter 7
 - West, Epilogue

Worksheet #1

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced). (20 Points)

After reading Bennett, respond to the following questions:

1. Identify and list the elements of strong West African family ties. How are these similar or different from those found in American families today?
2. What are the key distinctions between Frazier and Gutman and Herskovits?
3. What characterized *divination* in the West African context?
4. After reading Bennett's "The African Past," identify and discuss three elements that countered your previous conceptions of Africa.
5. Bennett (1982) says "it is impossible to understand white America, it is impossible to understand Thomas Jefferson or George Washington or the U.S. Constitution, without some understanding of Africa's gift to the New World."
 - a. What is your reaction this quotation from Bennett?
 - b. What do you think America has missed by not understanding such ethnic histories and how they have contributed to our collective history?

After reading Massey & Denton, respond to the following questions:

1. Do you believe the United States is residentially and/or racially segregated? Provide three to four forms of evidence to support your answer.
2. Has your experience been residentially and/or racially segregated? Explain.
3. According to Massey & Denton, what is the missing link?
4. What is the meaning of "American Apartheid"? Should America's race relations be compared to that of South Africa? Explain.
5. To what degree do you feel that your relation to different races has been segregated?
6. How does your Christian tradition (i.e. Baptist, Catholic, Evangelical Free, etc.) inform your perspective on race relations i.e. segregation and integration?

Worksheet #2

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced). (20 Points)

After reading Massey and Denton, respond to the following questions:

1. What was the impact of the Civil War upon slavery and the backlash against African Americans after reconstruction?
2. Historically, African Americans categorically experienced lynching, dehumanization, and other systematic methods of disenfranchisement. Based on the readings thus far, what are some contributing factors that evidence the resilience of this people group?
3. What characterized the making of the Black ghetto? How has it contributed to current nihilism in the African American community?
4. In your opinion, do the isolation indices provide credible evidence to the sustainability of ghettos? Explain.
5. How has the development of suburbanization influenced segregation according to the authors?
6. In your assessment of Massey & Denton and your personal observations, do you think poverty has been exacerbated more by race than by class? Explain. How is this similar or different from your own experience?
7. Why are attitudes and ideologies important to the discussion of chronic poverty and segregation?
8. What are the possible causal connections between discrimination, prejudice, and segregation? Explain.

Worksheet #3

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced). (20 Points)

After reading West, respond to the following questions:

1. What role did education play in the emancipation of African Americans?
2. Respond to the following quotes by Malcolm X: “You don’t stick a knife in a man’s back nine inches and then pull it out six inches and say you’re making progress.” “No matter how much respect, no matter how much recognition, whites show towards me, as far as I’m concerned, as long as it is not shown to every one of people in this country, it doesn’t exist for me” (as cited in West, 1968, p. 35).
 - a. Do you agree with Malcolm X’s conclusions?
 - b. In your opinion are Malcolm X’s points helpful or destructive? Explain.
 - c. How would your experiences characterize racial progress within the American context?
3. Why does West use *nihilism* when discussing Black America?
4. In what ways have you exhibited nihilistic characteristics?
5. How does West define *Black leadership*?
6. Identify and discuss the current threats to Black intellectual development.
7. Recall Bennett’s assessment of the West African family and compare it to the burgeoning African American middle class described by West. What has been lost or gained?

Worksheet #4

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced). (40 Points)

After reading Bennett, respond to the following questions:

1. In 1963 President Kennedy asserted: “The Negro baby born in America today – regardless of the section or state in which he is born – has about one-half as much chance of completing high school as a white baby born in the same place on the same day – one-third as much chance of completing college – one-third as much chance of becoming unemployed – about one-seventh as much chance of earning \$10,000 a year – a life expectancy which is seven years less – and the prospects of earning only half as much” (as cited in Bennett, 1978, pp. 387-388). Do you think chances have improved for African Americans in our present day? If so, what evidence can you provide? If not, what evidence can you provide?
2. Assess Dr. King’s decision to deploy children as demonstrators in Birmingham, Alabama.
3. The role of church leaders during the quest for desegregation was notable. How do you think the socio-cultural fissure from these events shape race relations in today’s church communities? Do you have hope for the future? If so, why? If not, why not?
4. What role did Medgar Evers play in Jackson, Mississippi’s charge for freedom?
5. Outline President Kennedy’s new civil rights strategy. What kind of measured gains were evident in President Nixon’s doctrine, some two administrations later?

After reading West, respond to the following questions:

1. If West is correct, the solution to black poverty rests in redistributive ideals. Do you see affirmative action as one such redistributive ideal in action? Explain.
2. Do you agree with West’s conclusions about affirmative action? Explain.
3. How does “affirmation of black humanity,” especially among African Americans, fit into the equation?
4. How do *self-respect* and *self-regard* relate to political power and economic status?

After reading Massey & Denton, respond to the following question:

1. What potential links exist between this session’s readings in Bennett and the readings in Massey and Denton? What ideas, arguments, and/or theses are the authors presenting that accent one another?

Worksheet #5

For each of the following questions or groups of questions, provide 2-4 paragraph answers. Your total word count should be a minimum of 1500 words and a maximum of 2100 words (5-7 pages, double spaced). (50 Points)

After reading Freire, complete the following questions:

1. How does Freire characterize *humanization*?
2. How does Freire characterize *dehumanization*?
3. How do the concepts of *humanization* and *dehumanization* relate to the oppressed and those who oppress them?
4. How does your experience inform your agreement or disagreement with Freire's conceptions of humanization and dehumanization?
5. Martin Luther King Jr. (1963) said:

To our most bitter opponents we say: 'We shall match your capacity to inflict suffering by our capacity to endure suffering. We shall meet your physical force with soul force. Do to us what you will, and we shall continue to love you. We cannot in all good conscience obey your unjust laws, because nonco-operation with evil is as much a moral obligation as is co-operation with good. Throw us in jail, and we shall still love you. Bomb our homes and threaten our children, and we shall still love you. Send your hooded perpetrators of violence into our community at the midnight hour and beat us and leave us half dead, and we shall still love you. But be ye assured that we will wear you down by our capacity to suffer. One day we shall win freedom, but not only for ourselves. We shall so appeal to your heart and conscience that we shall win *you* in the process, and our victory will be a double victory'. (p. 40)

Do you find Freire's thoughts congruous or incongruous with King's? What are the possible similarities? What are the possible differences?

6. What does Freire mean by *generosity*? How is *generosity* linked to false charity? Provide some contemporary examples.
7. On page 30 Freire discusses the concept of *sub-oppressors*. Explain what he means by "...conditioned by the contradictions of the concrete."
8. After reading chapter one, what do you conclude are Freire's conceptions of *freedom* and *liberation*?
9. For our purposes, how might Freire's *pedagogy of the oppressed* apply to our course content thus far?
10. Much of Freire's thesis rests upon his concept of *duality*. Discuss *duality* and the depth to which Freire sees it in operation.
11. West (1968) asserts that a lack of black leadership is due, in part, to a "Presently, black middle-class life [that] is principally a matter of professional conscientiousness, personal accomplishment, and cautious adjustment" (p. 37). Agreeing that African Americans were once and, to some extent, continue to be oppressed in the United States, do you think Freire is correct when he says that the oppressed carry elements of the oppressors? More explicitly, has the African American middle-class developed the characteristics of the oppressors only to gain notions that "Money is the measure of all things, and profit the primary goal"?

12. In your opinion does Freire's statement "For the oppressors, what is worthwhile is to have more – always more – even at the cost of the oppressed having less or having nothing. For them, *to be is to have* and to be the class of the 'haves'" (p. 44) collaborate West's findings that the Civil Rights Movement provided those with education, skills, and ingenuity to gain "peace of mind and pleasure of body from what they could buy" (p. 36).

Applied Learning Paper

The Applied Learning Paper offers a unique opportunity for students to get out of the classroom and interact with African American history by visiting the DuSable Museum of African American History. The museum is located at 740 East 56th Place in Chicago, Illinois. Website information is found at <http://www.dusablemuseum.org/>.

For the final applied learning paper students will:

1. Develop a thesis statement or research question of individual interest for the student. **(Due session three for approval)**
2. Choose and visit a featured exhibit or event at the DuSable Museum of African American History.
3. Write a 10 – 12 page paper assessing the connecting themes of the course (e.g. family life, Civil Rights Era, ghettoization of African Americans in the US, or the Effectiveness of pedagogy of the oppressed, the role of the Black church, etc.) with the elements of the selected exhibit or event.
4. Engage scholarly research beyond the course materials to support a proposed thesis.

Note:

1. The museum visit is required and non-negotiable
2. Due to the various components of this assignment, students will be given **three weeks** to submit the final paper to the instructor. This is not the norm for most REACH courses.

The paper should be between 10-12 pages, typed, double spaced with one inch margins.

The Applied Learning Paper is worth 200 points and will be graded per the “Instructor Evaluation of Written Work.” The instructor will clarify the assignment and define the point distribution of the grading rubric i.e. “Instructor Evaluation for Written Work.”

IX. Evaluation Forms

Instructor Evaluation for Written Work

| | | |
|-----------------------|----------------------|-------------------|
| Student's Name | Course Number | Assignment |
|-----------------------|----------------------|-------------------|

| Specific Requirements | Percentage Distribution Determined by Instructor | Percentage Earned by Student | Instructor Comments | | |
|--|---|---|---|----------------------------|-----------------------------------|
| Organization <ul style="list-style-type: none"> ▪ Introduction¹ and Conclusion² ▪ Section Titles³ ▪ Section Introductions and Conclusions⁴ ▪ Organizing Words, Phrases, and Sentences | 10 | <input type="text"/> | ▪ | | |
| Research / Sources (pp. 91-102 ⁵) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Supporting Viewpoints ▪ Number of Opposing Viewpoints ▪ Primary Research | 10 | <input type="text"/> | ▪ | | |
| Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)⁶ ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories | 20 | <input type="text"/> | ▪ | | |
| Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories | 20 | <input type="text"/> | ▪ | | |
| Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics | 20 | <input type="text"/> | ▪ | | |
| Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources⁷ ▪ APA "References" Page | 10 | <input type="text"/> | ▪ | | |
| Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) | 10 | <input type="text"/> | ▪ | | |
| Total Possible | Total Possible | Total Percentage Earned by Student | Total Possible Points for Assignment | Total Points Earned | Final Grade for Assignment |
| 100% | | | x | = | |

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin's.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.
