

Undergraduate Writing Assignments (CRA and Project)

Guidelines, Expectations, and Grading

Global University's *Undergraduate Form and Style Guide* defines the form, style, and documentation system for completing undergraduate writing assignments. The guide can be downloaded free from <http://library.globaluniversity.edu/citation.cfm>. The guide is also available as a stand-alone document.

Writing for Academic Quality and Other Conceptual Issues

- Follow instructions carefully. Failure to follow instructions will reduce the assignment grade.
- Develop thoughts logically.
- Do not merely repeat the author's position—evaluate the author's position.
- You are encouraged to both agree and disagree with the authors of course materials. Explain why you agree or disagree.
- Avoid using Hebrew, Aramaic, and Greek for most undergraduate CRAs and projects.
- Write at a college level, using appropriate vocabulary, grammar, and spelling. Avoid using the second person (you). Avoid generalizations, idioms, and slang.
- Consult reference works, including theological and Bible dictionaries, to accurately define terms.
- Express concepts in your own words as much as possible. Document all quotations, paraphrases, and important ideas that are not your own, even if they are from course materials.
- Clearly identify CRAs and projects on a title page.
- Reference list. See the *Undergraduate Form and Style Guide* for documenting sources correctly.

Grading

This grading rubric represents a transition in grading guidelines for all Global University undergraduate writing assignments, effective January 1, 2014. **Note: Not all the following indicators may apply to a particular written assignment.**

Content and Organization	40%	(40 points)
<i>Following instructions</i>		
<i>Organization of assignment and logical thought progression</i>		
<i>Subject matter content quality and accuracy</i>		
Critical Thinking Skills	30%	(30 points)
<i>Accurate understanding and evaluation of author's position</i>		
<i>Statement of student's position with supporting rationale</i>		
Application and Research	20%	(20 points)
<i>Appropriate plans for applying course concepts</i>		
<i>Contextualization of course concepts to the student's culture or setting</i>		
<i>Inclusion of research using a minimum of three references from the</i> <i>GU Library website or other academic/scholarly resources</i>		
Style, Grammar, Spelling, and Documentation	10%	(10 points)
<i>Syntax (word choice and arrangement), spelling, and grammar</i>		
<i>Appropriate form and style, including source documentation</i>		
TOTAL	100%	(100 points)

Academic/Scholarly Resources

Academic / Scholarly Resources When writing course papers, students are asked to include at least three academic /scholarly sources in their research. Generally, scholarly refers to original research found in books, magazines, and journals written by professional and credentialed experts. This is not to say that "popular" sources or authors cannot be used; however, such sources must be evaluated and found to be authoritative.

To Ensure Your Assignment Is Graded Accurately

1. Respond to questions and their subparts in the exact order they appear in the instructions.
2. Type (or copy) each question and its number. Below it type (or write) your response.
3. Respond to all components, clearly labeling and separating your answers to each. Your grader must be able to easily match responses to the corresponding component.

General Directions

Please type your CRA/project using **double-spaced lines**. If you are unable to type your assignment, you may neatly write it with an ink pen, but **DO NOT USE A PENCIL**.

Document any resources you use in course assignments (or other written work) according to GU's *Undergraduate Form and Style Guide*. This style guide can be downloaded at cstonline.org.

Submitting Assignments

Submit your assignments by e-mail attachment or via WhatsApp. Templates for the project and CRA are available for download from the CST website: cstonline.org

Terms

The following definitions help you give a better answer to each inquiry within your CRA / project:

- **Analyze** means to divide a complex whole into its individual components for the purpose of revealing how each works together and contributes to the whole.
- **Apply** means to put, or to show how to put, specific principles or concepts to practical use.
- **Compare** means to identify similarities.
- **Contrast, differentiate, and distinguish** mean to identify differences.
- **Critical thinking** is a reflective and systematic process in which you gather information, study it from every angle, and then exercise your best judgment to draw conclusions.
- **Describe, discuss, and explain** mean to give details, examples, illustrations, implications, and / or reasons to support your answer.
- **Evaluate**
means to determine the significance, worth, or condition of something by careful study. This includes identifying the strengths and weaknesses of whatever is being evaluated, whether it is a concept, principle, application, idea, event, opinion, object or product.

CST Quick Guide to Referencing

Author, date of publication, and page number must be included as parenthetical references within the text. Titles are not listed in the parenthetical references. A reference list at the end of the paper should list full publication details. Page numbers are not included in the reference list.

Book in Print

In-Text Documentation

When quoting from a book, quotation marks are required at the beginning and end of the quotation. Immediately after the quote and before ending punctuation, insert a parenthetical reference including author's last name, most recent date of publication, and page number(s).

Biblical context is one of the key factors in interpreting Scripture correctly and there are "three kinds of context: immediate context, remote context, and historical context" (Arnold and Beyer 1999, 29).

A quote longer than four lines is single spaced without quotation marks and indented from the left margin. Insert a parenthetical reference at the end of the quote, following ending punctuation.

Note the verbs describing God's concern: I have seen . . . have heard . . . I am concerned . . . I have come down. Three of the verbs with *God* as subject are repeated from 2:24–25 (*see, hear, know*), with a closer specification as to just what it is God sees and knows. God truly sees their affliction. God knows their sufferings. For God to know the people's sufferings testifies to God's experience of this suffering, indeed God's intimate experience. God is here depicted as one who is intimately involved in the suffering of the people. (Fretheim 1991, 36)

When the author's name is stated in the text, the parenthetical reference lists only the date and page number. The author's name is not repeated.

Arnold and Beyer note that there are "three kinds of context" (1999, 29). *OR*

Arnold and Beyer (1999) note that there are "three kinds of context" (29).

Reference List Documentation

Works used in the paper are also listed at the end of the paper in the reference list.

Arnold, Bill T., and Bryan E. Beyer. 1999. *Encountering the Old Testament*. Grand Rapids, MI: Baker Book House.

NOTE: In this referencing system, only works actually cited in your paper are to be included in the reference list. (See the Global University

Undergraduate Form and Style Guide 2013, page 7.)

Book on the Internet

In-Text Documentation

A full book accessed from the Internet is referenced in the text the same as a printed book.

Scripture attributes varying ministries to each person of the Trinity. "The different functions that we see the Father, Son and Holy Spirit performing are simply outworkings of an eternal relationship" (Grudem 1994, 251).

Reference List Documentation

In the reference list, both the website and date of access are listed after the other information.

Grudem, Wayne A. 1994. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan. <http://books.google.com/books> (accessed February 2, 2006).

Consult the Global University *Undergraduate Form and Style Guide* for other examples (journal or magazine articles, books with more than one author, and so forth).

Material Published on Web Site (Turabian 19.5.3, 19.5.5, 19.5.9)

Herrick, Greg. The Issue of Forgiveness in the Sermon on the Mount. Biblical Studies Foundation. Accessed January 16, 2004. <http://www.bible.org/docs/nt/books/mat/matt6.htm>.

THE LONGER LINE OF THE TITLE OF YOUR PROJECT GOES HERE
ALL CAPS AND ON TWO LINES IF OVER 48 CHARACTERS

By

Name

A Project

Submitted to Dale A. Eytzen

In Partial Fulfillment of the Requirements for

COM453

Cross-Cultural Communications

Caribbean School of Theology

Abaco, Bahamas

November 2016