

# **Student Academic Policy Handbook**

**Meadville Lombard Theological School  
5701 South Woodlawn Avenue  
Chicago, Illinois 60637  
(May 2007)**

## Educational Goals of the Master of Divinity Degree

Meadville Lombard Theological School educates leaders for effective, morally responsible Unitarian Universalist ministries. To achieve this, the Master of Divinity degree curriculum is designed to challenge and support students in an on-going process of developing their individual and unique gifts for service in the liberal religious community. It provides a foundation of basic preparation for ministry and contains the following elements:

**Liberal Religious Heritage:** the ability of students to read themselves deeply, passionately, and critically into the story of liberal religion, especially Unitarian Universalism, as part of the larger human story.

**Excellence in ministerial practices:** The ability to demonstrate a significant understanding of and progress in the basic arts and skills of ministry: leadership and administrative skills, worship leadership, religious education, preaching, pastoral care, and prophetic ministry in the larger community.

**Intellectual Capacities:** The capacities that will open for students the fields of intellectual discourse, allowing them to make significant contributions to the cause of liberal religion. The capacities necessary for ministry are ones of response-ability: capacity of creative, rigorous, wise, and compassionate response to other people, congregations and other institutions, and the world.

**Moral vision grounded in an engagement with a diverse world:** A deeply moral engagement with the world, celebrating its rich diversity, and confronting its problems of oppression, injustice, poverty, and environmental degradation.

**Personal Readiness:** Personal self-awareness, resilience, humor, good judgment, ethical and moral integrity, a well-tested seriousness of intent, and the ability to balance personal needs with the needs of ministry.

**Spiritual Depth:** A spiritual depth united with disciplines that aim to preserve and increase that depth as they encounter the challenges of professional ministry.

**Capacities:** The capacities that will open for students the fields of intellectual discourse, allowing them to make significant contributions to the cause of liberal religion. The capacities necessary

for ministry are ones of response-ability: capacity of creative, rigorous, wise, and compassionate response to other people, congregations and other institutions, and the world.

## **Academic Policies and Information**

### **I. Degree Programs**

Students are enrolled in three general degree programs at MLTS. They are: Master of Arts in Religion (M.A.R.), Master of Divinity (M.Div), and Doctor of Ministry (D.Min.). The MLTS Announcements Catalog contains an authoritative description of each Master's degree program, the required core areas in which courses must be taken for the M.Div. degree, and course listings and descriptions. An authoritative description of the D.Min. degree is contained in the D.Min. Handbook.

The School also offers a dual degree program with the School of Social Service Administration of the University of Chicago. This program enables students to develop dual competence in Social Work and Ministry earning both the A.M. and the M.Div. degrees in one academic year less than if they completed both degree programs consecutively. An authoritative description of the Dual A.M./M.Div. degree program is contained in the MLTS Announcements.

For questions about these programs, please contact the Office of the Academic Dean.

### **II. Grade Requirements**

A. A student matriculated for a degree must achieve a C or better or a P in each course and maintain an average of B or better in the academic program. No course grade lower than C will be accepted for degree credit. A student may repeat a failed course but cannot receive financial aid for the repeated course. A student's failure to achieve a B average by the end of the first year will result in probation. A B average must be achieved by the end of the second year of study, or enrollment may be suspended or terminated. The Meadville Lombard Theological School's grading system can be found in Appendix C.

#### **C. Units and Credits:**

A full course load is 3 units per quarter. 36 units are required for the M.Div. degree; 18 units are required for the M.A. degree and 9 units are required for the D.Min. degree. All work completed at the School is at the graduate level. Meadville Lombard Theological

School is accredited by the Association of Theological Schools in the United States and Canada.

D. Policy for "P" (Pass) Grade:

Pass grades ("P") are excluded from the computation of the GPA when computing for the B average needed to graduate. Pass/Fail grading must be approved by the instructor. When an incomplete extends beyond one quarter after the completion of the course, the instructor may choose to grade the student's work on a P/F basis.

**III. Incomplete Policy**

A. The mark "I" (Incomplete) indicates that a student registered for course credit has not submitted all the evidence required for a qualitative grade but has made satisfactory arrangements with the instructor prior to the original date when work is due. The mark "I" is given only under special circumstances, *and the final determination rests with the instructor.*

**B. For Courses Taught in the Quarter System:**

The process for requesting a grade of "I" or Incomplete for **one academic quarter** is as follows:

1. Student procures Incomplete Request form from Registrar for one-quarter extension.
2. Before the end of the quarter in which the course is taken, the student arranges with the instructor for an extension.
3. The Student gets a signature from the Instructor and returns the Incomplete Request form to the Registrar.
4. The Registrar then sends one copy of the completed form to the Academic Office, one copy to the student's academic advisor, and one to the instructor.
5. Upon successful completion of the course work, the instructor will submit the grade to the Registrar. The Registrar will then replace the grade of "I" with the appropriate grade and notify the Academic Dean and the student's academic advisor of the completed work.

6. If the student is unable to complete the work, he or she must petition the faculty for an additional extension no later than the first Tuesday of the last month of the quarter in which the work is due.

Failure to complete a course within the period of the extension will result in a “Permanent Incomplete” (“PI”) on the transcript. No financial aid will be awarded for any course taken to replace a “Permanent Incomplete” (“PI”) course for which financial aid was given.

**C. For Courses Taught as an Intensive:**

1. Student procures Incomplete Request form from the Registrar.
2. By the last day of the class, the student arranges with the instructor for an extension.
3. The student obtains a signature from their instructor and returns the Incomplete Request form to the Registrar by the end of the last day of class.
4. The Registrar sends one copy of the form to the Academic Office, one copy to the student’s academic advisor, and one copy to the instructor.
5. The maximum allowable time for the extension per request is one calendar year. Shorter periods may be negotiated between the instructor and the student. In extraordinary circumstances, the student may petition the faculty for an additional extended period.
6. Upon successful completion of the course work, the instructor will submit the grade to the Registrar. The Registrar will replace the grade of “I” with the appropriate grade and notify the Academic Dean and the student’s academic advisor of the completed work.
7. It is recommended that when extensions are granted, the grade that will be submitted upon completion of the course work will be a “P.”

Failure to complete a course within the period of extension will result in a “Permanent Incomplete” (“PI”) on the transcript. No financial aid will be awarded for any course taken to replace a “Permanent Incomplete” (“PI”) course for which financial aid was given.

## IV. Academic and Performance Review Policy

### A. Master of Divinity Degree Student Review

All M. Div. degree students at Meadville Lombard will receive review by the faculty concerning their progress in preparation for the ministry. Such review will address a student's academic progress, personal, emotional, professional preparedness and also financial planning.

Academic progress: Is the student engaged with the theological dimensions of his/her academic and practical work? Does the student maintain at least a B average? Does the student understand that academic progress is not just grades but includes being able to demonstrate integration of knowledge into ideas of practice of ministry?

Personal progress: Deepening one's clarity about what ministry is and what may be required to progress towards this vision; it is an acceptance of the ambiguities and shortcomings in our movement, the school, and in the person, along with an increasing ability to accept these, work for change, and move on.

Emotional preparedness: A growing awareness of one's own personality, temperament, and past along with the ability to acknowledge areas for growth and work on them; a deepening ability to respond rather than react in difficult emotional situations.

Professional preparedness: Being able to take ownership of the ministerial role and vocation; understanding of ministry with a vision of where one can serve best; a strong sense of self as minister with the ability to balance personal needs with the needs of the ministry, including a sense of calling which transforms the person.

Financial planning: The student has completed the UUA's guide regarding the financial costs of ministry, developed a plan, and demonstrates awareness of their financial position now and upon graduation.

It is the responsibility of faculty members to discuss weaknesses and ability with students as observed and not wait until the periodic reviews. Review sessions may also be requested, subject to reasonable scheduling requirements, at any time, by a student or the faculty. Normally, review sessions are not intended for disciplinary action, but if disciplinary action is anticipated,

they may be used to warn the student, to counsel, or to suggest remedial action. Review sessions will be used by students to gain a clearer understanding of their strengths and contributions to the larger Unitarian Universalist ministry, the community and society. It is the responsibility of the faculty to use these review sessions to raise questions or concerns they may have regarding a student's prospects for ministry.

### Residency Format

**1. First Year Review:** This review occurs in the spring quarter of a student's first year following a career assessment. Successful completion of the review admits the student to "**Master of Divinity Degree Candidacy**" status. Another option is "conditional advancement" if the faculty believe there is ministerial formation work to be undertaken, such concerns sent to the student in writing within seven days of the faculty meeting following the review. In rare situations, the faculty may counsel the student to suspend academic work. The Career Assessment Reflection is found in Appendix E.

- (a.) Scheduling for the interview should be made through the faculty administrator by April 15<sup>th</sup> of the spring term.
- (b.) One week prior to the review, the student must provide to the Academic Office one copy of the following documents:
  - Career Assessment report & Career Assessment Reflection (Appendix D)
  - A course grid of completed courses
- (c.) The evaluation criteria for this review are the above-mentioned categories of academic progress, personal progress, emotional preparedness, professional preparedness, and financial planning.

**2. CPE Review:** Upon completion of one basic unit of Clinical Pastoral Education, a student may choose from one of two review options:

- 1) Participate in one academic quarter of the CPE Integration course.

**OR**

- 2) Be reviewed by a committee of the faculty, with the student's academic advisor as chair.

- (a.) Scheduling for the interview should be made through the faculty administrator by October 15<sup>th</sup> of the autumn term.
- (b.) The student should arrange the appointment at a time convenient to his or her advisor and one additional faculty or administrator of the student's choice based on availability.
- (c.) One week prior to the review, the student must provide to the Academic Office one copy of the following documents:
  - Student CPE evaluation
  - Evaluation by the CPE supervisor
  - A course grid of completed courses

Following the satisfactory completion of the CPE Integration course or the faculty committee's review, academic credit may be granted for the CPE unit.

**3. Internship Review:** Upon completion of an Internship program, a student may choose one of two review options:

- 1) Participate in one academic quarter of the Internship Integration course.

**OR**

- 2) Be reviewed by a committee of the faculty, with the student's academic advisor as chair.

If the student chooses the review by a committee of the faculty, the review will take place in the Autumn Quarter of the year following the internship.

- (a.) Scheduling for the interview should be done through the faculty administrator by October 15<sup>th</sup> of the autumn term.
- (b.) The student should arrange the appointment at a time convenient to his or her advisor and one additional faculty or administrator of the student's choice based on availability.
- (c.) One week prior to the review, the student must provide to the Academic Office one copy of the following documents:
  - The student's Internship Final Evaluation
  - The Internship Supervisor's evaluation

- The student's Internship Final Evaluation
- The Internship Supervisor's evaluation
- The Internship Committee's evaluation

Following the satisfactory completion of the Internship Integration course or the faculty committee's review, academic credit may be granted for the Internship.

### **Modified Residency Format**

**Advising Interview:** Each student active in the Modified Residency Program will have an Advising Interview every January she or he is on campus. Typically this advising interview will include the student, the student's faculty advisor and their field advisor and will take place during the MRP Conference. The purpose of the Advising Interview is to reflect on the student's progress and to clarify questions or concerns.

The Academic and Performance Reviews take place within these January interviews in years after specific goals have been met. Each review will take place at a time scheduled during the January MRP Conference and will include the student, field advisor, and the student's faculty advisor. Such reviews will address a student's academic progress, personal, emotional, professional preparedness, and financial planning.

Review sessions will be used by students to gain a clearer understanding of their strengths and contributions to the larger Unitarian Universalist ministry, the community and society. It is the responsibility of the review members to use these review sessions to raise questions or concerns they may have regarding a student's prospects for ministry.

**1. First Review:** The First review will be scheduled the first January twelve or more months after the student has been admitted to the Modified Residency Program. In preparation for this review, the student will submit to the Academic Office one copy of the following documents:

1. Career Assessment Evaluation & Career Assessment Reflection (APPENDIX D)
2. Essay: "Your Ministry Statement"  
See "Proposal for Three Essays" (APPENDIX A)
3. Student learning goals and plans for learning. Include learning goals related to student's individual areas of interest and how they might intersect with the

## 5. Timeline for Completion of the Degree

During the review, the faculty may reflect on the student's strengths, make recommendations for student learning, and point out areas needing particular attention at this time in the student's studies. Following the review, the faculty at their February meeting may decide one of the following:

1. Student may advance in studies
2. "Conditional Advancement" with faculty concerns in writing to student within seven days of the February faculty meeting.
3. Faculty recommends that student seriously reconsider goals for ministry and not continue in M. Div. Degree program. Such a recommendation will be sent to the student in writing within seven days of the February faculty meeting.

**2. Second Review:** This review will occur within two years after the First Review. In preparation for this review, the student will submit to the Academic Office one copy of the following documents:

1. Second Essay: "Your Growing Sense of Ministry"  
See "Proposal for Three Essays" (APPENDIX A)
2. CPE Evaluation – Student's and Supervisor's Final Evaluations
3. Student's assessment of progress on learning goals. The student is to review his or her past learning goals related to areas of special interest. How have these goals been met? In what ways have your goals changed? What new interests and goals have you identified?
4. A Revised Proposed Course Grid where the student indicates those courses actually taken and new courses he or she plans to take in the coming year.
5. Mid-point and/or final evaluation from Praxis/Field Work – Student evaluation; Assessment from Student Praxis Committee; Assessment from Parish Minister, or site supervisor, if possible.

Following this review, the faculty at their February meeting will decide one of the following:

- 1.) Admit student to “Master of Divinity Degree Candidacy” status
- 2.) “ Conditional Advancement” with faculty concerns in writing to student within seven days of the February faculty meeting.
- 3.) Student not admitted to degree candidacy and student may receive a “ML Preparation for Religious Studies” Certificate or petition to transfer to the MLTS Master of Arts in Religion program. The student will be notified in writing within seven days of the February faculty meeting.

**3. Third Review:** This review is to be scheduled within two years following the Second Review. In preparation for this review, the student will submit to the Academic Office one copy of the following documents:

1. New essay: “Your Vision of Ministry as You Now Understand It”  
See “Proposal for Three Essays,” Essay 3 (APPENDIX A)
2. Internship Evaluation and, if not previously submitted, Final evaluation from Praxis/Field Work – Student evaluation; Student Internship Committee Evaluation; Internship Supervisor and, if appropriate, Student Praxis Evaluation; Student Praxis Committee Evaluation; and Praxis Supervisor or Parish Minister’s Evaluation
3. Proposed Course Schedule Grid, revised – listing those courses and other requirements remaining before completion of degree
4. Integrative Paper Proposal

**B. Doctor of Ministry Degree Program Review**  
**(See the Doctor of Ministry Handbook)**

#### **IV. Probation, Suspension and Dismissal Criteria**

Any student at Meadville Lombard is subject to probation, suspension, or dismissal by action of the faculty. Such action may be based on failure by the student to meet and maintain academic standards of the School, on the evidence of insufficient personal fitness for the professional ministry, or on conduct inconsistent with or detracting from moral character, which the faculty and the Board of Trustees consider essential for the liberal ministry. No dismissal shall be grounded upon a student's religious beliefs or doctrines. While dismissal is permanent, probation and suspension will be for stated periods of time. Following suspension a student may not register for or attend classes.

##### **1. Academic Probation**

Students who fail to maintain satisfactory academic progress or a grade average of "B" or better will be reviewed by the faculty and may be put on academic probation. Upon review, the faculty may take one of the following actions:

- Place the student on academic probation but allow the student to register for a subsequent academic term with or without restrictions.
- Require the student to withdraw from courses until the student has fulfilled the conditions of their probation as set forth by the faculty.

The terms of probation will be communicated in writing to the student within seven days of the faculty meeting.

##### **2. Non-Academic Reasons**

"Insufficient personal fitness for the professional ministry" refers to deficiency in the skills necessary for effective ministerial practices, such as preaching, leadership, and interpersonal relations. It refers as well to immaturity and emotional instability. It is the responsibility of the faculty to advise a student of any reservations about the student's continuation in the program through channels of periodic review as explained above. An internship may be postponed if, in the judgment of the faculty, sufficient maturity in the skills and personal readiness for ministry has not been demonstrated by the end of the second year of study.

##### **3. Moral and Ethical Accountability**

Behavior relating to moral character is of three types: actions contravening accepted canons and standards of scholarship, actions contravening accepted canons and standards of ministerial practice, and actions seriously disrupting the educational experience of others.

Actions that contravene accepted canons and standards of scholarship include plagiarism, cheating in examinations, or knowingly submitting a paper that has received credit in another course without previously receiving consent. Actions that contravene accepted canons and standards of professional and ministerial practice include unethical conduct violating the rights of another person or of the School. Guides for this category can be found in the “Code of Professional Practice of the Unitarian Universalist Ministers’ Association”, “Ministerial Guidelines,” and the “Ministerial Fellowship Rules and Policies” of the Unitarian Universalist Association. Copies of the guidelines and policies are in the library and the Vice President for Enrollment and Student Services’ office. You may also request a copy from the UUA’s Department of Ministry or the UU Ministers’ Association, or download them from their respective web sites.

#### 4. Non-Academic Student Discipline Procedure

Complaints relating to moral character may be brought to the attention of the faculty by individual students or faculty members. The complaints will be investigated by the Academic Dean or the Vice President for Enrollment and Student Services. The intention of the following procedure is to resolve such issues while providing immediate assistance and confidentiality to those students involved in non-academic disciplinary measures.

- a. Faculty members have the authority to dismiss a student from a class session for disruptive behavior.
- b. Referrals from members of cluster theological schools or the field site community can be made to the Academic Dean, the Vice President for Enrollment and Student Services, or the faculty advisor regarding any student’s alleged misconduct, including disruptive actions that may result from the use of alcohol and/or chemical substances.
- c. All concerns, complaints and documentary evidence should be forwarded to the Academic Dean or the Vice President for Enrollment and Student Services for initial assessment. The Academic Dean or the Vice President of Enrollment and Student Services may then consult with outside professional resources, including legal counsel, if necessary. Otherwise, the complaint will be kept confidential with that office.

- d. If possible, the Academic Dean or the Vice President of Enrollment and Student Services will arrange for an informal discussion with the student who is the subject of concern. This student may wish to bring a supportive person to this meeting. The Academic Dean or the Vice President of Enrollment and Student Services may wish to include the student's faculty advisor. This initial meeting will attempt to clarify the specifics of the behavior of the student against whom a concern or complaint has been lodged. Ideally, this initial session will attempt to facilitate a resolution to the problem. A written summary of this resolution will be sent to the student and placed within the student's official Meadville Lombard file within seven days of the resolution.
- e. In all cases, the Academic Dean and the Vice President for Enrollment Management and Student Services will exercise confidentiality at this stage, holding participants to such confidentiality.
- f. In the event that the concern or complaint is not resolved, the Academic Dean or Vice President for Enrollment Management and Student Services will submit a report to the faculty within seven days of meeting with the student with a copy of the report also sent to the student.
- g. The student may be subject to probation, suspension, or dismissal, as decided by the faculty.
- h. If dismissal is warranted, the student may elect to withdraw voluntarily from the school. If he or she does not do so, then he or she may appeal a dismissal or suspension to the Academic Dean or the Vice President for Enrollment Management and Student Services. The Academic Dean, the Vice President for Enrollment Management and Student Services, and the President will decide on the appeal after a hearing with the student and other pertinent parties.

Dismissal for non-academic reasons involves subjective judgement. The faculty may have serious reservations about a student's potential for the professional ministry, but not be compelled to invoke dismissal procedures. In such cases, it is the responsibility of the faculty to advise the student of its reservation about the student's pursuit of a career in ministry and completion of a professional theological degree at Meadville Lombard. Dismissal procedures are reserved for

those cases in which it is clear to the faculty that the student fails to meet the standards of academic or community life or that the student's behavior may be destructive to the School, other students, a church, the denomination, or the profession of ministry.

#### **V. Grievance and Appeal Policy**

All students, faculty and staff may expect to be treated with respect. In cases where student, faculty or staff behavior contravene accepted canons and standards of professional and ministerial behavior, including but not limited to the "Code of Professional Practice" of the UUMA Ministerial Guidelines and the "Ministerial Rules and Policies of the UUA" a grievance may be filed. The following procedure is designed so that complainants and persons charged alike will receive a prompt, impartial, and confidential hearing with fair results. Whenever possible, the complainant should first discuss the issue directly with the person with whom there is a grievance. In a case where direct discussion is not possible or advisable, or if the issue is not resolved satisfactorily through direct discussion, the process may continue in an informal phase.

**1. Informal Phase of Process:** Every effort shall be made to reach a satisfactory resolution in the informal phase, with the hope that this phase will have a reconciliatory effect. The informal phase shall be carried out with the greatest measure of confidentiality.

- a. The complainant contacts the Academic Dean, the Vice President for Enrollment and Student Services, or the Chaplain and explains the nature of the problem. This process is to be initiated within fifteen (15) working days of the precipitating cause.
- b. Within 15 working days after being contacted by the complainant, the contacted liaison person has the option of contacting the person charged directly or taking the concern to the President. This liaison person, after consultation with the complainant (if the complainant is amenable), may choose to approach the person charged to share the concern and hear the response.
- c. Whatever method is chosen, the original contact person has the responsibility to report the resolution of the process to the complainant and to the person charged, if such person has been contacted, within thirty (30) working days of the original complaint

- d. In the event that the informal phase is not brought to a mutually satisfactory resolution, the complainant or the person charged may appeal through the formal procedure.

**2. Formal Process:** This phase is also to be carried out with the greatest measure of confidentiality.

- a. The formal hearing process is initiated by a signed complaint on the appropriate form. (Forms are available in the Academic Dean's Office and the Chaplain's Office.) The complainant shall put the complaint in writing within fifteen (15) working days of either the precipitating cause or the end of the informal phase. The form is to be given to the Academic Dean or the President.
- b. Upon receiving a formal complaint, the President shall appoint a three person Hearing Committee. In the event that the formal complaint involves the President, the Chair of the Board of Trustees shall assume the function of the President within this process. Individuals implicated in the complaint cannot serve on the Hearing Committee. The Hearing Committee shall respond to the complaint in writing within thirty (30) working days from receiving the written complaint.
- c. The investigative hearing and decision-making phases of the process shall begin promptly after the signed complaint is received.
- d. The complainant and the person charged with behavior contravening accepted canons and standards of professional and ministerial behavior are both to have an opportunity to present evidence to the charge and to respond to evidence presented by the other party. The Hearing Committee shall have the responsibility to determine what is relevant in each situation. The person charged has the opportunity to be represented.
- e. An audio recording of the evidence presented and considered by the Hearing Committee is to be kept under lock in the President's office.
- f. The decision of the Hearing Committee shall be based only on evidence presented to the Hearing Committee.

- g. The Hearing Committee has a variety of options available to it following its decision as to the merits of the complaint:
- i. It may uphold the complaint and recommend to the President that:
    1. an unrecorded reprimand be given to the one charged.
    2. the one charged be given some recommendations and/or requirements.
    3. the appropriate body and/or individual be asked to add documents detailing (1) or (2) above to the official record of the one charged.
    4. the President suggests to the appropriate body and/or individual that disciplinary action be initiated against the person charged.
    5. the President initiate termination of the person charged through the established processes for that constituent group.
  - ii. It may dismiss the complaint, and:
    1. it may upon request of the one charged, include that dismissal in the record of the one charged.
    2. it may decide to destroy the record.
    3. it may admonish the complainant
    4. in extreme cases, it may recommend disciplinary action against the complainant as in (i.) 4) above.

**3. Appeal Process:** These procedures presume the existence of some kind of stalemate related to the Informal and Formal policies and procedures detailed above.

- a. The person(s) who initiated the grievance process or the grieved person(s) may appeal the outcome to the President.
- b. If the grieved person or persons find that the matter is still unresolved after appeal to the President, then the final option available is to register a complaint with the appropriate body of the Board of Trustees.

## **VII. Graduation and Professional Placement**

### **A. Graduation**

Degrees are regularly awarded at the June Commencement. Students planning to graduate must file a declaration of intent with the Registrar at least six (6) weeks prior to graduation. All books checked out must be returned to the Meadville Lombard Library and all debts owed to the School must be paid no later than one week prior to Commencement. Debts include those related obligations to the University of Chicago and to any of the institutions that are a part of the Association of Chicago Theological Schools (ACTS). Until the above responsibilities have been completed, a degree will not be awarded and the School may prohibit participation in the Commencement activities. Graduation invitations are available approximately a month before Commencement in the President's Administrative Assistant's office.

### **B. Honors**

Degrees "with Distinction" and "with Highest Distinction" will be granted on the basis of a faculty judgment of the student's overall performance in both scholarship and practice of ministry.

## APPENDIX A

### Modified Residency Format Proposal For Three Essays

One of the ways the faculty advisor assesses your progress in preparing for ministry is to read three essays that you write at the beginning, middle and end, respectively, of your program. The first essay is for the student in the early stage of the Master of Divinity degree program to articulate his/her preliminary understanding of ministry. This essay is due at the time of the First Student Review. The second essay focuses on the student's understanding of ministry as it unfolds during the course of academic studies and reflecting upon one's practical experiences. It is due at the mid-point of studies, at the Second Student Review. The final essay, due at the Third Student Review, is on the student's deepened understanding of ministry.

#### **Essay 1**                      Your ministry statement.

Please write a 750 – 1,000 word essay that responds to these questions:

- What is the center of your faith out of which you understand your calling to ministry?
- What motivated you to enter ministry?
- What is your current understanding of ministry?
- What style of leadership do you plan to assume in the context of the UUA principles and purposes?
- With whom are you entering into a covenant? (What promises do you make to yourself, the congregation, the Association, and the community at large?)

You might find it useful to reflect on the following questions to focus your thinking.

- In your experience working in a church, how has the challenge of religious leadership today come into focus for you?
- As you look around, how do you assess the state of the world, the human condition?
- What is at stake? What do you care about and why?
- What can you bring to it?
- What promises are you making and to whom?
- What resources and possibilities, personal and institutional, will be available to you as a religious leader?
- How will you approach things?
- What model or central image of leadership will you seek to embody?
- What specific purposes will you advance?

**Essay 2** Please write a 750-1000 word essay on ministry as you are growing to understanding it.

These questions might help you to focus:

- In your first essay, you wrote about your preliminary understandings of ministry. What of your initial understanding of religious leadership abides? In what ways has your understandings deepened? What, if anything, is changing as a result of your studies and reflecting upon your practical experiences?
- How do you see the Unitarian Universalist ministry?
- How might the ministries of religious education, community and parish be interrelated? How are they distinct? What does the professional ministry ask of you?
- What is the context within which you practice your growing ministry? What demands does this context make of you? What gifts for ministry do you bring?
- What is the heart and passion of your ministry? Your guiding vision?

**Essay 3** Please write a 750 –1000 word essay on your vision of ministry as you have come to understand it.

## Generic Writing Rubric

Letter Grades	Conceptual	Thesis	Argument	Structure	Style
A	has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials; ideas original, often insightful, going beyond ideas discussed in lecture and class	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident	appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors
B	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	pursues thesis consistently; develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
C	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	general thesis or controlling idea; may not define several central terms	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately
D	shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
F	writer has not understood lectures, readings, discussion, or assignment	no discernible thesis	little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously distract from the argument
grade for category					
grade for essay					

Mike Hogue

December, 2005

## Appendix B: Style Guide & Writing Rubric

The guidelines below provide basic information about the recommended form for your research. They are adapted from K. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago: University of Chicago Press, 1996). Copies of Turabian are available in Wiggins Library.

### Paper Length:

The length of each paper you write will be determined by your instructor, and should be made clear to you at the beginning of each term.

### Pagination:

Aside from the cover, which should be unnumbered, the paper is numbered with Arabic numerals centered at the bottom of pages that bear titles (e.g., first pages of sections, etc.) and centered at the top of all other pages of the text and the references. Follow the order as suggested below, regardless of which parts may be omitted.

#### Preliminaries:

Blank Sheet	not numbered
Title Page	not numbered
Blank Page	not numbered

#### References:

Appendices	numbered separately
Bibliography	numbered separately
Blank Page	not numbered

### ADDITIONAL INFORMATION

1. The original copy of a thesis must be on white 25% cotton bond 20 lb paper.
2. Line spacing—All papers should be double-spaced. There are certain exceptions. Single spacing is used: (1) within reference entries (maintain double spacing between entries); (2) in indented block quotations four or more lines in length; (3) in captions of legends that accompany tables or figures; (4) single spacing is can be used in the appendices; (5) use triple spacing both above and below the heading.
3. Font—Twelve-point font is recommended. The font should be Times Roman or a similar style. Italic, script, or exotic typefaces are not acceptable. The type must be uniform throughout the manuscript. A letter quality printer is required for the final document.
4. Photocopying second and third copies is permissible.

5. Footnotes should be placed at the bottom of the appropriate pages. Use of page number is preferred (not “p” or “pp”).
6. Margins for the top, bottom and right should be “1” (one inch). Left margin is “1-1/2” (one and one half inches). This statement is applicable especially to theses.
7. Quotes should be single spaced if indented and several lines long. See Turabian 1:3.
8. If you are using Latin for subsequent references, see Turabian 9: 130ff.
9. Students are responsible for careful proofreading before final submission of their papers. Before turning in the final copy, check that footnotes, bibliography, pagination, etc., have been properly prepared.
10. A Writing Rubric has been attached to this style guide at the end of Appendix B. Please refer to it as additional information in your academic writing.

### **Citation Information: Reference Lists (RL) and Biographies (B).**

The Reference List (RL) (used to list full citations of parenthetical references) or Bibliography (B) (used to list full citations of footnotes) provides publication information for all the sources you have referred to in the body of your paper. There are several basic elements that are usually included in each citation, such as author, title of article, title of book or journal, publisher, volume, issue number, date, etc.

In general:

- Not all citation elements are present for each item; use only what is appropriate.
- **Indent the second and the following lines 5 spaces.** (Note: this is called a **hanging indent in Microsoft Word formatting**).
- If you cannot use italics, underline.
- If no author is given, start with the title.
- For Reference Lists, the date is the second element of the citation.
- For Bibliographies: the date is the last element of the citation.

### **Citation Examples**

*Based on Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 6<sup>th</sup>, edition. Turabian is a simplified version of the Chicago Style.*

#### **Examples of book citations:**

##### **No Author:**

- (RL) *The lottery*. [1732]. London: J. Watts.  
(B) *The lottery*. London: J. Watts, [1732].

**One Author:**

(RL) Franklin, John Hope. 1985. *George Washington Williams: A biography*. Chicago: University of Chicago Press.

(B) Franklin, John Hope. *George Washington Williams: A biography*. Chicago: University of Chicago Press, 1985.

**Two Authors:**

(RL) Lynd, Robert and Helen Lynd. 1929. *Middletown: A study in American culture*. New York: Harcourt, Brace and World.

(B) Lynd, Robert and Helen Lynd. *Middletown: A study in American culture*. New York: Harcourt, Brace and World, 1929.

**More than three authors:**

(RL) Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Masy, eds. 1974. *Networks for research and education: Sharing of computer and information resources nationwide*. Cambridge: MIT Press.

(B) Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Masy, eds. *Networks for Research and Education: Sharing of computer and information resources nationwide*. Cambridge: MIT Press, 1974.

**Editor or Compiler (edited works):**

(RL) von Hallberg, Robert, ed. 1984. *Canons*. Chicago: University of Chicago Press.

(B) von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

**Author's Work Contained in Collected Works:**

(RL) Coleridge, Samuel Taylor. 1884. *The Complete Works of Samuel Taylor Coleridge*. Edited by W.G.T. Shedd. Vol. 1, *Aids to Reflection*. New York: Harper & Bros.

(B) Coleridge, Samuel Taylor. *The Complete Works of Samuel Taylor Coleridge*. Edited by W.G.T. Shedd. Vol.1, *Aids to Reflection*. New York: Harper & Bros., 1884.

**Article by One Author in Work by Another:**

(RL) Beech, Mary Higdon. 1982. The domestic realm in the lives of Hindu women in Calcutta. In *Separate Worlds: Studies of purdah in South Asia*, ed. Hanna Papanek and Gail Minault, 110-38. Delhi: Chanakya.

(B) Beech, Mary Higdon. "The domestic realm in the lives of Hindu women in Calcutta." In *Separate Worlds: Studies of purdah in South Asia*, ed. Hanna Papanek and Gail Minault, 110-38. Delhi: Chanakya, 1982.

#### **A Volume in a Multivolume Work:**

(RL) Ray, Gordon N., ed. 1959. *An Introduction to literature*. Vol. 2, *The nature of drama*, by Hubert Hefner. Boston: Houghton Mifflin.

(B) Ray, Gordon N. *An introduction to literature*. Vol. 2, *The Nature of Drama*, by Hubert Hefner. Boston: Houghton Mifflin: 1959.

#### **Institution or Association as Author:**

(RL) American Library Association, Young Adult Services Division, Services Statement Development Committee. 1978. *Directions for library service to young adults*. Chicago: American Library Association.

(B) American Library Association, Young Adult Services Division, Services Statement Development Committee. *Directions for Library Service to Young Adults*. Chicago: American Library Association, 1978.n

#### **Encyclopedia Articles:**

[Well-known reference books should not generally be listed in the reference list or bibliography. See manual for explanation.]

Example of journal/magazine citation:

#### **Periodicals:**

##### **Journal Article:**

(RL) Jackson, Richard. 1979. Running down the up-escalator: Regional inequality in Papua New Guinea. *Australian Geographer* 14 (May): 175-84.

(B) Jackson, Richard. "Running down the up-escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175-84.

##### **Journal Article (with volume and issue number):**

(RL) Smith, Lawrence P. 1993. Sailing close to the wind. *Politics in Action* 10, no. 4: 80-102.

(B) Smith, Lawrence P. "Sailing close to the wind." *Politics in Action* 10, no. 4 (1993): 80-102.

### Magazine Article:

(RL) Weber, Bruce. 1985. The myth maker: The Creative Mind of novelist E.L. Doctorow. *New York Times Magazine*. 20 October, 42.

(B) Weber, Bruce. "The Myth Maker: The Creative Mind of Novelist E.L. Doctorow." *New York Times Magazine*, 20 October 1985, 42.

### Newspapers:

Daily newspapers are usually only cited in a footnote.

### Electronic formats:

All examples and rules are based on *The Chicago Manual of Style, 15<sup>th</sup> edition*.  
General Rules:

- *Uniform Resource locators (URLs)* must always be included.
- *URLs*—The first letter of the protocol (e.g., the *h* in *http*) is not capitalized. The capitalization of the remaining components may vary because some are case sensitive. If URL ends with a single slash (*/*), it is always included.
- *URLs and line breaks*—all breaks should be made after a double slash (*//*) or single slash (*/*); before a tilde (*~*), a period, a comma, a hyphen, an underline (*\_*) a question mark, a number sign, or a percent symbol; or *before* or *after* an equals sign or an ampersand. A hyphen should *never* be added to a URL to denote a line break.
- *Access dates*—are considered of limited value by Chicago therefore optional. Include if required by discipline or author.

### Books published online only

(RL) Sirosh, J., R. Miikulainen, and J.A. Bednar. 1996. Self-organization or orientation maps, lateral connections, and dynamic receptive fields in the primary visual cortex. In *Lateral interactions in the cortex; Structure and function*, ed. J. Sirosh, R. Miikulainen, and Y. Choe. Austin, TX: UTCS Neural Networks Research Group. <http://www.cs.utexas.edu/users/nn.web-pubs/hrmlbook96/> (accessed August 27, 2001).

(B) Sirosh, J., R. Miikulainen, and J.A. Bednar, "Self-organization of orientation maps, lateral connections, and dynamic receptive fields in the primary visual cortex." In *Lateral interactions in the cortex: Structure and function*, ed. J. Sirosh, R. Miikulainen, and Y. Choe, Austin, TX: UCTS Neural Networks Research Group. <http://cs.utexas.edu/users/nn/web-pubs/hrmlbook96/> (accessed August 27, 2001).

### Books published in print and online

(Always cite the source consulted as there may be differences in the versions. It is acceptable to make your reader aware of other formats. See example below.)

- (B) Kurland, Phillip B., and Ralph Lerner, eds. *The Founders Constitution*. Chicago: University of Chicago Press, 1987. Also available online at <http://press-pubs.chicago.edu/founders/> and as a CD-ROM.

### **Books in other electronic formats**

(Non-Internet sources, such as those from a bookseller or library, should include book's format).

- (RL) Hicks, R.J. *Nuclear Medicine, from the center of our universe*. Victoria, Austl.: ICE T Multimedia, 1996. CD-ROM.

- (B) Hellman, Hal. *Great Feuds in Science: Ten of the Liveliest Disputes Ever*. New York: John Wiley, 1998. Netlibrary e-book.

### **Journals**

News and Journal databases

(For articles obtained from subscription databases, such as Academic Search Elite or Lexis-Nexis Academic, follow the formats described below. In addition, for the URL one may use a persistent or stable URL to articles in the database if one exists or use the URL to the main entrance of the database. If the discipline or instructor requires it or if it is particularly time-sensitive data, include in parentheses the date the material was accessed.)

- (RL) Eastwood, Ken. 2000. Sandstone: treasured quarry. *Australian Geographic*, no.59: 34. <http://o-search.epnet.com.iii1.sonoma.edu/login.aspx?direct=true&db=afh&an=3832957&loginpage=login.asp&site=ehost&scope=site> (accessed April 5, 2006).

- (B) Irving, Helen. "The Republic Is a Feminist Issue." *Feminist Review* 52, (1996): 87-101. <http://o-www.jstor.org.iii1.sonoma.edu/>.

### **Online Journal:**

- (RL) Warr, M., and C.G. Ellison. 2000. Rethinking social reactions to crime: Personal and altruistic fear in family households. *American Journal of Sociology* 106, no. 3 (November): 551-78.  
<http://www.journals.uchicago.edu/AJS/journal/issues.v106n3/050125/050125.html>.

- (B) Warr, Mark, and Christopher G. Ellison. 2000. "Rethinking social reactions to crime: Personal and altruistic fear in family households." *American Journal of Sociology* 106, no 3 (November): 551-78.  
<http://www.journals.uchicago.edu/AJS/journal.issues/v106n3/0501125.html>.

### **Online Magazine**

(RL) Osborne, Lawrence. 2000. Poison Pen. Review of *The Collaborator: The Trial and execution of Robert Brasillach*, by Alice Kaplan. *Salon*, March 29, <http://www.salon.com/books.it/2000/03.29/kaplan/index.html> (accessed July 10, 2001).

(B) Osborne, Lawrence. "Poison Pen." Review of *The collaborator: The trial and execution of Robert Brasillach*, by Alice Kaplan. *Salon*. March 29, 2000. <http://www.salon.com/books.it/2000/03.29/kaplan/index.html> (accessed July 10, 2001).

Online Newspaper, News Service or News Site

(RL) Stenger, Richard. 1999. Tiny Human-Borne Monitoring Device Sparks Privacy Fears. *CNN.com*, December 20, 1999. <http://www.cnn.com/1999/TECH/ptech/12/20/implant.device/>.

(B) Stenger, Richard. "Tiny Human-Borne Monitoring Device Sparks Privacy Fears." *CNN.com*, December 20, 1999. <http://www.cnn.com/1999/TECH/ptech/12/20/implant.device/>.

## WEBSITES

Include as much of the following information as can be determined: author of the content, title of the page, title or owner of the site, the URL. Citations of site content are best regulated to notes; in works with no notes (N) they may be included in the reference list (RL) or bibliography (B).

(N) 14. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed July 18, 2002).

(B) Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html>.

If no identifiable author:

(RL)  
Federation of American Scientists. Resolution comparison: Reading license plates and headlines. <http://www.fas.org/irp/imint.resolve5.htm>.

(B) The Baha'is of the United States, "History." *The Baha'i Faith*, <http://www.us.bahai.org/history/index.html>.

For very informal sites, descriptive phrases may be used:

(N) 2. Camp Taconic Alumni, 1955, photo gallery, <http://taconicalumni.org/1955.html>.

## Example of personal conversation citation

Harding, Elizabeth. In personal conversation, May 22, 2007.

### **Footnotes and Endnotes:**

For writers, the footnote or endnote feature allows their readers to follow the paper's argument or logic without the interruption of sometimes cumbersome and distracting "author/date" in-text citations.

Generally, footnotes should be two points smaller than the body text. Unless otherwise stated, use 12-point text with 10-point footnotes. Footnotes should also be in the same font style as the body of the paper.

### ***Footnotes***

Footnotes and endnotes, like reference pages, are meticulously documented. The preceding number corresponds to the number which follows that particular in-text citation. You may have noticed that we have used footnotes throughout this handout. The following are examples of various footnotes from particular sources:

Example of footnote citation

**1. A book with one author:**

<sup>1</sup>E. Bradford Burns, *The Poverty of Progress: Latin America in the Nineteenth Century* (Los Angeles: University of California Press, 1980), 5.

**2. A book with two or three authors:**

<sup>12</sup>Mary Lyon, Bruce Lyon, and Henry S. Lucas, *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 May 1340*, with the collaboration of Jean de Sturler (Brussels: Commission Royale d'Histoire de Belgique, 1983), 175.

**3. A book with four or more authors or editors:**

<sup>22</sup>Martin Greenberger et al., eds., *Networks for Research and Education: Sharing of Computer Information Resources Nationwide* (Cambridge: MIT Press, 1974), 54.

**4. A periodical article:**

<sup>8</sup>John J. Benjoseph, "On the Anticipation of New Metaphors," *Cuyahoga Review* 24 (1988): 6-10.

**5. Electronic sources:**

For electronic sources, you will include the date of access in parentheses at the end of the citation:

**Personal site:**

<sup>3</sup>Joseph Pellegrino, "Homepage," 12 May 1999, [www.english.eku.edu/pellegrino/default.htm](http://www.english.eku.edu/pellegrino/default.htm) (12 June 1999).

**Professional site:**

<sup>12</sup>Gail Mortimer, *The William Faulkner Society Home Page*, 16 September 1999, [www.utep.edu/mortimer/faulkner/main\\_faulkner.htm](http://www.utep.edu/mortimer/faulkner/main_faulkner.htm)> (19 November 1997).

**Book:**

An online book may be the electronic text of part or all of the printed book, or a book-length document available only on the Internet:

<sup>4</sup>Peter J. Bryant, "The Age of Mammals," in *Biodiversity and Conservation* April 1999, [www.darwin.bio.uci.edu/~sustain/bio65/index.html](http://www.darwin.bio.uci.edu/~sustain/bio65/index.html) (11 May 1999).

**Article in an electronic journal:**

<sup>7</sup>Tonya Browning, "Embedded Visuals: Student Design in Web Spaces," *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997), [www.english.ttu.edu/kairos/2.1/features/browning/index.html](http://www.english.ttu.edu/kairos/2.1/features/browning/index.html) (21 October 1999).

**Online newspaper article:**

<sup>5</sup>Christopher Wren, "A Body on Mt. Everest, a Mystery Half-Solved," *New York Times on the Web*, 5 May 1999, [www.search.nytimes.com/search/daily/bin/fastweb?getdoc+site+site+87604+0+wAAA+%22a%7Ebody%7Eon%7Eemt.%7EEverest%22](http://www.search.nytimes.com/search/daily/bin/fastweb?getdoc+site+site+87604+0+wAAA+%22a%7Ebody%7Eon%7Eemt.%7EEverest%22) (13 May 1999).

**6. A newspaper article:**

<sup>26</sup>Michael Norman, "The Once-Simple Folk Tale Analyzed by Academe," *New York Times*, 5 March 1984, 15 (N).

**7. A book with an unknown author:**

<sup>23</sup>*The Lottery* (London: J. Watts, [1732]), 20-25.

**8. A multi-volume work:**

<sup>15</sup>Gordon N. Ray, ed., *An Introduction to Literature*, vol.2, *The Nature of Drama*, by Hubert Hefner (Boston: Houghton Mifflin, 1959), 47-49.

**Endnotes**

Because many footnotes can reduce the amount of space on the page in which a paper is presented, writers may choose the endnote feature. Endnotes are placed on a separate page after the text, but before the bibliography, with the heading "Notes." Citations will then be numbered and cited as you would if they were footnotes. If the paper is longer, you may include a sub-heading, which references the exact pages or chapters for the referenced material.<sup>1</sup>

Example of endnote citation

---

<sup>1</sup> *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers (15th Edition)* (Chicago: The University of Chicago Press, 2003).

NOTES TO PAGES 105-108

123. Feuer, "Lawless Sensations," 107

CHECKLIST FOR THE FINAL DOCUMENT

Use this checklist as an aid to be sure that your final document is in proper form.

\_\_\_\_\_ The title is descriptive of the project so that the reader may anticipate the contents.

\_\_\_\_\_ If used, appendices and glossary are in correct form.

\_\_\_\_\_ Bibliography is in correct form and includes all works consulted.

\_\_\_\_\_ Every page has a number except the cover page and blank pages; each page is numbered correctly.

\_\_\_\_\_ Line spacing is correct and uniform throughout the document.

\_\_\_\_\_ Footnotes are in correct form.

## Generic Writing Rubric

Letter Grades	Conceptual	Thesis	Argument	Structure	Style
A	has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials; ideas original, often insightful, going beyond ideas discussed in lecture and class	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident	appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors
B	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	pursues thesis consistently; develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
C	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	general thesis or controlling idea; may not define several central terms	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately
D	shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
F	writer has not understood lectures, readings, discussion, or assignment	no discernible thesis	little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously distract from the argument
grade for category					
grade for essay					

## Appendix C: Grading System

A. The grading system is As follows:

A	=	4.00	C+	=	2.50
A-	=	3.75	C	=	2.00
B+	=	3.50	D	=	1.00
B	=	3.00	F	=	0.00
B-	=	2.75	P	=	1.00

- A: A through mastery of the material, critical use of sources, exceptional creativity, constructive imagination, outstanding use of English and form of work.
- A-: Exceptional graduate-level attainment, with conspicuous excellence in most respects but not uniformly so.
- B: Good work, with general indication of constructive ability in application.
- B+: Superior level of attainment marked by consistently good work, advance understanding of the material, clear logic, circumspect judgments, originality, and good English style and grammar.
- B-: Satisfactory achievement, with assignments completed accurately and on time, but without significant evidence of excellence or distinction.
- C+ : Adequate attainment with some ability to use knowledge of the course and meeting minimal expectations.
- C: Attainment below minimal standards with less than adequate performance in writing, demonstrating familiarity with course, completing assignments, and use of facts and interpretation.
- D: Serious inadequacies in preparation, logic, information, and use of sources.
- F: Work is unacceptable and fails to meet requirements.



