

Financial Stewardship Life Application Paper

Student's Name: _____

Student	10	8-9	5-6	4 and below	Total
Grammar and Flow of Thoughts (10 points)	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	

Student	10	8-9	5-6	4 and below	Total
Technical Aspects (10 points)	Contained title page, minimum 3 pages, all pages were numbered	Missing one of the following: title page, min. 3 pages, and page numbers	Missing more than one of the following: title page, min. 3 pages, and page numbers	Missing all of the following: title page, min. 3 pages, and page numbers	

Student	70-80	55-69	40-54	25-39	Total
Research and Viewpoints (80 points)	Information clearly relates to the main topic. It includes several research studies and viewpoints	Information clearly relates to the main topic. It includes only few research studies and viewpoints	Information does not clearly relate to the main topic. Very few research studies and viewpoints were presented	Information has little or nothing to do with the main topic.	

WRITING SAMPLE RUBRIC
SOE Admission/Mid-Point/Exit

Candidate's Name: _____ M/F _____ Program: _____ Cycle _____ Years teaching _____

Writer's Purpose (circle one) explain persuade compare contrast

	Exemplary (3)	Expected (2)	Needs Improvement (1)	Unacceptable (0)
DOING - COMMUNICATES				
Organization and Thesis	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic and does not preview what will be discussed.
Focus and Support	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are not relevant and/or are not explained.
Understanding of Audience	Demonstrates a specific understanding of the potential reader and uses appropriate vocabulary and arguments.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for the audience.	Demonstrates some understanding of the potential reader.	It is not clear who the author is writing for.
Motivation	The introductory paragraph catches reader attention. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph catches reader attention, but it could be a stronger statement, relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph catches reader attention, but it is weak, rambling or inappropriate for the audience.	The introductory paragraph is not interesting and is not relevant to the topic.
Conventions or Mechanics	All sentences are well-constructed with varied structure. Author makes no errors in grammar or spelling that distract the reader from the content.	Most sentences are well-constructed and there is some varied sentence structure in the essay. Author makes 1 – 2 errors in grammar and spelling that distract the reader from the content.	Most sentences are well constructed, but there is no variation in structure. Author makes 3 – 4 errors in grammar or spelling that distract the reader from the content.	Most sentences are not well-constructed or varied. Author makes more than 4 errors that distract the reader from the content.

 Assessor's Signature

[database D4 = total score divided by 5]

TNU School of Education

ENG 2000 / Dr. Karounos / Some Grammar Guidelines

1. Always place periods and commas **inside** quotation marks.
2. If you use "and," " but," " or," " yet" and a comma to connect two clauses, they should always be independent (subject and verb): "He went to his friend's house[, but] I went to the coffee shop." On either side of the ", but" are complete sentences.
3. When you have a list of three things, use a comma after the first two: red, white, and blue.
4. Use semicolons to connect items in a list that has commas.
5. Use semicolons to connect two independent clauses that are not joined by a conjunction-comma.
6. When introducing a quote, use either a comma or a colon not a semi-colon or a period.
7. If you struggle with sentence structure, write SIMPLE sentences. It is better to have a simple writing style than to have run-ons, dangling clauses, and comma splices.
8. Do not insert blank lines between paragraphs.
9. Observe the capitalization, quotation, and italicization rules as set forth in the manual of style recommended by the academic department (MLA or APA).
10. Observe subject/verb, pronoun/antecedent agreement.
11. Spell check AND re-read your paper. Using the wrong word ("too" for "to") that the spell check misses still counts as an error.

ENG 2000 – Grading Checklist for Research Papers

1. _____ The title does not contain the author or character or title of the work? (FIVE point deduction).
2. _____ The thesis statement is not in the 1st paragraph? (TEN point deduction).
3. _____ The first paragraph does not contain either the title or author? (FIVE point deduction).
4. _____ The sources are not listed on the Works Cited page? (FIVE point deduction for each missing citation).
5. _____ The paper does not *have* a Works Cited page? (FORTY point deduction).
6. _____ The paper is not at least 5 pages + one line in length? (FORTY point deduction for being a full page short; TWENTY for half page; TEN for quarter page).
7. _____ Does the paper have the minimum sources required? Primary + four secondary (FIVE point deduction for each missing source).
8. _____ The font is not in Times Roman 12 point? (TEN point deduction).
9. _____ The page number is not in the upper right corner? (TEN point deduction).
10. _____ The paper is not written in 3rd person? (FIVE–TEN point deduction).
11. _____ The paper is not left justified? (TEN point deduction).
12. _____ The paper is not legible? (TEN point deduction).
13. _____ The margins are not 1” all around? (FIVE point deduction).
14. _____ There are mysterious blank lines between paragraphs? (FIVE point deduction for each occurrence).
15. _____ The paper contains blots, folds, organic matter? (FIVE–TEN point deduction).
16. _____ The paper contains factual errors? (TWO–FIVE point deduction for each occurrence).
17. _____ The paper contains tricky formatting to extend its length? (FIVE–TEN point deduction).
18. _____ The source of the quotation is not cited? (FIVE point deduction for each occurrence).
19. _____ The quotation was not introduced with a signal phrase? (FIVE point deduction for each occurrence): “In his article on *Hamlet*, John Smith writes...”
20. _____ The quotation was not analyzed? (FIVE point deduction for each occurrence): “As the above quotation shows, the meaning of this scene...”
21. _____ The quotation is paraphrased? *Never* paraphrase. I consider that plagiarism which may be cause for a “0” grade on the paper. (FIVE point deduction for each occurrence).
22. _____ Are there unnecessarily long block quotations (6 lines or more)? (FIVE point deduction each for each occurrence).
23. _____ Punctuation errors? (1/2 point each deducted for each occurrence).
24. _____ Spelling errors? (1/2 point each deducted for each occurrence).
25. _____ Grammatical errors? (1/2 point each deducted for each occurrence).
26. _____ The paper begins: “Since the beginning of time...” (100 point deduction).

Dr. Karounos sometimes gives this quiz to students after they have had access to the rubric “simply to illustrate to students how being uninformed about the paper rubric will affect their grade. This may be one way for faculty to reinforce knowledge of an assignment: quiz them on their understanding.”

Grading Checklist for Research Papers

T/F

1. _____ The title does not have to contain the author, character or title of work.
2. _____ The thesis statement should be in the 2nd paragraph.
3. _____ The first paragraph should be background information on the author’s life.
4. _____ Sources can be footnoted or listed on the Works Cited page
5. _____ If there are fewer sources than required deduct 5 points.
6. _____ The paper may have Works Consulted or a Works Cited page.
7. _____ The paper must be AT LEAST 4 pages long.
8. _____ The paper must have a minimum Primary + three secondary sources.
9. _____ The font may be in either Times Roman or Arial 12 point.
10. _____ The page number MUST be in the bottom center.
11. _____ The paper may be written in 1st or 3rd person but NOT 2nd.
12. _____ The paper MUST be left justified.
13. _____ An illegible paper will have FIVE points deducted.
14. _____ The margins MUST be 1.25” all around.
15. _____ Double-space between paragraphs.
16. _____ The paper contains blots, folds, organic matter? (TWO point deduction).
17. _____ NO deductions for factual errors if they are minor.
18. _____ The paper may use larger margins or type if it is at least 5 ½ pages long.
19. _____ The source of the quotation may be referenced in the paragraph rather than in the Works Cited.
20. _____ Begin sentences or paragraphs with quotations.
21. _____ If the quotation is self-explanatory, you needn’t apply it to your argument.
22. _____ Paraphrase is fine for certain quotations.
23. _____ You may use only ONE quotation of ten lines or longer.
24. _____ Punctuation errors are counted after ten mistakes.
25. _____ Spelling errors are counted after ten mistakes.
26. _____ Grammatical errors are counted after ten mistakes.
27. _____ Begin the paper with a broad perspective, e.g., “Since the beginning of time...”

General Christian Vocation Essay

Assignment:

In 3-5 pages, write a well-thought-out essay on your own understanding of the calling or vocation of Christians for leadership and service in a global community. Specifically address the following aspects of vocation:

- * Discuss *key aspects* of the mission or vocation to which Christians are called in this world?
- * What *temptations* might be particularly important to avoid (particularly for you) in order to fulfill this vocation? (For example, is power an issue?)
- * What *conditions or practical commitments* are necessary (particularly for you) to fulfilling this calling? (For example, is community necessary?)

Writing guidelines:

- The essay should be both formal in structure (best writing, excellent construction) and personal. This combination is critical.
- You may use the above questions as an outline for the essay, but include an introduction and conclusion that are both polished and compelling.
- Write your essay in first person as a personal statement of belief and commitment. Put yourself into the essay. While this should be a synthesis of some things you have learned about Christian vocation, it is also about your journey and commitments. Let the reader hear *your* voice.
- The essay should be typed in 12 point Times New Roman font with standard 1" margins.
- Include a title page with your name. Your name should not appear on the pages which are the body of the paper.
- Begin the body of the essay on the first line of the first page.
- If you decide to quote or to refer to an author, you must use full citation information in a standard format. You may use whichever style manual has been used in your area of study at Trevecca. Handle citations and format quotes properly and consistently for the style manual you are following.

Grading Rubric

<p>The student understands Christian vocation in the context of the Story of God.</p>	<p>8-10 The student demonstrates understanding of 3-4 key aspects of the vocation of Christians in the context of the Story of God.</p>	<p>5-7 The student names and discusses 2-4 aspects of Christian vocation, but not all of these are addressed with sufficient depth.</p>	<p>3-4 The student names, but does not discuss, aspects of Christian vocation.</p>	<p>0-2 The student does not address the issue of Christian vocation.</p>
<p>The student has grappled with the tensions between Christian vocation and the lures of consumptive living</p>	<p>The student has anticipated and grappled with 2-3 tensions which might detract from true vocation.</p>	<p>The student names and discusses 2-3 tensions, but not all of these are addressed with sufficient depth.</p>	<p>The student names, but does not discuss, tensions between vocation and consumptive living.</p>	<p>This discussion is missing altogether in the paper.</p>
<p>The student has identified the practical implications of fulfilling their calling.</p>	<p>The student names and discusses 2-3 conditions or practical commitments necessary for fulfilling Christian vocation.</p>	<p>The student names and discusses 2-3 conditions or practical commitments, but not all are discussed at a sufficient level</p>	<p>The student names, but does not discuss, conditions or practical commitments necessary for Christian vocation.</p>	<p>This discussion is missing altogether in the paper.</p>
<p>The student demonstrates depth of personal reflection and commitment on issues of vocation.</p>	<p>The student writes reflectively and with commitment.</p>	<p>The student writes reflectively but with inadequate depth or commitment.</p>	<p>The student is mostly stringing together ideas from elsewhere.</p>	<p>The student's own voice cannot be heard in the paper.</p>
<p>Writing</p>	<p>Conventions are nearly perfect. Obvious care in construction and proofreading.</p>	<p>Several errors that may reflect haste or lack of proofreading.</p>	<p>Significant errors somewhat detract from the meaning of the paper.</p>	<p>Lack of organization and/or errors in writing are so significant as to prevent the reader from understanding.</p>

Six Common Writing Errors

MOL Faculty Instructions

To enhance the quality of written work and help TNU students significantly reduce writing errors, MOL faculty members are to grade all written assignments specifically marking the following six writing errors. Chapter numbers in parentheses refer to the *Hodges' Harbrace Handbook* (15th ed.). (2004). Wadsworth.

1. **SPELLING** (Ch. 18)
 - This includes misspelled words or the use of a wrong word.
 - Examples: there (for their), to (for too), alter (for altar)
 - Revision symbol: **sp**
 - **Hyphenation** - compound words, fractions, and compound numbers
 - Examples: forget-me-nots, one-half, thirty-five
 - Revision symbol: **sp**
2. **MECHANICS** (Ch. 9-16)
 - **Punctuation** errors (commas, semicolons, quotation marks, apostrophes, italics)
 - Revision symbol: **p** (You can also include the actual punctuation mark.)
 - Example: (p comma)
 - **Capitalization** errors
 - Revision symbol: **cap** (You can also specify the error)
 - Example: bible (cap - B) Biblical (cap - b)
3. **RUN-ON SENTENCES** (Ch. 3)
 - Two or more independent clauses are fused together without proper punctuation and/or conjunctions.
 - **Comma splices** - a comma is incorrectly used to separate two independent clauses
 - Revision symbol: **ro**
 - **Fused sentences** - two independent clauses are run together without punctuation.
 - Example: Most faculty approved the proposal the students did not.
 - Revision symbol: **ro**
4. **FRAGMENTS** (Ch. 2)
 - Although a group of words is formatted to look like a sentence, one or more of the three key elements is missing: a complete subject, a complete verb, or a complete thought.
 - Example: While we were waiting for the train.
 - Revision symbol: **frag**
5. **AGREEMENT** (Ch. 6)
 - The subject and verb or a pronoun and its antecedent do not agree in number or person.
 - Revision symbol: **agr**
 - Examples:
 - Only one of the graduates find a job. (agr - one/find)
 - Everyone pays for their own meal. (agr - everyone/their)
6. **AWKWARD CONSTRUCTION**
 - This includes sentences that are unclear because of structure, a blurring or blending of too many ideas, misplaced or dangling modifiers, dangling participial phrases, faulty or excessive subordination, unparallel construction, or shifts in verb tense or mood.
 - Revision symbol: **awk**
 - Example:
 - The next verse I felt hope when I read it. (awk)

Rubric for Writing

	Score "6" Superior	Score "5" Above Average	Score "4" Adequate
Awareness of:			
1) Subject	Focuses and develops ideas effectively, showing creativity, insight, and attention to task	Focuses and develops ideas well	Adequately focuses and develops Ideas
2) Audience	Speaks directly to the reader in an individualistic, expressive, and engaging way	Speaks directly to the reader in a purposeful manner	Suggests sincerity, but only Intermittently involves the reader
3) Purpose	Presents ideas in a purposeful manner, building an effective and persuasive argument	Communicates a sense of commitment to the topic	Generally clear, but occasionally displays wordiness or ineffective Diction
Accurate use of:			
4) Grammar	Commits few, if any, errors in grammar	Commits few errors in grammar	Commits some errors in grammar
5) Punctuation	Commits few, if any, errors in punctuation or mechanics	Commits few errors in punctuation or mechanics	Commits some errors in punctuation or mechanics
6) Logical Organization	Organizes ideas in a logical manner that moves the reader smoothly through the text	Organizes ideas clearly and coherently	Organizes ideas in a satisfactory Manner
	Score "3" Inadequate	Score "2" Very Weak	Score "1" Extremely Weak
Awareness of:			
1) Subject	Lacks a degree of attention to task; may not display mature or well-developed content	Lacks focus; may simply "list" items with no obvious relevancy	Simply repeats the topic
2) Audience	Uses ideas everyone has heard or read before; lacks sincerity in attempt to involve reader	Fails in attempt to involve the reader	Does not involve the reader
3) Purpose	Contains irrelevancies; digresses; rambles	Essay is "off-task" with little or no supporting detail	Fails to provide adequate development to limited ideas
Accurate use of:			
4) Grammar	Contains flaws in grammar which do not impede meaning	Consistent violations in grammar which impede understanding	Serious violations of grammar overwhelm the sense of the essay
5) Punctuation	Indicates some consistent misunderstanding of the conventions; simplistic word choice	Sentence structure and word choice is highly limited, simplistic, or inappropriate	Immature sentence structure and word choice
6) Logical Organization	Minimal organization; lacks logical coherence	Serious flaws in organization & coherence	Almost no organization or coherence