



MIN 108 – CHRISTIAN LIFE, FAITH, AND MINISTRY (3 units)

Syllabus

**Azusa Pacific Online University
Azusa Pacific University System**

COURSE DESCRIPTION

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods of carrying out the ministry mandate of Jesus is emphasized.

MISSION STATEMENT

Azusa Pacific Online University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

ONLINE LEARNING

Azusa Pacific Online University (APOU) specializes in online education for students who need a flexible learning schedule. The Online University vigorously pursues the goals of Christ-centeredness, academic excellence, affordability, accessibility, and relevance to the contemporary world.

Fully online courses are primarily designed for "asynchronous" learning, which enables students to log in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include "synchronous" sessions where students may interact with one another in real time.

APOU courses begin on a Monday. Accordingly, an APOU course week extends from Monday through Sunday with the exception of the final week, which ends on Friday. Graded assignments are due on the days listed in the Course Calendar:

Day 1=Monday, Day 2=Tuesday, Day 3=Wednesday, Day 4=Thursday, Day 5=Friday, Day 6=Saturday, Day 7=Sunday

Azusa Pacific Online University Course Syllabus

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and should regularly consult the Course Calendar to ensure that they complete all work in a timely manner.

REQUIRED TEXTS AND MATERIALS

Hollinger, Dennis P. **Head, Heart & Hands**. Downer Grove: InterVarsity Books, 2005
ISBN 0-8308-3263-7

OR one of the following ebook options:

- eBook: (Google eBook) Available through Google Books
http://books.google.com/books/about/Head_Heart_Hands.html?id=9lgb-id2urYC
- Amazon Kindle: Available through Amazon.com - ASIN: B001HL0EWK

Martin Luther King, Jr. **Why We Can't Wait**. New York: Signet Classics, 1964. ISBN 978-0-8070-0112-7

OR one of the following ebook options:

- eBook: (ePub) Available from Powells.com and select retailers - ISBN13: 9780807001134 ISBN10: 0807001139
<http://www.powells.com/biblio/9780807001134?&PID=32442>
- Amazon Kindle: Available through Amazon.com - ASIN: B004FEG3BM
- Nook: Available for Nook from BarnesandNoble.com - ISBN-13: 9780807001134 ISBN: 0807001139

Ortberg, John. **The Life You've Always Wanted**. Grand Rapids: Zondervan Publishing House, 2002 ISBN 0-310-24695-4

OR one of the following ebook options:

- eBook: (ePub) Available through the publisher (Zondervan) and select retailers - ISBN: 0310565898, ISBN-13: 9780310565895,
<http://www.zondervan.com/Cultures/en-US/Product/ProductDetail.htm?ProdID=com.zondervan.9780310565895&QueryString=Zondervan> OR
http://www.christianbook.com/Christian/Books/product?item_no=3321EB&item_code=WW&netp_id=840023&event=ESRCN&view=details
- Amazon Kindle: Available through Amazon.com - ASIN: B00164WE3A
- Nook: Available for Nook from BarnesandNoble.com - ISBN-13: 9780807001134 ISBN: 0807001139

Sire, James W. **The Universe Next Door**. (5th Edition). Downers Grove: InterVarsity Press, 2009. ISBN 978-0-8308-3850-9

Azusa Pacific Online University Course Syllabus

OR one of the following ebook options:

- eBook: (Google eBook) Available through Google Books
http://books.google.com/ebooks?id=obhdLJK8UjEC&dq=universe%20next%20door&as_brr=5&source=webstore_bookcard
- Amazon Kindle: Available through Amazon.com - ASIN: B004MMFU1G

The Wagner-Houts Spiritual Gifts Inventory (a free online inventory) -
<http://buildingchurch.net/g2s.htm>

Amazing Grace Dir. Michael Apted. Perf. Joan Gruffudd, Michael Gambon, Albert Finney.
Bristol Bay Productions: 2007. DVD.

OR one of the following rental options:

- Amazon.com 24-Hour Rental: \$2.99 (Subscription NOT Required):
<http://www.amazon.com/Amazing-Grace/dp/B000WZONL0>
- Blockbuster.com 24-Hour Rent On Demand: \$3.99 (Subscription NOT Required):
<http://www.blockbuster.com/download>
(keyword=amazing+grace+william+wilberforce)
- You may also be able to borrow this from your local library

Additional downloads will be posted throughout the course.

Azusa Pacific Online University Course Syllabus

COURSE GOALS AND STUDENT LEARNING OUTCOMES

Goal 1: Facilitate student comprehension and application of the components of a Christian Worldview, particularly in a pluralistic society..		Method of Assessment
	SLO 1.1: Students will articulate the definition, characteristics and history of worldviews.	Essay
	SLO 1.2 Students will compare and contrast alternative worldviews commonly encountered in current society.	Observation and Analyses
	SLO 1.3: Students will identify the key elements central to a Christian Worldview based on the Wesleyan Quadrilateral, and will demonstrate how it might be applied in daily life.	Personal Assessment, Online Discussion, Faith Integration Paper
Goal 2: Show students various means of personal spiritual growth, including Spiritual Disciplines and Spiritual Gifts.		
	SLO 2:1 Using the life of Jesus as a model of Christian Life and Formation, students will develop a plan of action to integrate Christian principles into their daily life with the intention of growth towards spiritual maturity.	Scriptural Reflection, Essay, Online Discussion
	SLO 2.2: Students will identify the relationship between Scripture, Tradition, Reason and Experience and explain how these four function as a tool for understanding Christian beliefs and developing decision making paradigms.	Essay, Online Discussion
	SLO 2.3: Students will demonstrate how the applied use of the DECIDE method of Practical Theology can be used in daily problem-solving for Christians.	Essay, Online Discussion,
Goal 3: Help students understand the history and role of the church.		
	SLO 3.1: Students will examine the life of John Wesley, and review the influence of Martin Luther on Wesley's theology, and other Protestant Reformers whose views shaped the modern Christian worldview.	Essay, Online Discussion, Denominational Visit and Interview
	SLO 3.2: Students will create a hypothetical model showing how spiritual gifts in the life of a believer contribute to the edification of the larger body of Christ.	Essay, Spiritual Gifts Inventory
	SLO 3.3: Students will evaluate the church's role in implementing social justice.	Scriptural Reflection, Essay, Online Discussion, Denominational Visit and Interview

Azusa Pacific Online University Course Syllabus

ASSESSMENT POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, etc.) will accompany each major graded assignment. See the course website for specific assignment criteria and the accompanying grading instruments.

Graded assignments will be weighted as follows:

Graded Assignments	Points Possible
Online Discussions – 8 @ 10 points each	80
Scripture Reflection – 7@ 10 points each	70
Denominational Visit and Interview	60
Observation and Analysis: Magazine Article	20
Observation and Analysis: Movie	20
Observation and Analysis: Television	20
Personal Spiritual Narrative	15
Essays 6 @ 20 points each	120
Spiritual Gifts Inventory Paper	15
Capstone Assignment: Faith Integration Paper	60
Total Possible Points:	480

Late Work Policy

10% of the assignment total will be deducted per calendar day the assignment is late. Assignments will not be accepted after seven days.

Final Grades

The following scale will be used when calculating final grades:

A	93%-100%	B-	80%-82%	D+	67%-69%
A-	90%-92%	C+	77%-79%	D	63%-66%
B+	87%-89%	C	73%-76%	D-	60%-62%
B	83%-86%	C-	70%-72%	F	<60%

Checking Grades:

Be sure to check your grades often in the online course Grade book.

COURSE EXPECTATIONS

Professionalism

All written work must be of professional quality and keyed using a computer. Handwritten work will not be accepted. Assignments that include excessive (more than 2 per page) or distracting grammatical, mechanical, or typographical errors will receive a grading penalty. All written assignments should be prepared using the American Psychological Association (APA) style format. A link to *Basics of APA Style* appears on the course website. Each paper must include the student's name and assignment number in a single spaced heading. The body of the paper must be 12-point font, double-spaced with a maximum of 1-inch margins.

Azusa Pacific Online University Course Syllabus

Netiquette

“Netiquette” is network etiquette, or a set of rules for behaving properly online. Virginia Shea has defined the issues, and discussed them at length, in her book *Netiquette*. You may view a brief summary of her “Core Rules of Netiquette” at the following website:

<http://www.albion.com/netiquette/corerules.html>. They won't answer all netiquette questions, but they will provide some basic principles to use in solving many netiquette dilemmas.

Academic Honesty

The mission of Azusa Pacific Online University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act, which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the *Academic Integrity Policy* appears on the course website.

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to the Program Director. Judicial sanctions may include, but are not limited to, loss of a letter grade or failure in the course in which the offense occurred, suspension, and/or dismissal from the University.


Other Academic Policies

Academic policies governing late assignments, course withdrawals, grade appeals, and many other issues appear on the course website.

Students with Disabilities

Students who have a disability that might prevent them from fully demonstrating their abilities should contact the Learning Enrichment Center at lec@apu.edu as soon as possible. An advisor will explain how to initiate disability verification and will discuss accommodations that may be necessary to ensure full participation and successful completion of course requirements.

Azusa Pacific Online University Course Syllabus

ASSESSMENT RUBRIC: Online Discussions					
Performance Levels Dimensions 	Beginning (enter # of points)	Developing (enter # of points)	Accomplished (enter # of points)	Exemplary (enter # of points)	Score
Dimension 1 "Broad" Discussion of Concepts from Assigned Content	Several inaccuracies or misconceptions; minimal discussion of related concepts	No inaccuracies expressed, but few concepts presented and little effort to stimulate thought	Accurate; several concepts addressed in a manner that stimulates thought	Accurate; integrates breadth of concepts across assigned content, stimulates thought	
Dimension 2 "Deep" Expression of Your Perspectives and Questions for Readers	One perspective and one question is provided with little substance and/or lacks relation to readings	More than one perspective and question are provided, but they are rather shallow	Perspectives and questions are provided; substantive and related to assigned content	Intellectually robust perspectives and questions; substantive reaction to assigned content and provides support for reactions.	
Dimension 3 "Connected" Thoughtful Reflection	Reply conveys minimal thought about initiating prompt or about the topic in general; appears to be done hastily	Reply incorporates bits of information from initiating prompt; some thought appears to be given topic	Reply makes some references to and integrates information from initiating prompt; reply conveys substantial thought	Reply makes multiple references to and integrates information from initiating prompt; questions posed in initiating prompt are explicitly addressed.	
Dimension 4 "Inviting" Stimulates Additional Conversation	No attempt is made to stimulate additional dialogue	Yes/no questions are posed related to colleagues' posts	Open-ended questions are posed related to colleagues' posts	Suggestion are made for investigating new questions related to colleagues' posts; "invites" additional viewpoints	
Dimension 5 "Sensitive" Sensitivity Towards Others Views	Conveys antagonistic attitude toward view of colleagues, or ignores view (s)	Simply acknowledges views of others	Acknowledges views of others and conveys respect for those views	Conveys open-mindedness and respect for the views of colleagues; seeks the views of others	
Dimension 6	Unintelligible	Several	Well-	Sentences are	

Azusa Pacific Online University Course Syllabus

“Comprehensible” Writing Mechanics	due to improper grammar, sentence structure, and/or spelling	instances of improper grammar sentence structure, and/or spelling	constructed sentences and minimal grammar and spelling errors	well constructed; excellent grammar and no misspelled words	
Dimension 7 “Timely” On Time	All required posts were late or missing	Two of total required posts were late or missing	One of total required posts was late or missing	All Required posts were made on time per discussion (1 response to prompts, 2 to colleagues)	
					/20

Azusa Pacific Online University Course Syllabus

Week 1: Personal Assessment Essay Grading Rubric					
Performance Levels Dimensions	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented AND Includes little or no application of the material.	Argumentative and/or analytical position is evident and accessible but only marginally persuasive AND Includes some application of the material.	Argumentative and/or analytical position is persuasive, accessible, and sufficient. AND Includes clear application of the material.	Argumentative and/or analytical position is strong, persuasive, and accessible. AND Includes clear, thoughtful application of the material.	4/4 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue.	Work is on topic and addresses the complexities of the issue	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue	Work is on topic, engaged fairly and clearly with the complexities of the issue	3/3 points
Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	3/3 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	2/2 points

Azusa Pacific Online University Course Syllabus

Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	2/2 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	1/1 points
				Total	/ 15

Observation and Analysis Essay Grading Rubric					
Performance Levels Dimensions	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented	Argumentative and/or analytical position is evident and accessible but only marginally persuasive	Argumentative and/or analytical position is persuasive, accessible, and sufficient.	Argumentative and/or analytical position is strong, persuasive, and accessible.	5/5 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue. AND Content analysis is lacking, reflects little or no critical thinking and	Work is on topic and addresses the complexities of the issue AND Content analysis is evident, reflects some critical thinking and may or may not be presented in logical progression.	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue AND Content analysis is evident, reflects critical thinking and is presented in logical progression.	Work is on topic, engaged fairly and clearly with the complexities of the issue AND Content analysis is insightful, reflects clear critical thinking and is presented in logical progression.	5/5 points

Azusa Pacific Online University Course Syllabus

	may or may not be presented in logical progression.				
Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	4/4 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	2/2 points
Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	2/2 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	2/2 points
				Total	/ 20

Scripture Reflection Grading Rubric					
Performance	Beginning				



Azusa Pacific Online University Course Syllabus

Levels Dimensions	(<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cog ency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented	Argumentative and/or analytical position is evident and accessible but only marginally persuasive	Argumentative and/or analytical position is persuasive, accessible, and sufficient.	Argumentative and/or analytical position is strong, persuasive, and accessible.	3/3 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue. AND Relevant biblical themes are not identified or are incorrectly identified.	Work is on topic and addresses the complexities of the issue AND Relevant biblical themes are identified and discussed adequately	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue AND Relevant biblical themes are identified and discussed in detail.	Work is on topic, engaged fairly and clearly with the complexities of the issue AND Relevant biblical themes are identified and discussed in great detail.	2/2 points
Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	2/2 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	1/1 points

Azusa Pacific Online University Course Syllabus

Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	1/1 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	1/1 points
				Total	/ 10

Essay (1-7) Grading Rubric					
Performance Levels Dimensions	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented	Argumentative and/or analytical position is evident and accessible but only marginally persuasive	Argumentative and/or analytical position is persuasive, accessible, and sufficient.	Argumentative and/or analytical position is strong, persuasive, and accessible.	5/5 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue.	Work is on topic and addresses the complexities of the issue	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue	Work is on topic, engaged fairly and clearly with the complexities of the issue	5/5 points

Azusa Pacific Online University Course Syllabus

Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	4/4 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	2/2 points
Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	2/2 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	2/2 points
				Total	/ 20

Denominational Visit and Interview Grading Rubric					
Performance Levels Dimensions	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly	Argumentative and/or analytical position is evident and accessible but	Argumentative and/or analytical position is persuasive, accessible, and sufficient.	Argumentative and/or analytical position is strong, persuasive, and accessible.	18/18 points

Azusa Pacific Online University Course Syllabus

	evident nor sufficiently presented	only marginally persuasive			
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue. AND Reflections on the experience are not evident or are off-topic. The implications of the experience are not addressed or are unclear.	Work is on topic and addresses the complexities of the issue AND Some reflections on the experience are evident. The implications of the experience are mentioned but not applied.	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue AND Reflections on the experience are evident. The implications of the experience are addressed and applied.	Work is on topic, engaged fairly and clearly with the complexities of the issue AND Insightful reflections on the experience are evident. The implications of the experience are thoughtfully considered and applied.	12/12 points
Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	12/12 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	6/6 points
Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	6/6 points

Azusa Pacific Online University Course Syllabus

Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	6/6 points
				Total	/ 60

Scripture Gifts Inventory Essay Grading Rubric					
Performance Levels Dimensions	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented	Argumentative and/or analytical position is evident and accessible but only marginally persuasive	Argumentative and/or analytical position is persuasive, accessible, and sufficient.	Argumentative and/or analytical position is strong, persuasive, and accessible.	5/5 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue. AND Changes in personal assumptions and perspectives are not addressed. The implications of the inventory are not considered or applied.	Work is on topic and addresses the complexities of the issue AND Changes in personal assumptions and perspectives are not clearly addressed. The implications of the inventory are not clearly considered and applied.	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue AND Changes in personal assumptions and perspectives are addressed. The implications of the inventory are considered and applied.	Work is on topic, engaged fairly and clearly with the complexities of the issue AND Changes in personal assumptions and perspectives are clearly addressed. The implications of the inventory are thoughtfully considered and applied.	3/3 points

Azusa Pacific Online University Course Syllabus

Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or justification	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended audience.	3/3 points
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	2/2 points
Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	1/1 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	1/1 points
				Total	/ 15

Capstone Assignment: Faith Integration Paper Grading Rubric					
Performance Levels Dimension	Beginning (<60-70%)	Developing (70-80%)	Accomplished (80-90%)	Exemplary (90-100%)	Score

Azusa Pacific Online University Course Syllabus

s					
Dimension 1: Cogency	Argumentative and/or analytical position is may be present but is not clearly evident nor sufficiently presented AND Coursed material is not discussed or the concepts are off-topic.	Argumentative and/or analytical position is evident and accessible but only marginally persuasive AND Several disparate concepts from course material are combined into a central concept with adequate discussion.	Argumentative and/or analytical position is persuasive, accessible, and sufficient. AND Several disparate concepts from course material are combined into a central concept with insightful discussion.	Argumentative and/or analytical position is strong, persuasive, and accessible. AND Several disparate concepts from course material are combined into a central concept with insightful, in-depth discussion	18/18 points
Dimension 2: Engagement	Work is close to topic and suggests an awareness though not an engagement with the complexities of the issue. AND Reflections on the experience are not evident or are off-topic. The implications of the experience are not addressed or are unclear.	Work is on topic and addresses the complexities of the issue AND Some reflections on the experience are evident. The implications of the experience are mentioned but not applied.	Work is on topic, engaged sincerely and enthusiastically with the complexities of the issue AND Reflections on the experience are evident. The implications of the experience are addressed and applied.	Work is on topic, engaged fairly and clearly with the complexities of the issue AND Insightful reflections on the experience are evident. The implications of the experience are thoughtfully considered and applied.	12/12 points
Dimension 3: Support	Examples, evidence, and/or reasoning supporting assertions are marginally effective as defense and/or	Examples, evidence, and/or reasoning supporting assertions are relevant and marginally	Examples, evidence, and/or reasoning supporting assertions are appropriate, accessible, and persuasive	Examples, evidence, and/or reasoning supporting assertions are appropriate and effective for task and intended	12/12 points

Azusa Pacific Online University Course Syllabus

	justification	persuasive		audience.	
Dimension 4: Control	Organizational structure and overall fluency suggest a continuing struggle with conventions	Structure and fluency demonstrate awareness of, and conscientious effort in working with, conventions	Organizational structure and overall fluency evidence competency if not mastery of accepted conventions	Organizational structure and overall fluency reflect mastery of accepted conventions	6/6 points
Dimension 5: Style	Essay's style and tone are only marginally effective, persuasive, and clear	Essay's style and tone are significantly but not persuasively clear	Essay's style and tone are substantially effective, persuasive, and clear	Essay's style and tone are effective, persuasive, and clear for intended audience	6/6 points
Dimension 6: Syntax	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format hinder a clear and easy reading	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are minimal	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are negligible	Surface level concerns of syntax, grammar, usage, spelling, punctuation, and format are absent	6/6 points
				Total	/ 60