



The REACH Program of Trinity International University

IDS 105: Foundations of Adult Learning

Student's Manual 3.4

“Trust in the LORD with all your heart,
and do not lean on your own understanding.
In all your ways acknowledge him,
and he will make straight your paths.”
Proverbs 3:5-6 (ESV)

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I. Course Description

IDS 105R Foundations for Adult Learning. This course focuses on the knowledge, skills, attitudes and values required to maximize the benefit of education for adults. Concepts include the basic principles of adult development, learning approaches, personality, and work/life management. The idea of a Christian liberal arts education, learning in community, and lifelong learning as a spiritual journey are explored. Various assignments and self-exploratory tools will be used to aid goal-setting, writing placement and advising. Required of all incoming *degree seeking* REACH students. *3 hours*.

II. Course Overview

Pursuing a degree and entering a college-level, academic environment can bring both excitement and anxiety. The adjustments of handling college-level course work, managing time and lifestyle commitments, and feeling successful are significant. This course recognizes these adjustments and their significance and seeks to develop skills in the learner, which will aid in his or her transition into a higher education setting.

The course begins with a focus on the learner and adjustments in expectations, lifestyle, and time commitments. It continues with a look at learning styles and personality preferences and helps shape new insights into an action plan for academic success. The course also exposes the learner to online resources for research. The course then moves into the very practical areas of active reading, note-taking, writing, oral presentations, critical thinking, and making use of the library and campus resources.

The course is taught in seminar format and centers around facilitated learning activities, with the assumption that fellow learners, as well as the instructor, are contributors to knowledge and growth.

III. Course Materials

1. Required

- a. Ellis, D. (2009). *Becoming a master student* (12th ed.). Boston: Houghton Mifflin. ISBN 13: 978-0547-154-930
- b. Hacker, D. (2009). *A pocket style manual 5e with 2009 MLA update*. Boston, MA: Bedford/St. Martin's. ISBN-13: 978-0312593247
- c. Houghton, P. M. & Houghton, T. J. (2007). *APA: The easy way!* (rev. ed.). Port Huron, MI: Baker College. ISBN: 978-0923568559
- d. Hummel, C. E. (1999). *Tyranny of the urgent*. Downers Grove, IL: InterVarsity. ISBN: 0-87784-092-X
- e. Koegel, T. (2007). *The exceptional presenter*. Austin, TX: Greenleaf. ISBN: 978-1929774449
- f. White, J. E. (2006). *A mind for God*. Downers Grove, IL: InterVarsity. ISBN: 978-0-8308-3392-4
- g. Zondervan NIV Study Bible (rev. ed.). (2008). Grand Rapids, MI: Zondervan. ISBN: 978-0310938965

You do not need to buy this edition of the NIV Study Bible if you already own another version, such as the one published in 2002.

IV. 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. 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 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

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to 24 hours late
- b. 20% off for up to 48 hours late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate 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.

V. Course Outcomes

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

1. Identify the elements within and roles of individuals in a learning community.
2. Describe what they expect from themselves, REACH, and from their fellow classmates in an effective learning community.
3. Analyze how to handle differences in viewpoints during class discussions and interactions.
4. Examine their values, learning styles, and study skills, and integrate them with a Christian worldview.
5. Develop the learning skills of time management, reading, writing, and note-taking.
6. Utilize important learning resources available through the Trinity library, including online databases.
7. Explain the key elements of academic writing, APA formatting, and oral presentations at the collegiate level.

VI. Course Requirements

1. ACE Practice Tests
12 practice tests x 16 points each (192 points)
2. Two “A Mind for God” Papers (20 points each)
3. “Making Transitions” Paper (40 points)
4. “Priorities List, Time Analysis, and Summary” (40 points)
5. “Adult Action Plan” (20 points)
6. “Adult Autobiography” Paper (80 points)
7. “Spiritual Development” Worksheet (40 points)

8. “The Exceptional Presenter” Paper (40 points)
9. Oral Presentation (40 points)
10. Applied Learning Paper (100 points)

Total Points = 632 points

VII. 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

VIII. Course Schedule

Session One Overview

Outcomes for Session One

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

1. Identify elements of a learning community.
2. Develop and describe what they expect from themselves and from their fellow classmates in an effective learning community.
3. Formulate realistic expectations of themselves as active participants in a college-level academic program.
4. Describe what is expected of them by their instructor, the REACH Program, their community of fellow learners at TIU.
5. Assess their learning and study abilities and form a plan to address their weak areas.

Assignments Due for Session One

1. Read *A Mind for God*, chapters 1-4. Type a one to two paragraph summary of each chapter you read.
2. Read the introductory chapter “Making Transitions” in the *Becoming* book
3. Complete “Making Transitions” Paper under the “Course Documents” section below.

Session Two Overview

Outcomes for Session Two

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

1. Describe long- and short-range goals for managing their time and their lives during their time as REACH students, while also evaluating their time and priorities in relationship to a Christian Worldview.
2. Identify their primary learning style and how to use it to improve study habits.
3. Identify five to seven key adult learning experiences.
4. Locate various campus resources important to their roles as learners at Trinity.
5. Implement an action plan to overcome potential obstacles that might lessen hinder their academic effectiveness.
6. Implement the APA writing style in academic writing.

Assignments Due for Session Two

1. Read *APA: The Easy Way!* Pay particular attention to the APA sample paper.
2. Read *A Mind for God*, chapters 5-7 and the two appendices. Type a one to two paragraph summary of each chapter you read (but not the appendices).
3. Read *Becoming* chapters 1 and 2.
4. Complete the ACE Practice Tests in *Becoming* chapters 1 and 2

Note: All ACE Practice Tests are open book/open note!

a. Visit

http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html

- b. In the upper left corner, select “Chapter 1” in the drop down menu.
- c. In the upper left corner, click on “Ace the Test”.
- d. In the center of the page, click on “ACE Practice Tests”.
- e. Answer each question using the arrows to navigate. Again, use your book to find the answers if you are unsure!
- f. When you are finished with the test, click on the “View/Save Progress” button.
- g. Click on the “Email” button and fill out the information (your instructor will supply you with his or her email, which you will learn how to find on the GroupWise communication system). Then, click on “Send Email.” The results of the test will be sent directly to your instructor.
- h. Repeat the process for chapter two.
 1. Visit
http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html
 2. In the upper left corner select “Chapter 2” in the drop down menu.
 3. etc.
5. Read *Tyranny of the Urgent* (it’s a fast read!)
6. Complete “Time Management Priorities List.” To do so, you will need to complete the first part of the assignment at the beginning of the week, and then the second part of the assignment at the end of the week. See the assignment in the Course Documents section for more details.
7. Complete “Time Analysis Log” for the week and type up a one page summary of the activity at the end of the week (see “Reflection Questions” at the bottom of the time log).

Session Three Overview

Outcomes for Session Three

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

1. Practice principles of active reading and effective note taking.
2. Describe important aspects of their spiritual journeys.
3. Identify computer resources available for advanced learning in the REACH program.
4. Describe elements of a successful Applied Learning Paper.

Assignments Due for Session Three

1. Read *Becoming* chapters 3, 4, and 5.
2. Complete the ACE Practice Tests in *Becoming* chapters 3, 4, and 5
Visit
http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html
3. Complete “Adult Action Plan”.
4. Complete “Adult Autobiography” Paper.
5. Read the REACH Academic Catalog at <http://www.tiu.edu/reach/catalog>

Session Four Overview

Outcomes for Session Four

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

1. Discuss Trinity’s mission, faith statement, and values.
2. Identify the location and importance of library resources that will be used for study in the REACH Program.
3. Utilize the school’s library databases to perform basic research.
4. Practice proper work citation principles.
5. Identify and discuss some of the most basic components of a Christian worldview.

Assignments Due for Session Four

1. Read *Becoming* chapters 6, 7, and 8.
2. Complete the ACE Practice Tests in *Becoming* chapters 6, 7, and 8
Visit
http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html
3. Complete “Spiritual Development” Worksheet.
4. Read the section in your manual on “Avoiding Plagiarism” and complete the exercise.
5. Read the section in your manual on Trinity’s Mission, Statement of Faith, Objectives, and Core Values.

Session Five Overview

Outcomes for Session Five

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

1. Describe basic principles of academic writing.
2. Develop techniques to critique the written work of fellow students and to practice providing constructive feedback.
3. Explain the importance of diversity in an academic setting.
4. Explain the criteria for evaluating written and oral assignments.

Assignments Due for Session Five

1. Read *Becoming* chapters 9 and 10.
2. Complete the ACE Practice Tests in *Becoming* chapters 9 and 10
Visit
http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html
3. Complete the Applied Learning Paper and bring a copy to class for peer review.

Session Six Overview

Outcomes for Session Six

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

1. Practice principles of oral presentations as described in *The Exceptional Presenter*.
2. Develop techniques to critique the oral presentations of fellow students and to practice providing constructive feedback.
3. Identify key principles for total student health

Assignments Due for Session Six

1. Read *Becoming* chapters 11 and 12.
2. Complete the ACE Practice Tests in *Becoming* chapters 11 and 12
Visit
http://college.cengage.com/masterstudent/series/becoming_a_master_student/12e/student_home.html
3. Read the entire book, *The Exceptional Presenter*. **Note:** For this book, you do not need to read every word, but please familiarize yourself with all of the main concepts in the book.
4. Complete “The Exceptional Presenter” Paper.
5. Prepare a five minute Oral Presentation.
6. Submit your final copy of the Applied Learning Paper in light of the suggestions from the peer review.

IX. Course Documents

Session One Documents

Making Transitions

Based on your reading of the introductory chapter “Making Transitions” in *Becoming a Master Student*, respond to the following questions or groups of questions. Your paper should be three to five pages in length.

Note Well: As we will discuss in detail during this course, begin your papers with (1) a creative introduction (perhaps through a brief story, a quote, a provocative statement, etc.), (2) a purpose statement that summarizes what you plan to accomplish in the paper, and (3) a brief summary/outline of what you plan to discuss. You should be able to accomplish this in one or two paragraphs. Once you are done with the body of the paper, write a concluding paragraph that (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.

After the introduction, create section titles to distinguish your answers for one another. For example, your first section title might be ‘Benefits of the REACH Program.’ Section titles should be centered on the page.

1. What benefits do you hope to obtain from your education in REACH – whether in your work, family, church, or community?
2. How do you define success? How do you define failure? How do your definitions relate to your efforts in the REACH Program?
3. In what areas do you need to improve while making the transition into higher education? What are the greatest obstacles to your success? How do you plan to overcome those obstacles?
4. What are the greatest strengths that you bring to the REACH Program? How will they help you to succeed on a personal level? How will they help the other students in the program?
5. Have you ever written a paper using the American Psychological Association (APA) formatting style? If so, when? If not, look briefly at *A Pocket Style Manual* and record your impressions of these types of writing requirements. What are the benefits of using one formatting style throughout the curriculum?
6. How you do plan to integrate your faith into your learning experience?

Session Two Documents

Time Management Priorities List

Immediately after the face-to-face session, complete column #1 by estimating how many hours you plan to spend in each of the following categories throughout this coming week. Your total number of estimated hours must equal 168 hours (seven days x 24 hours a day). Then, once you have completed your time analysis log throughout the week (see the following pages), complete column #2 by totaling the actual hours you spent in each of those categories. Finally, complete the “Reflection Questions” at the end of the time analysis log.

Priority	1. Estimated Hours	2. Actual Hours
Sleeping		
Time with family		
Work (Include commute)		
Exercise		
Meals (include preparation)		
Study		
Church/ministry		
Volunteer activities		
Hobbies or entertainment		
Time with friends		
Cleaning/household maintenance		
Personal hygiene		
Errands/Appointments		
Non-required reading (newspaper, books, magazines)		
Devotions		
Class attendance (including commute)		

Time Analysis Log

Name _____ For the week of _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00am							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00pm							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:30 pm							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30 am							

Reflection Questions (1 page)

Where did you spend *more time* than you anticipated and why?

Where did you spend *less time* than you anticipated and why?

What *concrete changes* can you make to manage your time more wisely?

What *sacrifices* will you have to make in order to affect these changes? What activities do you think you will need to STOP doing?

Session Three Documents

Adult Action Plan

List areas where you could improve from “The Discovery Wheel” from the book.

- 1.
- 2.
- 3.
- 4.
- 5.

Identify at least three areas from the above list that need the most immediate attention to help you succeed academically. Transfer these to the left column in the chart below and fill in the additional information for each. An example is provided. Use another piece of paper if needed.

Areas needing improvement	Motivating Forces	Blocking Forces	Measurable, concrete, short-term goal
<i>Example: Need to manage my time more effectively</i>	<i>Can accomplish schoolwork on time, faster, and have more time with family.</i>	<i>Too much television. Need to find a quiet place to study at home. Easily distracted by menial tasks.</i>	<i>Will get up one hour earlier each morning to study when house is quiet. Work in short increments of time to stay focused. Limit TV to 1 hour/day.</i>
1.			
2.			
3.			

Adult Autobiography

Examine areas of your adult life by compiling the following materials to the best of your ability. The final document should be 4-6 pages in length.

A complete Adult Biography will contain the following separate elements:

1. Complete the Learning Assessment Worksheet (see below)
2. Pivotal Experiences – Write a two to three page summary of your most *significant* learning and life experiences (no less than three experiences, no more than five), beginning at age 18. For each event or experience:
 - a. Describe the event or experience
 - b. Describe what you learned from each event or experience in detail. You probably want to include at least three “lessons learned” for each event or experience.

Learning Assessment Worksheet

Experience Note Well: For each row, identify only one experience.	Time Spent in Activity	Description of Duties, Tasks, and Activities	Description of Learning Outcomes and Competencies	Documentation: How might an evaluator evaluate these?
Your Instructor will provide a concrete example.				
Employment				
Education (noncredit courses and seminars)				
Volunteer Experience				
Recreation and Hobbies				
Military Experience				
Licenses, Awards, Publications				

Travel				
Professional Readings				
Other				
Other				
Other				

Organizing Applied Learning Papers

Title Page (p. 1)

Abstract (p. 2) (a description of what you did, not what you plan to do) – for papers six pp. or more

Sections within the Body of the Paper (pp. 3-?)

Introduction¹ (restate the full title of the paper as your section title)

1. Catch Attention (use challenging, creative, and/or provocative information) – 1-2 paragraphs

Statement(s)	Story (personal or otherwise)
Quotation(s)	Current news item, article, or book
Question(s)	Humor (?)
Statistic(s)	

2. State Your Thesis or Claim² (clear, concise, arguable, & controversial (?))

3. Preview/Outline Main Sections of the Paper (see next two sections)

4. Limits/Boundaries of the Paper (optional)

(i.e. what you are not going to write about)

} 1-2 paragraphs

Background, Organizational Context, Literary Context, or...(optional) – 1-2 pages

1. Nature of the Issue (who, what, where, when, why, how, how much) and/or

2. History of the Issue and/or Present Situation

Options for Main Sections³ – 7-10 pages

Explanation/Comparison/Contrast/Illustrate	Disagreements/Weaknesses/Disadvantages
Reasons/Evidence	Applications/Uses
Purposes/Goals/Objectives	Literature Review
Motivations	Problems/Challenges/Obstacles
Strategies/Techniques	Hypothesis
Causes/Driving Forces	Research Methodology
Effects/Results/Responses/Countermoves	Results
Questions	Discussion/Analysis of Results
Answers	Alternative Responses with +’s and –’s
Assumptions	Recommendations/Solutions/Treatments
Predictions/Implications	Next Steps/Action Plans/Timeline
Agreements/Strengths/Advantages	

Conclusion – 1-2 paragraphs

1. Summarize and Tie Together the Most Important Points of the Paper

2. Final Thought(s), Question(s), Quotation(s), Warning(s), Challenge(s), and/or Action Points

References⁴

¹ Introductions and conclusions are useful (though not always necessary) at a number of levels: dissertation or master’s thesis/book, research paper/chapter, section, and paragraph.

² There are at least four different kinds of claims: (1) Claims of Fact (past or present), (2) Claims of Definition, (3) Claims of Analysis/Evaluation, and (4) Claims for Action (proposal). Adapted from Lunsford, A. A., Ruskiewicz, J. J., & Walters, K. (2007). *Everything’s an argument* (4th ed.). Boston: Bedford/St. Martin’s.

³ Normally, a research paper will have 3-4 main sections, in addition to the background/context section.

⁴ When using APA, it is not called a “Bibliography” or a “Works Cited” page.

The ADULT Method of Reading Worksheet

- A** *Ask* questions
D *Determine* where the questions are answered
U *Understand* answers by reading material
L *Learn* answers by writing them out and restating them in your own words
T *Test* yourself by verbalizing answers in your own words

Questions You Have About the Article	Answers Found	Answers Supplied
1.	Page: Column: Paragraph:	Book answer: Restated in own words:
2.	Page: Column: Paragraph:	Book answer: Restated in own words:
3.	Page: Column: Paragraph:	Book answer: Restated in own words:

4.	Page: Column: Paragraph:	Book answer: Restated in own words:
5.	Page: Column: Paragraph:	Book answer: Restated in own words:
6.	Page: Column: Paragraph:	Book answer: Restated in own words:
7.	Page: Column: Paragraph:	Book answer: Restated in own words:

Session Four Documents

Spiritual Development Worksheet

Complete the following questions to produce a 4 to 6 page paper – with an introduction and a conclusion. Use the table of contents in your Bible if you are having trouble locating certain books of the Bible. After the introduction, create section titles to distinguish your answers for one another. For example, your first section title might be ‘Trinity’s Christian Heritage.’ Section titles should be centered on the page.

1. Search the university’s website at www.tiu.edu to learn more about its Christian heritage. What did you learn? What role did Trinity’s Christian heritage have in your decision to enter the REACH program?
2. Using a scale of 1-10, rate yourself in each of these areas: (1) your desire to grow in your relationship to God, (2) your knowledge of God and the Bible, and (3) your willingness and ability to obey God in every area of your life – with “1” being the lowest and “10” being the highest. Why did you rate yourself the way that you did? Give examples where appropriate.
3. Name and discuss at least three obstacles that you currently face in growing in your relationship to God? How can you overcome those obstacles (be specific and concrete)?
4. How would you describe the “philosophy of life” you now live by as an adult? How does this philosophy influence important decisions?
5. Summarize the message of Matthew 22:37-40 (Matthew chapter 22, verses 37-40). How would you define “love” to someone who did not understand the concept? (Do not simply give examples of love, but try to define it.) What, practically speaking, does it mean “to love God more than anything or anyone else”? What does it mean to “love your neighbor as yourself”?
6. Read Matthew 28:18-20. What does it mean to be a “disciple of Jesus Christ”? What does it mean to help others to become disciples of Jesus Christ?
7. If you were to die today, how sure are you that you would go to heaven? 0%? 25%?...100%? Provide the rationale for your answer.

Avoiding Plagiarism



Avoiding Plagiarism

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

Academic writing in American institutions is filled with rules that writers often don't know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of *plagiarism* or the unacknowledged use of somebody else's words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.

Purdue students will want to make sure that they are familiar with Purdue's official academic dishonesty policy (<http://www.purdue.edu/odos/administration/integrity.htm>) as well as any additional policies that their instructor has implemented. Another good resource for understanding plagiarism is the WPA Statement on Plagiarism (<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>).

The Contradictions of American Academic Writing

*Show you have
done your
research*

---But---

*Write something
new and original*

*Appeal to
experts and
authorities*

---But---

*Improve upon,
or disagree with
experts and
authorities*

*Improve your
English by
mimicking what
you hear and
read*

---But---

*Use your own
words, your own
voice*

*Give credit
where credit is
due*

---But---

*Make your own
significant
contribution*

Actions that might be seen as plagiarism

Buying, stealing, or
borrowing a paper

Using the source too
closely when
paraphrasing

Hiring someone to
write your paper

Building on someone's
ideas without citation

Copying from another source without citing
(on purpose or by accident)

Deliberate
Plagiarism

Possibly Accidental
Plagiarism



Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit	
Need to Document	No Need to Document
<ul style="list-style-type: none"> • When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • When you use information gained through interviewing another person • When you copy the exact words or a "unique phrase" from somewhere • When you reprint any diagrams, illustrations, charts, and pictures • When you use ideas that others have given you in conversations or over email 	<ul style="list-style-type: none"> • When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group • When you are compiling generally accepted facts • When you are writing up your own experimental results

Deciding if Something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Making Sure You Are Safe		
	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> • Mark <i>everything</i> that is someone else's words with a big Q (for quote) or with big quotation marks • Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) • Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the ways listed below:</p> <ul style="list-style-type: none"> • In-text citation • Footnotes • Bibliography • Quotation marks • Indirect quotations
When paraphrasing and summarizing	<ul style="list-style-type: none"> • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> • Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> • Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: <i>... "savage inequalities" exist throughout our educational system (Kozol).</i>
When quoting directly	<ul style="list-style-type: none"> • Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)
When quoting indirectly	<ul style="list-style-type: none"> • Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the information, or in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text

Exercises for Practice

Below are some situations in which writers need to decide whether or not they are running the risk of plagiarizing. In the **Y/N** column, indicate if you *would* need to document (**Yes**), or if it is *not necessary* to provide quotation marks or a citation (**No**). If you do need to give the source credit in some way, explain how you would handle it. If not, explain why.

Situation	Y/N	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from your school's newspaper with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain organization.		
6. You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		
8. You really like the particular phrase somebody else made up, so you use it.		

The following information must remain intact on every handout printed for distribution.

This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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<http://owl.english.purdue.edu/lab/fairuse.html>.

To contact OWL, please visit our contact information page at
<http://owl.english.purdue.edu/lab/contact.html> to find the right person to call or email.

Sources used in creating this handout:

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Trinity International University Mission Statement

Trinity International University educates¹ men and women for faithful participation in God's redemptive work in the world² by cultivating academic excellence,³ Christian fidelity,⁴ and lifelong learning.⁵

1. Trinity offers nonformal opportunities to the public for continuing education, as well as formal degree programs.
2. Believers are called to be God's collaborators in God's ongoing work in our broken world (1 Co. 3:5-9), as we anticipate the return of the Lord. Wherever or however we serve, we are to be agents of restoration and transformation for the glory of God and the good of the world.
3. We seek to instill in our students the habit of doing academic work with excellence for the glory of God and the good of society.
4. A goal of our education is continuing faithfulness to Christ and his Gospel, to biblical authority, and to Christian doctrine as a guide to ethical living.
5. Habits of learning must be sustained throughout life for individual growth and for effective service in a changing world. These habits of learning characterize the TIU community of learners—faculty, staff, students, and graduates.

Trinity International University Statement of Faith

The Evangelical Free Church of America is an association of autonomous churches united around these theological convictions:

God

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.

The Bible

2. We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor

should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.

The Human Condition

3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.

Jesus Christ

4. We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus-Israel's promised Messiah-was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.

The Work of Christ

5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.

The Holy Spirit

6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.

The Church

7. We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ, of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord's Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.

Christian Living

8. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and

justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.

Christ's Return

9. We believe in the personal, bodily and premillennial return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.

Response and Eternal Destiny

10. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

The above statement of faith is that held by the Evangelical Free Church of America. Each member of the faculty and administration must subscribe to this statement.

Trinity International University Objectives

Trinity College, as an academic community, commits itself to distinctive objectives:

1. A Reasoned Belief in the Christ-Centered Focus of Truth

A belief which:

- Affirms a personal and loving God as source and sustainer of all created beings and values.
- Proclaims Jesus Christ as liberator and Lord of individual and corporate living.
- Appropriates Holy Scripture as God's direct and definitive self-disclosure.
- Discovers God's continual self-revealing activity in every aspect of nature, life and knowledge.
- Provides illumination and significance to the quest for understanding in all its dimensions.
- Engages in open-minded inquiry as an appropriate response of love to God.

2. A Liberal Arts Approach to Learning

An approach which:

- Gives systematic exposure to the heritage of human experience.
- Sharpens the ability to form significant questions and sound judgments.
- Teaches consistency and comprehensiveness in thought, clarity and coherence in expression.
- Cultivates appreciation for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.
- Develops the human capacity to create, which reflects the creative power of God.

3. A Sustained Interest in Every Participant

An interest which:

- Respects the dignity of each person as a unique image-bearer of God.
- Takes seriously the particular concerns of current and former students, faculty and staff, administrators and trustees, and those in its various constituencies.
- Supports each member in the integration of all the facets of his/her personal growth.

4. A Purposeful Involvement in Contemporary Society

An involvement which:

- Subjects pervasive human problems to penetrating critical analysis.
- Confronts deterioration and corruption in institutions as well as in individuals.
- Translates Christian compassion into redemptive social action, with special sensitivity to global injustice and ecological stewardship.
- Points men and women, individually and collectively, to their ultimate need for God's forgiving and healing grace.

5. A Serious Attempt to encourage Career Potential

An attempt which:

- Applies formal instruction to issues of current importance.
- Offers guidance in the development of life-planning skills.

- Emphasizes a range of vocational possibilities more than specific occupational training.
- Promotes effective participation in the body of Christ.

6. A Creative Balancing of Tensions Inherent in the Educational Process

A balancing which:

- Sets and strives for high ideals, but confesses and struggles with flaws and limitations.
- Allows for maximum realization of freedom and order, spontaneity and continuity.
- Recognizes the necessary interdependence of reason and faith, reflective thinking and responsible acting.
- Treats with tolerance and fairness ideas that are novel, traditional, simple or complex.
- Requires equally of all who teach and learn both careful research and effective communication.
- Transmits Christian values while sustaining the exercise of individual moral decision.
- Discriminates between the need and excess in the use of natural and economic resources.
- Distinguishes good from evil, but refrains from separating God's universe into related "sacred" and "secular" compartments.

Trinity International University Core Values

As an institution committed to inerrant Scripture, given by God as our final authority for faith and life, we hold ourselves accountable to it and to each other with regard to these values as we “form students to transform the world through Christ.”

1. Christ centeredness. We are here to model and to engender Christ centeredness in all that we do. The lordship of Christ should affect and be evident in every aspect of education, relationship, and endeavor at Trinity.

2. Comprehensive education. We are here to educate for the whole of life, beginning with the mind and including a comprehensive discipleship that results in a comprehensive witness. We seek to nurture students to become spiritually mature and biblically informed persons who make well-reasoned and wise intellectual and moral judgments, thereby equipping and motivating them to tackle real-world problems.

3. Community. We seek to be a learning community that operates by the ethics and values of the Kingdom of God. The makeup of the community should be a reflection of the breadth and diversity of the family of God. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and personal development.

4. Church connectedness. We value service to the Church because we believe that the Church is God’s central vehicle to accomplish His work in the world. Our vision for serving the Church is a global vision, just as God’s vision for His Church is global. A particular value affecting Trinity’s work is to identify and meet the educational needs of the EFCA.

5. Cultural Engagement. We seek to bring faith, life, and learning to bear on the issues facing our world. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a pluralistic society.

The Christian Engagement of Culture: Trinity in a Nutshell

Trinity College, as a Christian liberal arts college, is dedicated to exploring all knowledge and is committed to the fact that all truth is God's truth. In part, this commitment entails engaging the culture and seeking to transform it for Jesus Christ. There is, therefore, an inherent tension between the search for God's truth and the Christian's engagement of culture. Ideas and issues, whether presented by the arts, literature, or sciences, are to be examined and evaluated in light of God's inerrant and authoritative Word. Through this process students may on occasion experience some discomfort as aspects of human fallenness are studied. Students are encouraged to interact with their professors, student development personnel, or chaplain when such situations occur.

Finding Books and Articles Worksheet
(to be completed during class)

Name: _____

1. Choose a topic and write down search terms:

2. Using TrinCat, find a book.

Title of the book you have selected:

Author:

Place of Publication:

Publisher:

Date of Publication:

Call number:

List one of the Subject Headings assigned to this book (look at the Full View):

3. Using I-Share, find a book not available at Trinity.

Title of the book you have selected:

Author:

Place of Publication:

Publisher:

Date of Publication:

List one of the Subject Headings assigned to this book:

4. Find an article using Academic Search Premier.

Title of Article:

Author:

Title of Journal (look under “source”):

Date:

Volume:

Issue number:

Page:

Is the full article available online?

5. Find an article using a database related to your topic (examples: ATLA for religion, PsycInfo for psychology, ERIC for education).

Database name:

Title of article:

Author:

Title of journal:

Date:

Volume:

Issue number:

Page:

Is the full article available online?

Internet Sources Worksheet
(to be completed during class)

Name: _____

Website name:	
<u>Authority</u>	
1. What type of domain does this website come from? Is it .edu, .gov, .net, .mil, .com, or .org?	
2. Look for information about the creator/author. Do they have special knowledge or education that make them a credible expert on the subject?	
<u>Accuracy, Purpose & Objectivity</u>	
3. Where did the author get information? Are sources cited? Are there links to other pages? Are they working?	
4. What is the purpose of this site? Advocacy, Commercial, or Information/Reference?	
5. Does the site exhibit a bias or a particular point of view? Explain.	

<i>Content & Coverage</i>	
6. How in-depth is the information? Can you tell who the page is intended for?	
7. Are there any errors in facts, misspellings, or typos?	
<i>Currency & Evaluation</i>	
8. What clues show when the site was last updated, whether it is up to date, or if the site is being maintained?	
9. Would this be a good source for a research paper? Why or why not?	

Session Five Documents

Applied Learning Paper

Throughout the REACH Program, you will be asked to write Applied Learning Papers (ALP's). As the name implies, an ALP is a paper that demonstrates learning *applied* to your life experience. The general intent of these papers is that you not only communicate what you have learned, but also how you plan to integrate that learning into various facets of your life. **Note Well:** When writing ALP's in this program, please incorporate course readings and outside research into your papers.

With that in mind, produce an 8-10 page paper (not including Title Page, Abstract, and References) that addresses each of the following questions. Please include an introduction, a conclusion, and section titles.

- What does it mean for you to transition into *academic* community? How is that similar to or different from other “communities” of which you have been a part? For example, how is oral and written communication different in an academic community as opposed to other contexts? What role does research play in this experience? etc.
- What do you expect from your instructors? What can your instructors expect from you?
- What do you expect from your fellow students? What can your fellow students expect from you?
- How do you plan to apply your learning into your life setting – whether at work, at church, in your family, etc? How can you make certain that this program is not *merely* an intellectual exercise?
- How do you plan to grow in your relationship to God throughout the program? How does active fellowship and service in a local church facilitate spiritual growth?
- How do you plan to integrate your faith into learning – especially in light of White's *A Mind for God*?
- How do you plan to maintain balance as an adult learner as you face competing priorities?

Session Six Documents

The Exceptional Presenter

After reading *The Exceptional Presenter*, write a three to four page paper (not including your title page) that addresses the following questions:

1. What are your three greatest strengths as an oral communicator? Provide a description of the personal attributes or skills from the book and offer personal examples to illustrate your point.
2. What are your three greatest limitations or areas for improvement as an oral communicator? Again, provide a description of the personal attributes or skills from the book and offer personal examples to illustrate your point.
3. Describe a concrete plan that outlines how you can develop your oral presentation skills. For example, what books do you plan to read? Who will give you feedback? When? How often? Etc.
4. Compare the material from the book to the Oral Presentation Rubric in the manual. What categories would you add to the rubric? What categories would you subtract from the rubric?

Oral Presentation

Prepare a five minute oral presentation that addresses the following questions:

1. What concept or concepts have been most helpful to you in this course? Why? In what ways have you previously struggled in these areas?
2. What are the positive consequences if you make those changes in your life? What are the negative consequences if you do not make those changes in your life?
3. How do you plan to incorporate these ideas into your life in concrete ways? Remember: the best goals are S.M.A.R.T. – Specific, Measurable, Attainable, Realistic, and Time-bound.

In preparing your presentation, follow these guidelines:

1. Your presentation must be as close to five minutes as possible. Practice your presentation to use all of your available time without going over the limit
2. You are permitted to use notes during your presentation. However, speaking from memory or using brief notes will aid your effectiveness.
3. Remember to discuss both the positive and negative consequences of incorporating changes into your life.

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number IDS 105	Assignment ALP
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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 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
Research / Sources (pp. 91-102⁵) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Supporting Viewpoints ▪ Number of Opposing Viewpoints ▪ Primary Research 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
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 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
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 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
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 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
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 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
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) 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪

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.

Instructor Evaluation for Oral Presentations

Student's Name	Course Number IDS 105	Assignment Oral Presentation
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Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments
Non-verbal Communication <ul style="list-style-type: none"> ▪ Attire (professional) ▪ Eye Contact (consistent) and Facial Expressions ▪ Posture (straight) ▪ Gestures and Movement (appropriate) 	15	<input type="text"/>	▪
Verbal Communication <ul style="list-style-type: none"> ▪ Volume and Pitch ▪ Pacing and Pauses ▪ Clarity and Concision ▪ Enthusiasm and Passion 	15	<input type="text"/>	▪
Organization <ul style="list-style-type: none"> ▪ Introduction⁸ and Conclusion⁹ ▪ Section Titles¹⁰ ▪ Section Introductions and Conclusions¹¹ ▪ Organizing Words, Phrases, and Sentences 	15	<input type="text"/>	▪
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)¹² ▪ 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 	10	<input type="text"/>	▪
Misc. <ul style="list-style-type: none"> ▪ Research (credibility, number, supporting & opposing viewpoints) ▪ Visual Aids¹³ (if used) ▪ Response to Audience Comments/Questions ▪ Time Limit 	5	<input type="text"/>	▪

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

⁶ Visual aids should only be used if they make a distinct contribution to the presentation; otherwise, they should be avoided. Examples include: PowerPoint, handouts, whiteboards or flipcharts, audio or video, etc.
