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SP 501 Communication as Christian Rhetoric

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COMMUNICATION AS CHRISTIAN RHETORIC

SP 501 XL – Spring 2008
2 Credit Hours

INSTRUCTOR CONTACT INFORMATION

Stacy R. Minger, Ph.D.

Email: stacy_minger@asburyseminary.edu

Office: 859.858.2048

Fax: 859.858.2018

Office Hours: Tuesday 12:30 – 2 PM
Thursday 9:15 – 10:45 AM

Asbury Theological Seminary

204 N. Lexington Ave

SPO 1325

Wilmore, KY 40390

SP 501XL COURSE READINESS

The following “test” will assist you in determining whether you are currently prepared to enroll in SP 501 for the 2008 Spring Semester. Prior to considering your “answers” to this readiness test, please read the syllabus in its entirety.

I understand that enrollment in this course constitutes my agreement to full participation in the SP 501XL learning community. As a member of this learning community, I will:

- Devote an average of two – two and a half hours each week to constructively interacting with my peers in the discussion center and team folders.
- Have my textbooks and be prepared to begin interaction in class the very first week of the summer term.
- Arrange my schedule to allow for active class participation, which includes preparing assignments, interacting with peers, and delivering speeches within the allotted timeframe as indicated by the syllabus.
- Follow the instructor’s planning with regard to the sequencing of material in this course as an avenue for achieving our learning goals.
- Embrace the syllabus as a covenant with my peers and the professor, accepting that the syllabus represents the chosen pattern for our common learning experience.
- Value learning in community and will seek to build community with my peers.
- Obtain equipment to tape two speeches and one Scripture reading on VHS or DVD that will be mailed to the instructor and members of the learning team to which I am assigned.
- Be able to view VHS or DVD speeches that are mailed to me by members of my learning team.
- Create a Local Listening Group of at least five people who 1) are not related to me, the student, 2) who are not related to each other, and 3) who will be able to attend and willingly give feedback to three speeches across the course of the semester.

If for any reason you are not able to answer affirmatively to each of these statements, you are advised to take this class at a later date.

GREETINGS

Welcome to “Communication as Christian Rhetoric!” While I am pleased to join you in this venture of learning, I would not at all be surprised if at least a few of you who have signed up for this course are asking: “What does SP 501 have to do with ministry, anyway?” As one who has served as a local church pastor for twelve years and has completed a Ph.D. in Interpersonal Communication, I would answer: “Everything!” Communication is the vehicle through which relationships are built and communities are formed, identities are both established and expressed, and Christian leaders offer themselves as servants of Christ among the people of God as they are empowered by the Spirit. Eradicate

communication and life as we know it becomes unrecognizable; communicate poorly and witness the atrophy of vitality within the community of faith and a withered potential for sharing hope with the wider world.

It is my prayer that our mutual engagement through this semester will sharpen our thinking, hone our public presentation skills, and fire within each of us a life-long commitment to uncompromising standards of communication excellence – regardless of the context within which find ourselves.

COURSE DESCRIPTION

This class provides a context for instruction and practice that introduces the craft of written and spoken communication within a clearly articulated Wesleyan theological framework for the purpose of Christian ministry. Its purpose does not simply replicate undergraduate speech and communication studies. Students will acquire appropriate means for cultivating necessary habits of Christian life and speech in light of the Christian rhetorical tradition, classical rhetoric, and contemporary communication studies in preparation for Christian ministry in a multi-cultural society.

GENERAL COURSE OBJECTIVES

Having successfully completed the course, you will demonstrate an ability to:

- Express a basic understanding of how practical wisdom derived from biblical and classical rhetoric, communication and cultural studies inform the practice of Christian speech;
- Demonstrate sufficient theological and practical understanding for faithful use of Christian language, for selecting and arranging material in a manner fitting for particular situations and audiences, and for clear, coherent presentations and persuasive delivery;
- Articulate persuasive arguments in written and oral form that demonstrate a capacity for faithful Christian discourse supported by appropriate research and reflection;
- Within a Wesleyan framework, communicate a vision of Christian rhetoric that demonstrates an understanding of how theory is embedded in and informs practice;
- Demonstrate presentational skill with regard to vocal control, paralanguage and body language appropriate to the audience for message presentation and reception.

COURSE REQUIREMENTS

Required Text Books

Holy Bible. (Please choose a translation to work from rather than a paraphrase).

Schultze, Q. J. An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue. Grand Rapids: Baker, 2006. ISBN 08-010-31-516

Schmit, Clayton. The Public Reading of Scripture. Nashville: Abingdon, 2002.
ISBN:06-870-45-371

Volf, Miroslav. Free of Charge: Giving and Forgiving in a Culture Stripped of Grace. Grand Rapids: Zondervan, 2005. ISBN 0-310-26574-6

Please note: On occasion throughout the semester, you will be directed to read journal articles that can be accessed on line.

Recommended Texts

Slade, Carole. Form & Style: Research Papers, Reports, Theses. 12 ed. Boston: Houghton Mifflin, 2003.

Sprague, J., and D. Stuart. The Speaker's Handbook. 7th ed. Belmont, CA: Thomson Wadsworth, 2005. ISBN 0-534-63880-5

Strunk, William, Jr. and E B White. Elements of Style. <http://www.bartleby.com/141/index.html>

Equipment

In order to fulfill the speech presentation components for this course, you will need to have access to the following equipment:

- **Camera** for taping two speeches and one Scripture reading. The VHS camera should be in NTSC format (NTSC is the format used in the USA. PAL and SEACAM are used outside the USA and will not work for this course. You may also send a DVD or upload your speech to the ATS server.
- **Video Equipment** to copy your video presentations for both myself and each of your team members. You will also want to maintain your own copy in case an assignment is lost in the mail. If you are using a mini VHS recorder, you must have the ability to transfer to a regular size VHS tape that can be played in a standard VHS machine.
- **VHS and DVD** for viewing team members' speeches.
- **12 Mailing Envelopes** for your video presentations (if you will be uploading your speech to the server mailing envelopes will not be needed).
- **12 BLANK videotapes or DVDs** (again, not needed if you are uploading to the server).

Local Listening Group (LLG)

In order to have an audience to whom you will deliver your speeches, you will need to establish a local listening group. The local listening group must consist of 6 individuals. Five members of the group will listen to your speeches and provide both verbal and written feedback at the conclusion of the speech. One other person will fill the technical roles of operating the video camera and serving as the time-keeper (this person may be your spouse or someone related to the 5 members of the LLG).

Please carefully note the following criteria as you consider the composition of your Local Listening Group:

- At least five people who are not related to you, the student.
- At least five people who are not related to each other
- All advisors must be adults (over 18) who will be able to attend and willing attend and give feedback to two speeches and a public reading of Scripture.
- No more than ONE listening group member may be a member of your immediate family.
- The sixth person should have the technical ability necessary for taping your speeches. The camera person should not be counted as one of the five listening members, although they may choose to participate in the conversation and feedback following the presentations. This person will also serve as the timer of the speech. The timer will be equipped with easy-to-read cue cards that read: 2 minutes, 1 minute, 30 seconds, and END. These cards will be used to assist you in concluding your speech within the allotted time frame. The timer should not be counted as one of the five listening members, although they may choose to participate in the conversation and feedback following the presentations.

Video Taping & Submission Process

The process for delivering, taping and submitting your speech presentations will proceed according to the following pattern for each of the three speeches (except for a minor variation with the final, persuasive speech).

- Record your presentation using a VHS or digital movie camera (Remember: your camera person should not be one of the five listening group members as they will be busy filling out the speech evaluation sheets).
- Immediately following your presentation, invite your listening group members to take a few minutes and complete their evaluation sheets (these will be provided by the instructor).
- After the group members have completed their written comments, ask the group to engage you with their verbal feedback (directions will be provided to you for facilitating the conversation). This verbal conversation will give you a context for understanding and interpreting the written comments. *Please have the video tape running during the verbal feedback. There is no need for the camera person to focus on each speaker. Rather, I am simply interested in hearing the conversation (this will help me provide guidance to you and other students with regard to the listening group feedback time.*
- Collect the written evaluation sheets and photocopy them. Send the copies to me, retaining the originals in your personal possession until the conclusion of the semester. Copies should be mailed to me at 204 N. Lexington Ave. SPO 1325 Wilmore, KY 40390
- Make and mail copies of your video presentation to myself (at the above address) and each of your team members (teams will be assigned at the outset of the semester, at which time you will exchange postal addresses). If you have the technical ability, your speech may be upload (specific direction for uploading will be provided later in the semester).
- Retain the original video of all speeches until the end of the semester. Ensuring the safe arrival of your mailings is of utmost importance, so use priority/first class USPS mail or the UPS/Fed Ex equivalent. You will also want to invest in the appropriate mailers. Observe all postmarked due dates as listed on the course schedule.
- After you give your speech, you will need to watch the speech and complete a detailed evaluation on your presentation (The evaluation form will be provided to you at the appropriate time). You will submit a copy to me on Moodle.
- After receiving your video tape and self-evaluation, I will send my evaluation of your speech as an email attachment.
- Finally, when you receive the taped presentations from your team members, you will need to watch each tape, complete an evaluation and send post a copy in the Moodle team folder. More detailed directions for team member evaluations will be provided closer to the recording of our first speeches.

COURSE SCHEDULE

Date	Class Focus	Reading	Assignments Due
2/11 – 2/18	Course Intro	Syllabus	Class & Team Conferencing All posts due Midnight (EST) on 2/18.
2/19 – 2/25	MODULE #1: The Wisdom of God & The Character of the Speaker	Schultze, 9-10; 73-96 Volf 1-54 Edlund* Burton**	Class & Team Conferencing All posts due Midnight (EST) on 2/25.
2/26 – 3/3	MODULE #2: The Speaker's Orientation	Volf, 55-120 Schultze, 11-55, 101-102	Class & Team Conferencing All posts due Midnight (EST)

	Toward the Audience	Brockreide***	on 3/3.
3/4 – 3/10	MODULE #3: Crafting the Speech	Volf, 121-156 Schultze, 57 -72, 97-100	Class & Team Conferencing All posts due Midnight (EST) on 3/10.
3/11 – 3/17	MODULE #4: The Speech Embodied	Volf, 157 – 192	Class & Team Conferencing All posts due Midnight (EST) on 3/17.
3/18 – 3/24	SPEECH #1 PREPARATION		
3/25 – 4/1	SPEECH TAPING & MAILING <i>Speech Recordings must be postmarked or uploaded no later than Midnight (EST) on April 1 (No Fooling ☺)</i>		
3/31 – 4/4	Spring Break ~ Reading Week		
4/7 – 4/14	MODULE #5: The Public Reading of Scripture	Schmit, 1-144	Speech #1 Reading Report & Self Evaluation – due by Midnight (EST) on 4/10. Class & Team Conferencing All posts due Midnight (EST) on 4/14.
4/15 – 4/21	Speech #1 Feedback		Class & Team Conferencing Speech Feedback to Team Members All posts and assignments due Midnight (EST) on 4/21.
4/22 – 4/28	SPEECH #2 & SCRIPTURE READING PREPARATION		
4/29 – 5/5	TAPING & MAILING <i>Speech Recordings must be postmarked or uploaded no later than Midnight (EST) on May 5.</i>		
5/6 – 5/12	MODULE #6: Moving Toward Preaching		Speech #2 Reading Report, Self Evaluation of Speech and Scripture Reading due by Midnight (EST) on 5/8. Class & Team Conferencing All posts due Midnight (EST) on 5/12.
5/13 – 5/19	Speech #2 Feedback		Speech & Reading Feedback to Team Members due at Midnight (EST) on 19.
5/20 – 5/23			Final Essay 5/23 at Midnight (EST).

*Edlund

http://www.csupomona.edu/~uwc/non_protect/student/3ways.htm

**Burton

<http://humanities.byu.edu/rhetoric/Persuasive%20Appeals/Persuasive%20Appeals.htm>

***Brockreide

Wayne Brockriede. "Arguers as Lovers." *Philosophy and Rhetoric* 5 (Winter, 1972): 1 - 11.

<http://www.willamette.edu/cla/rhetoric/courses/Ethics/schedule.htm>

COURSE ASSIGNMENTS

Recognizing the variety of learning preferences present in each class setting, our learning together will be supported by opportunities for 1) *concrete experience* through the expression of feeling and impressions related to experiencing speech communication, 2) *reflective observation* through viewing the speeches of your peers, 3) *abstract conceptualization* which engages thinking mechanisms engaged in your reading of course texts and responding to writing assignments as well as preparing critiques of the speeches that you hear and give, and 4) *active experimentation* as you have the opportunity to give speeches (based on Kolb's learning styles, 1984).

Bibliography/Reading Report. In addition to the approximately 450 pages of assigned reading, the student will read an additional 400 pages in preparation for the class speeches. A reading report of 200 pages will be submitted for the reading done in relation to each speech on the day each speech is given. Directions for completing the reading assignment will be presented and posted in Moodle after the first week of class. In general students will be expected to read high quality sources, which include both contemporary and classical Christian sources as accessed via the library, electronic databases, and the internet.

Class & Team Conferencing. Weekly discussions will take place in both the Discussion Center and the Team Center (Teams will be assigned during the first week of class). Each week you will normally engage in 2 or 3 reflection questions or activities. In general, the conferencing will provide a forum for you to: 1) Critically interact with the assigned reading; 2) Engage in class discussion; 3) Link the readings to your life experience; and 4) Consider issues central to a theology of Christian speech communication.

Your participation within the class & team conference will be graded based on the following criteria:

- Did you give a succinct, understandable statement that reflected how you understood the text content as it relates to the discussion question?
- Did you reflect critically on the interface between course content and personal experience?
- Did you post your own answers/responses in a timely manner so as to promote conversation among your class or team members?
- How effective were you in generating ideas/proposals for group interaction?
- How effective were you in your engagement with the ideas/proposals generated by others?
- Did you respond to others as according to the instructions for the exercise?
- Did you attend to issues of form and style appropriate to formal writing?
- Did you exercise courtesy, generosity, respect and self-awareness in your interaction with class and team members?

Speeches.

- Two Speeches will be delivered **extemporaneously** – that is, you will prepare thoroughly, but you should not memorize the speech nor read it word-for-word from a manuscript.
- Time limits for speeches must be observed.
 - Speech #1: 10 – 12 minutes
 - Speech #2: 12 – 15 minutes
- Both speech assignments must be completed in order to receive a grade for this course.
- Specific instructions for the speeches will be discussed and posted in Moodle.

Scripture Reading. Each student will be read and record a Scripture Reading after we as a class have interacted with the Schmit text, The Public Reading of Scripture. The assigned Scriptures and details for completing this assignment will be provided in Moodle at the appropriate time.

Speech & Scripture Reading Responses/Critiques. After each speech presentation, you will view the videotape of your speech and complete the a self-evaluation form (the form for this assignment will be posted with instructions for completion). Your comments should reflect thoughtful engagement with the course readings, class discussion, and team interaction. The completed evaluation should be emailed back to me via Moodle **no later than midnight of the due date (EST)**. Upon receiving your self-evaluation, I will provide you with my completed evaluation via email.

In addition to critiquing your own speeches, you will also critique the speeches of your team members. Directions for this assignment will be posted and discussed closer to the time of the first speech.

Final Essay. The final essay of 7 - 8 pages is not a research paper; rather this assignment provides you the opportunity for reflection on the class experience. As a result of the readings, class discussion, listening to and giving speeches, as well as giving and receiving critiques of speeches you will address the components of communication that you have come to embrace as essential to Christian ministry. Specific guidance for completing this assignment will be provided one month before prior to the due date.

COURSE EVALUATION

Points for the course will be distributed according to the following schedule:

Conferencing: Class & Team Interaction	20 points
Reading Reports/Bibliography 2@5 points each	10 points
Final Essay	15 points
Speech #1	
Speech	15 points
Self-Critique	5 points
Speech #2	
Speech	20 points
Self-Critique	5 points
<u>Scripture Reading & Critique</u>	<u>10 points</u>
Total Points	100 points

Your final grade for the course will be determined by the total points earned:

Letter Grade Points Needed Letter Grades as described in the ATS Academic Catalog

A	95 - 100	Exceptional work: surpassing, markedly outstanding achievement of course objectives.
A-	90 - 94	
B+	87 - 89	
B	83 - 86	Good work: strong, significant achievement of course objectives
B-	80 - 82	
C+	77 - 79	
C	73 - 76	Acceptable work: basic, essential achievement of course objectives
C-	70 - 72	
D+	67 - 69	
D	63 - 66	Marginal work: inadequate, minimal achievement of course objectives
D-	60 - 62	
F	0 - 59	Unacceptable work: failure to achieve course objectives

COURSE ASSUMPTIONS

Classroom Community. It is assumed that you will actively participate in class and engage in behavior that builds community. For many of us, including myself, we are still learning how to operate in a distance classroom environment in ways that meaningfully support community and intentional engagement with one another. In the absence of nonverbal cues, which assist with an accurate understanding of a verbal message, it is all the more important to attend to some basic rules of online etiquette. The following website provides general guidelines for “disembodied discussions” and distance learning interactions: <http://www.online.uwc.edu/Technology/onlEtiquette.asp>

Another way in which you are invited to share in community is to post your praises and prayer requests. I would also encourage you to respond to these posts with your written prayers on behalf of and in response to the expressed needs of your SP 501 colleagues.

Writing Skills. It is assumed that you have already developed writing skills appropriate to a Master’s level degree program. In your online posts and in your final paper you should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized coherent manner.

Your final paper should be formatted according to the MLA writing style guidelines, using correct citation and notation. Evaluation of written work submitted without attention to grammar, form, and style guidelines as well as the use of inclusive language will impact the student’s grade. A grading rubric as well as specific form and style instructions for all written work can be found at the end of this syllabus. If you would like to sharpen your essay writing skills check out this web site: http://www2.actden.com/writ_den/tips/essay/

Strunk, William, Jr. and E B White. Elements of Style. is a helpful book that can be accessed on line <http://www.bartleby.com/141/index.html>

Information Commons. It is assumed that you have the skill to access the library catalog and electronic databases in order to research topics of interest for your oral presentations. If you do not know how to use the available resources, be sure to consult the section of this syllabus entitled: “Support Services.”

Completion of Assignments. It is assumed that you will turn your assignments in on time. All written assignments are due by midnight, Eastern Standard Time (EST) on the due date posted in the course schedule. All speech presentations must be postmarked by the posted date in the course schedule. Late work will result in a 5% grade reduction for each day that passes beyond the due date.

Academic Integrity. All written work and oral presentations for this course must be the original work of the student. The use of sources to support and develop one's written and oral presentations is encouraged with the appropriate documentation (please refer to Asbury Seminary's policy regarding plagiarism on page 25 of the Student Handbook).

Inclusive Language. Consistent with the values of Asbury Seminary, members of this class will embrace the use of inclusive language in reference to human beings in all course communication. The following statement provides the theological rationale:

The recommendations included in this pamphlet were developed with the understanding that differentiation between the sexes is rooted in God's creative act. The use of inclusive language is not intended to undermine this view of God-ordained gender differences. However, males and females, while different in being, are both created in the image of God and share the same worth. Employing inclusive language reflects a commitment to affirming women's presence and worth in our community. (First Class, ATS Info, Resource Center, Inclusive Language)

MY COMMITMENTS TO YOU

- I will read and respond to your written assignments, grading and returning them to you within a week of the assignment's due date when the assignment is sent via email. Speeches will be graded within a week of reception via postal service.
- I am committed to being available for communication with you. You may communicate with me:
 - 1) via email to the course office at any time; I check email regularly and will most likely respond within a 24 hour time frame;
 - 2) via email or by phone during my office hours (Tuesdays from 12:30 - 2 PM or Thursdays from 9:15 – 10:45 AM);
 - 3) make an appt. via email to talk to me by phone at a time convenient for both of us; or
 - 4) if you happen to be in Wilmore, please come by the office for a face-to-face visit.
- I will read and grade all of your interactions in the Class and Group forums. While, I will not respond to all posts or discussion threads I will participate in ways that facilitate communication and helpful reflection.
- In no way do I want you to flounder or become frustrated. If you have questions or concerns, I will hear you and work with you for a suitable outcome. Please do not hesitate to communicate at the point of frustration or distraction.
- I will pray for you throughout the semester that God would mature within you patterns of communication that evidence the Spirit's work within your life. If you have particular matters of prayer that you would choose not to post for the entire class, but wish to share with me you are welcome to do so.

SUPPORT SERVICES

1. General information and administrative assistance regarding ExL:

Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

2. Technical support, Library Research Support, Library Loans, and ExL media:
Information Commons: Information_Commons@asburyseminary.edu
Phone: (859) 858-2233 Toll-Free Line: 1-866-454-2733

3. Accessing Information Commons Materials:

General Questions: The information commons is a “one-stop shop” for all student research, circulation and technical needs. Please do not be reticent in seeking assistance for research purposes; academic success depends, at least in part, upon your ability to access relevant and credible sources for the three speeches that you will deliver this semester. As an ExL student, you are encouraged to contact the Information Commons for research assistance including help choosing a speech topic, determining the best sources to use for a speech or questions about using the online databases or any other library materials.

You may find the hours for Asbury Seminary’s Information Commons at:
<http://www.asburyseminary.edu/icommons/hours.shtml>.

Materials Requests: ExL Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests. ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

To search the library catalog for available materials, click here:
<http://www.asburyseminary.edu/icommons/index.shtml>

Research Questions: To access the online library resources, including the library catalog and full-text journal databases, go to: <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a “2” and enough 0’s to the front of the ID# to make a 10-digit number (20000XXXXX where XXXXX = your student id).

COPYRIGHT INFORMATION

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

ExL Media Copyright Information: No further reproduction and distribution of media for this course is permitted by transmission or any other means.

FORM & STYLE GUIDELINES FOR FINAL ESSAY

1. The Paper should be prepared according to the following guidelines:
 - a. Times New Roman, 12 point font
 - b. 1" margins: top, bottom & both sides
 - c. Double space
 - d. Do not justify the right hand margin
 - e. Page numbers in the upper right hand corner
 - f. Provide a separate Reference Page at the end of the document
 - g. Use MLA style citation guidelines (cite in the body of the text, no footnotes or endnotes). See the follow web sites for assistance in using MLA <http://webpages.pvbears.org/hslibrary/mla.htm> and <http://www.mla.org/>

2. Attend to the following writing, language usage and grammar issues:
 - a. Write in complete sentences.
 - b. Write in paragraphs. A paragraph should contain one central idea or concept that all the other sentences in the paragraph stand in relationship with. Use clear transitions. As an essay (http://www2.actden.com/writ_den/tips/essay/ the interaction papers and final essay should be presented as a conceptual whole with clarity as to how the separate components relate to each other and work together in accomplishing the purposes of this assignment.
 - c. As you discuss your convictions and commitments with regard to speech communication, it is appropriate to use the first person singular pronoun, "I."
 - d. Please **do not** use the pronouns: *we, us, you*. While the use of these pronouns are appropriate for the conversational tone for the speeches we will give, the essays written for this class should reflect an academic tone or quality. Writing without these pronouns will keep the paper from reflecting a colloquial, informal, or devotional quality.
 - e. Eliminate the word, "this" or "that" apart from the noun the word modifies and your writing will exhibit greater clarity precision.
 - f. Use your computer spell check and grammar check. Have another person proof read your paper, give them permission to be ruthless!

GRADING RUBRIC FOR WRITTEN WORK (final essay)

Excellent/Outstanding

Focus	Sharp, distinct response/s to interaction question/s with evident awareness of the import of the question/s.
Content	Substantial, specific, and/or illustrative content demonstrating sophisticated ideas.
Organization	Sophisticated arrangement of content with evident and/or subtle transitions.
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation

Good/Notable

Focus	Demonstrates a clear understanding of the interaction question/s and responds with sufficient focus.
Content	Sufficiently developed content with adequate elaboration or explanation
Organization	Functional arrangement of content that sustains a logical order with some evidence of transitions.
Conventions	Sufficient control of grammar, mechanics, spelling, usage and sentence formation

OK/Average

Focus	Focuses on the topic presented in the interaction question/s, but lacks specificity in written response.
Content	Limited content with inadequate elaboration or explanation
Organization	Confused or inconsistent arrangement of content with or without attempts at transition.
Conventions	Limited control of grammar, mechanics, spelling, usage and sentence formation

Weak/ Below Average (9 – 10 points)

Focus	Minimal evidence of responding to the interaction question/s.
Content	Superficial and/or minimal content.
Organization	Minimal control of content arrangement.
Conventions	Minimal control of grammar, mechanics, spelling, usage and sentence formation

Poor/Unacceptable (0 – 8 points)

** This rubric is an adaptation of **The Pennsylvania Writing Assessment Scoring Guide**

<http://www.pitt.edu/~ciddeweb/FACULTY-DEVELOPMENT/FDS/wac.html>

Retrieved 9/20/04

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://virtual.asburyseminary.edu> you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:
 - a) **Course News and Announcements**, where I will post items important for the entire class;
 - b) **Syllabus**, where a copy of the syllabus is provided;
 - c) **To Professor**, allows you to post a message directly to me and we can discuss an issue privately;
 - d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. **Modules**, which are located below the SP 501 Course Information Center will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
3. **Resources**, a section located on the left side, provide links to items you may want to use often in the semester.