



**Course Syllabus**

Course Number: NC 210	Academic Year: 2022
Course Title: Introduction to Indigenous Studies	Semester: Fall
Instructor: Crystal Porter & Alana Johnson	Course Start Date: 09.12.2022
Office Hours: Alana – Wednesdays 10:30 to Noon PST; Crystal – Wednesdays 1:00 to 2:30 CST; or by appointment	Course Finish Date: 12.09.2022
Email: <a href="mailto:cporter@naiits.com">cporter@naiits.com</a> or <a href="mailto:ajohnson@naiits.com">ajohnson@naiits.com</a> ; PLEASE INCLUDE BOTH INSTRUCTORS IN CORRESPONDENCES	Start Time: Mondays – synchronous class 1.5 hrs starting at 10:30 PST/11:30 MST/12:30 CST/1:30 EST Wednesday – asynchronous class
Phone: N/A	Credit Hours: 3
TA if any:	Class Location: Virtual synchronous / asynchronous

To access your course material, please go to: <http://academics.naiits.com>

Course emails will be sent to the email address provided when you enrolled with your institution

All courses will have a course site built on the NAIITS Moodle platform for the purpose of communication and placement of materials for student access, in addition to student course evaluations. Login credentials and access to the Moodle platform and the DTL2 will be provided on confirmation of registration by your institution.

**I. COURSE DESCRIPTION**

This is a survey course of Indigenous peoples and issues from their origins in North America to the contemporary period. In general, this course seeks to legitimize the place (and indeed, centrality) of Indigenous peoples and issues within historic and contemporary Canada.

Utilizing Indigenous and non-Indigenous literature and research, this course will explore Indigenous cultures in Canada, with attention paid to Indigenous histories, worldview, knowledge and belief systems, subjectivities, and identities, as well as concepts including post-Indigeneity, Indigenous experience in everyday life, cultural production, culture as socially constructed, and performativity, among others. In addition, the course will examine the impact of colonization, including residential schools, intergenerational trauma and healing, wellbeing, lifeways, and cultures. Using the lenses of critical Indigenous studies theories and others, we will explore these aspects of Indigeneity.

**II. LEARNING OUTCOMES**

Through the course readings, assignments, discussions, and lectures students will:

- Be able to articulate a knowledge of major themes and outlines of Indigenous history in Canada;
- Identify and knowledgeably discuss central historic and contemporary concerns of Indigenous history and experience;
- Demonstrate critical observation skills with respect to historic and contemporary Canada, with particular attention to Indigenous issues;
- Demonstrate skills in research, the critical analysis of primary and secondary texts,



- and the articulation of varied perspectives, experience, and reflection; and
- Be able to articulate an understanding of settler identity and its implications for contemporary treaty relations.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING:

Anderson, William H.U., Charles Muskego. ed. *Indigenous People and the Christian Faith: A New Way Forward*. Wilmington, Vernon Press, 2019.

<https://theologicalreference.on.worldcat.org/oclc/1127212378>

King, Thomas. *The Inconvenient Indian: a curious account of Native people in North America*. Toronto: Doubleday Canada, 2012.

<https://theologicalreference.on.worldcat.org/oclc/859670483>

Also available in audiobook format on Spotify:

<https://open.spotify.com/album/5pkWRVBOIYb1QBYcV7nU0d?si=MIYN31UuTSGgk3-i3x4X3Q>

NOTE: These texts are available in e-book or PDF format on the NAIITS Digital Theological Library (DTL2)

#### B. RECOMMENDED READING/RESOURCES:

Select One for the Book Review assignment:

Alfred, G. R. *Wasase: Indigenous Pathways of Action and Freedom*. Peterborough, Ont., Broadview Press, 2005.

Bastien, Betty. *Blackfoot Ways of Knowing: The Worldview of the Siksikaitstapi*. Alberta, Canada: University of Calgary Press, 2004. (PDF is free)

<https://theologicalreference.on.worldcat.org/oclc/180703999>

Dickason, O. P. *Canada's First Nations: A History of Founding Peoples from Earliest Times*. Toronto: McClelland and Stewart, Ontario, 1992. [Any edition will suffice.]

Frideres, James. *First Nations in the Twentieth Century*. Oxford: Oxford University Press, 2011.

Kino-nda-niimi Collective. *The Winter We Danced: Voices from the Past, the Future and the Idle No More Movement*. Winnipeg: ARP Books, 2014.

Miller, J.R. *Compact, Contract and Covenant: Aboriginal Treaty-Making in Canada*. Toronto: University of Toronto Press, 2009.

Mishuana, Goeman. *Mark My Words: Native Women Mapping our Nations*. Minnesota: University of Minnesota Press, 2013.

<https://theologicalreference.on.worldcat.org/oclc/857463329>



Palmater, Pam. *Indigenous Nationhood: Empowering Grassroots Citizens*. Nova Scotia: Fernwood Publishing, 2015.

Smith, Andrea. *Conquest: Sexual Violence and American Indian Genocide*. Brooklyn, NY. South End Press, 2005. <https://theologicalreference.on.worldcat.org/oclc/910966286>

Treaty Seven Elders and Tribal Council et al. *The True Spirit and Original Intent of Treaty 7*. Montreal and Kingston: McGill-Queen's University Press, 1996.

William. C. Wicken. *Mi'kmaq Treaties on Trial: History, Land and Donald Marshall Junior*, Toronto: University of Toronto Press, 2002. Ebscohost <https://theologicalreference.on.worldcat.org/oclc/806068866>

**C. ASSIGNMENTS AND GRADING**

In support of the objectives and expectations outlined above, the following assignments are required for this course. Please note that more instructions will be provided on assignment sheets distributed in class and via NAIITS Moodle Community Learning Platform. An account will be set up for you on the NAIITS Moodle platform once your enrolment is confirmed with the registrar at your school.

1. **Reading 4MATs (3 x 10%)** Due: Sept 28, Oct 12, Oct 26 (30%)

Three reading 4MATs will be used to assess your comprehension of the assigned material and to help you prepare for class discussion. These will be based on three articles, videos, or podcasts assigned throughout the course. Reading notes will assist in writing 4MATs so you are encouraged to make them as you read. Each 4MAT will count toward your grade. See the appendix for how to write a 4MAT and for the 4MAT rubric.

2. **Class Discussion on Moodle** Due: reflection each Thursday, response each Sunday (20%)

Each week during the course, a discussion question will be posted on Moodle. Each student should write an **initial reflection to the question by Thursday**, followed by a **response to two other students' reflection by Sunday**. Online "netiquette" should be followed so that the conversation stays informed, healthy and productive. Each initial reflection will receive a mark out of 4 and each response to another post will receive a mark out of 1 (i.e. each week on Moodle is out of 6 marks).

Initial reflection rubric:

- 4 - Excellent: thorough engagement with the writing prompt/original post, thoughtful response demonstrates understanding and a personal involvement and interpretation of the material in question
- 3 - Competent: engages well with the writing prompt/original post, demonstrates an intellectual understanding of the material in question
- 2 - Improvement Needed: some engagement with the writing prompt/original post, but either not a good demonstration of understanding or misses responding to some key aspects of the material in question. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")
- 1 - Unacceptable: little engagement with the writing prompt/original post, little or no reference to the relevant material. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")
- 0 - Incomplete: too little or no interaction with the online writing prompt/original post

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Responses x2:

1 - Complete: respectful, thoughtful, continues conversation

0 - Incomplete: disrespectful, irrelevant, discourages healthy/productive conversation

### 3. **Book Review** Due: Nov 9 (30%)

Choose a book from the list of Recommended Reading/Resources above and complete a book review (1000 words). Explore and focus on a particular topic listed below:

- the significance of family;
- the significance of land;
- new knowledge and traditional knowledge;
- language;
- conceptions of home;
- Indigenous-newcomer relations and relationships;
- a topic discussed and approved by one of the instructors.

This essay does not need to draw on sources other than the chosen book, though other sources may be useful in articulating a clearer understanding of your topic. The essay should not simply summarize the book, but should have a clear analysis of the chosen topic. Further, your essay should reflect good essay writing as per the *Chicago Style Format Guide*. See appendix for rubric: Student Written Work (Book Review & Final Essay).

### 4. **Research Essay** Due: Dec 7 (30%)

Each student will write an essay (1,500 words) to analyze a topic or sub-topic explored in class. The research essay must be approved by the instructor(s) by Nov 9 and will require engagement with scholarly sources (8-10 sources). The essay must be thesis-driven and reflect the elements of good essay writing. More instructions will follow in class and examples will be provided. See appendix for rubric: Student Written Work (Book Review & Final Essay).

Helpful resources for your essay:

- iPortal (Indigenous Studies Portal): <http://iportal.usask.ca/>
- Your library's databases
- UBC's Indigenous Foundations portal: <https://indigenousfoundations.arts.ubc.ca/home>
- *Canadian Journal of Native Studies*: <https://www.bradonu.ca/native-studies/cjns/>

## D. TEACHING and LEARNING TOGETHER

### **Workload**

Workload is calculated on the assumption of approximately two hours of work outside of class for every single hour in class. Class time is the total of asynchronous and synchronous activities which are normally the equivalent of up to three hours per week. (An average reading speed of 20-30 pages/hour is the speed on which calculations for reading are based.) Including 30-35 hours of class time, up to 120 hours can be expected as work time for this course.

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Asynchronous activity	Synchronous class time	Reading and Assignments
*Hours: 20	*Hours: 18	Hours: 76

\*Asynchronous and synchronous activities normally add to between 30-40 hours.

**Class Attendance** Attendance at, and participation in, all class times (synchronous and asynchronous) is expected. Students who miss more than three hours of unexcused class time may be docked one full letter grade (e.g. a “B+” becomes a “C+”) from the final course grade. Please note that the attendance policy includes all hours of synchronous and asynchronous time each week.

**Course Materials** Any video or audio content that is downloaded from the NAIITS Moodle platform or recordings of class sessions should not be kept by students after the end of the course.

**Smart phones and Computers** While a class is in session, students (either in person or virtually) must consider the effect of their activities on others. Activities not germane to a class session, and alerts and sounds emitted by digital devices, are distracting to others. Therefore, unless needed for participation in class, such devices should be muted, and non-class use should be avoided. If there is a potential emergency (e.g., spouse who could go into labour, a dependent alone and sick at home) the instructor should be consulted in advance and give consent to the possible interruption. The instructor has the right to ask students and auditors to cease distracting activities and to mute or put away noise-emitting devices.

**Respect for Others** When we study, particularly in theology or other humanities, we sometimes encounter people who champion views with which we may disagree. At NAIITS we work hard to listen to, and respect all people, especially those with whom we disagree. Dialog and debate inside and outside of class should be carried on with an attitude of respect and courtesy.

**Inclusive Language** Students are required to use inclusive language when referring to people, both in class and in written assignments.

**Submitting Assignments** Assignments should be submitted (normally on the NAIITS Moodle or by email) in the manner specified by the instructor. Assignments are normally returned within three to four weeks of submission.

**Format** All assignments submitted electronically should be submitted in MS Word only, 12 pt, double-spaced, Times New Roman font, unless alternate arrangements have been made with the instructor.

**Late policy:** Late assignments that are submitted within two weeks after the due date may still be accepted, with a penalty of 2% of the assessed mark per day. Assignments submitted more than two weeks late will normally not be accepted since other students are waiting to receive their graded assignments back and many faculty members grade all submissions together to ensure fairness. Faculty may grant extensions within the term

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for assignments. Extensions beyond the end of term may not be granted by instructors. If the end of term is approaching, students facing extenuating circumstances (such as a death in the family, health issues, etc.) may appeal in writing through Student Services to the Academic Circle who may grant their petition for a 45-day extension beyond the end of term. Students who may need extensions more frequently due to chronic health problems should provide medical documentation of their condition to Student Services at the beginning of the term. Assignments due at the end of term are subject to the published due dates.

**Assignments** Students should take care to submit only their own work, and to submit only work that has been personally and newly prepared for this course. Unless permission has been granted by the instructor, the submission of one paper—even when altered—for two courses, is not acceptable; this includes work done for previous courses in this or another institution. Submitting a paper prepared by others, whether as a favour or for pay, is not permitted. If you seek assistance with an assignment, it must be limited to your grammar and methods of presentation of your discussion, and not to the content.

Students are expected to refer to the *2017 - 2018 Chicago-Style Format Guide* and to access other learning materials on NAIITS Moodle platform (<https://academics.naiits.com>).

**Plagiarism** Plagiarism is a serious matter and is not tolerated. It is important that every student be aware of what it is and what it is not. Please consult the tutorial “*You quote it, you note it*” on the NAIITS Moodle. Please remember that plagiarism is considered lying and can lead to dismissal from NAIITS. Instructors may use plagiarism detection software for checking student assignments.

**Auditors** Auditors are students who are not taking the course for academic credit but who choose to sit in on the class for personal growth. Auditors who wish to speak in class are expected to read all required reading and may participate in class to the extent determined by the instructor. Since auditors do not pay the full tuition amount, they are not normally entitled to have assignments read or graded by the instructor.

**Course and Program Assessment** Faculty members at NAIITS are required to maintain samples of their work that includes course syllabi, teaching materials, quizzes / tests / exams, and a selected sampling of student work. Students are therefore advised that copies of some graded materials will be retained by the instructor for the purpose of providing this documentation. Final course assignments (e.g. exam or final paper) are kept by the instructor for one year.

### E. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should consult their institution’s current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <https://www.naiits.com/academiccalendar/>

**All assignments/assessments will be emailed to the instructor or submitted directly on the course site on Moodle to avoid delay or even loss of assignments in transit. The student will be expected**





to produce a time-stamped electronic confirmation that the paper was sent and received if requested.

For proper citation style, consult: [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html) or the full edition of the <https://www.chicagomanualofstyle.org/home.html> especially Ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

**F. COURSE EVALUATION**

NAITS and its partners value quality in the courses offered to their students. End-of-course evaluations provide valuable student feedback and are one of the ways that we work towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive an email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

**G. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**What does asynchronous mean?** Asynchronous learning is the expectation that you will use 1.5 hrs each week on Wednesdays to complete interactions on Moodle and interact via email or Moodle with instructors and other students in order to complete the required assignments or engage more with the class material. Class/Moodle participation, both synchronous and asynchronous, is worth 20% of your final grade.

Assignments	Due Date	% of Grade
Reflections and Responses on Moodle Classroom Discussions	Reflection due each Thurs, two responses due each Sun (12 reflections, 24 responses total)	20%
Reading 4MATs (3 x 10%)	Sept 28, Oct 12, Oct 26	30%
Book Review	Nov 9	25%
Research Essay	Dec 7	25%
<b>TOTAL</b>		<b>100%</b>

**COURSE OUTLINE**

**\*Please note:** as we are engaging with several different institutions for this course, there will be different reading week dates and we cannot accommodate them all. We have chosen Thanksgiving week as our reading week. Therefore, if the reading week at your institution is different, you are still expected to engage online and in class during your institution’s reading week.

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Listed here are the three major topics for this course with sub-topics that may be covered:

1. Indigenous Peoples and Settler Relationships: A Clash of Worldviews
  - Land Acknowledgements: Situating Ourselves on the Land
  - Pre-Contact
  - Contact and Early Indigenous-Newcomer Relations
  - Royal Proclamation, Treaties, and the Indian Act
2. Indigenous Peoples, Missionaries, and Christianity: The Myth of Spiritual and Intellectual Superiority
  - Indigenous Peoples and Missionaries
  - Residential Schools
  - 60s Scoop
  - Indigenous Spiritualities and Christianity
3. Present day nationhood, relationships, and ways forward for church, government, and education
  - Politics, Activism, and Self-Government
  - Health, Well-Being, and Justice: The Truth and Reconciliation Commission (TRC) and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
  - The Church, TRC, and UNDRIP
  - Personal Reviews and Reflections

**\*Please note that the readings column is incomplete and subject to change. It will be confirmed as we move throughout the course.**

Date	Topic	Sub-Topic	Readings and Assignments
Week 1: Sept 12		<b>Syllabus, Welcome and Introductions</b>	Review expectations for 4MAT Paper, Moodle Participation, contributing in class discussions, and essays
Week 1: Sept 12	Indig/Settler Relationships	<b>Land Acknowledgements: Situating Ourselves on the Land</b>	King – Prologue and Chapter 1 “Education and Music in Canada” - <a href="https://youtu.be/MkhjICjIuCQ?t=421">https://youtu.be/MkhjICjIuCQ?t=421</a> (7:00-28:00)
Week 2: Sept 19	Indig/Settler Relationships	<b>Pre-Contact</b>	King Chapter 2,3
Week 3: Sept 26	Indig/Settler Relationships	<b>Contact and Early Indigenous-Newcomer Relations</b>	Notes in class Sept 28: 4MAT Paper 1 Due - King Chapters 4-8
Week 4: Oct 3	Indig/Settler Relationships	<b>Land &amp; Broken Promises: The Royal Proclamation, Treaties and the Indian Act</b>	The Royal Proclamation of 1763, <a href="https://avalon.law.yale.edu/18th_century/proc_1763.asp">https://avalon.law.yale.edu/18th_century/proc_1763.asp</a> Breaking Promises: <a href="https://youtu.be/IUHnKUaDYjs">https://youtu.be/IUHnKUaDYjs</a> A brief overview of the Indian Act: <a href="https://indigenousfoundations.arts.u_bc.ca/the_indian_act/#origins">https://indigenousfoundations.arts.u_bc.ca/the_indian_act/#origins</a> Personal research: research, read and reflect on the treaty process/lack thereof for a nation close to where you work or study



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Week 5: Oct 10 - no class	Reading Week		Oct 12: 4MAT Paper 2 Due - Article: The Indian Act and the Future of Aboriginal Governance in Canada  Choose and begin reading your book for Book Review due Nov 9
Week 6: Oct 17	Indig/Church Relationships	<b>Indigenous Peoples and Missionaries</b>	Excerpt from <i>In the Wake of the War Canoe</i> p. 90-108
Week 7: Oct 24	Indig/Church Relationships	<b>Residential Schools</b>	<i>Honouring the Truth, Reconciling for the Future</i> . The Truth and Reconciliation Commission of Canada. <a href="http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth%20Reconciling%20for%20the%20Future%20July%2023%202015.pdf">http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf</a> Oct 26: 4MAT Paper 3 Due - Residential School Reading (TBD)
Week 8: Oct 31	Indig/Church Relationships	<b>Residential Schools continued, 60s Scoop</b>	Alana's podcast? Survivor stories, podcast/recording
Week 9: Nov 7	Indig/Church Relationships	<b>Indigenous Spiritualities and Christianity</b>	William Anderson selections TBD Crystal's podcast/interview?  Nov 9: Book Review Due  Nov 9: submit topic to instructors for final Research Essay (due Dec 7)
Week 10: Nov 14	Present Day/Moving Forward	<b>Politics, Activism, Self-Government</b>	King – selections TBD Lyell Island Video: <a href="https://youtu.be/IXBI2A8S-xM">https://youtu.be/IXBI2A8S-xM</a>
Week 11: Nov 21	Present Day/Moving Forward	<b>Health, Well-Being, and Justice as outlined in the TRC and UNDRIP</b>	William Anderson selections MMIW Final Report: <a href="https://www.mmiwg-ffada.ca/final-report/">https://www.mmiwg-ffada.ca/final-report/</a> Reconciliation Pole raising on Musqueam territory: <a href="https://indigenous.ubc.ca/indigenous-engagement/featured-initiatives/reconciliation-pole/">https://indigenous.ubc.ca/indigenous-engagement/featured-initiatives/reconciliation-pole/</a>
Week 12: Nov 28	Present Day/Moving Forward	<b>The Church, TRC, and UNDRIP: Examples</b>	Salvation Army Powwow, NAIITS, KAIROS Blanket Exercise, Evangelical Fellowship of Canada (EFC)

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			Andrea Smith article Christine ____ NAIITS in evangelical circles
Week 13: Dec 5	Present Day/Moving Forward	<b>Review and Reflections on the Road Ahead</b>	Workshop research essays in breakout rooms (grouped according to topic)  Reflect on the course using interactive online tool  Final thoughts from instructors  Dec 7: Research Essay Due

## H. SELECTED BIBLIOGRAPHY

Anderson, Chris and Evelyn Peters ed. *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press, 2013

Merasty, Joseph Auguste with David Carpenter. *The Education of Augie Merasty: A Residential School Memoir*. Regina, SK: University of Regina Press, 2015

Moreton-Robinson, Aileen. ed. *Critical Indigenous Studies: Engagements in First World Locations*. Tucson: The University of Arizona Press, 2016

Byrd, Jodi. *The transit of empire: Indigenous critiques of colonialism*. Minneapolis: University of Minnesota Press, 2011

Hokowhitu, Brendan. *Indigenous identity and resistance: researching the diversity of knowledge*. Dunedin: Otago University Press, 2010

Lawrence, Bonita and Kim Anderson. *Strong women stories: native vision and community survival*. Toronto: Sumach Press, 2003

Tallbear, Kim. *Native DNA: tribal belonging and the false promise of genetic science*. Minneapolis: University of Minneapolis Press, 2013

## I. INSTITUTIONAL SPECIFICS

It is the responsibility of the students to be familiar with academic policies and procedures related to NAIITS and its partners through which you are studying NAIITS policies and procedures can be found at:

- <https://www.naiits.com/academiccalendar/>

## J. APPENDIX “I”

### 4MAT METHOD

Each 4MAT consists of four sections, on two pages, single-spaced with title and your student



information as follows:

1st Page

Article name/Author

*Instructor(s) C. Porter, A Johnson*

Student Name

Student ID number

(a) Abstract Summary

2nd Page

(b) Concrete Stories/ Memories Evoked by reading

(c) Reflection Expressed in Questions

(d) Action: What I Must Do with what I learned

Bernice McCarthy, the developer of this tool, describes the content of each of the four sections as follows:

(a) **ABSTRACT: Reader's Digest Summary.** Simply summarize the content of the assigned reading in your own words. Avoid just indicating the topics. There should be NO personal commentary or attempt to evaluate the content of the materials. Just summarize what the author or authors say. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. Your summary should be stylistically correct, coherent and clear. The abstract should be one single-spaced page in length. Sorry, no type fonts below number 12 please! Some assignments include more than one chapter and some more than one author. Summarize the whole reading assignment. The readings are all related, so you can integrate the readings into one summary on page one. By this I mean that some readings may illustrate the material in other readings or modify it in some way.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective "note taking" is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.

(b) **CONCRETE STORIES and MEMORIES EVOKED BY READING: Get Vulnerable!** Describe one or two personal experiences which reading this material reminded you of. Here is your chance to be a storyteller. Tell it here in "first person," describing action, quoting exact words you remember hearing or saying. Be as specific and concrete as you can, including who, what, when, where details. Make sure, however, that your personal anecdotes are clearly grounded in the concepts of the reading assignment. The "Concrete" section should not exceed half a page.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the class. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness.



(c) **REFLECTION EXPRESSED IN QUESTIONS: What questions popped up** as you read this material? Keep a rough note sheet at hand as you read so you can write them down. Then simply list three or four of them. Your questions may be critical or grounded in spontaneous curiosity or naive yearning for solutions. Make sure, however, they relate directly to the MATERIAL CONTENT of the reading materials NOT to the experience(s) you have just described in b. This section should take up about one fourth to a third of a page.

(d) **ACTION: WHAT I MUST DO WITH WHAT I LEARNED. So What Are You Going to Do about it?** All ministry related learning MUST lead to acts of ministry—whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result of reading this material. Ideally, your actions will comply with the acronym **MAST**. They will be **Measurable, Attainable, Specific and achievable within a given Time frame**. For example, “For the next month during my quiet time, I will meditate on a symbol called forth by my Bible reading.” Do not report reflective responses like “I need to learn or read more about Christian symbols.” This section should comprise one fourth to one third of a page.

McCarthy, Bernice

1987 *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*. Rev. ed. Barrington, IL: Excel, Inc.

**4MAT Reflection Paper Grading Template**

Category	Areas of Evaluation (if box has an X, this area was lacking)	%
Abstract Summary	Includes key concepts and ideas from all readings, not just “talking about” the reading Synthesizes authors’ ideas into own words and, when called for, integrates concept from multiple readings Uses direct quotes appropriately Shows ability to listen and observe from authors, withholding judgment Demonstrates a clear understanding of concepts Includes no authorial references, personal commentary or evaluation	30
Concrete Stories & Memories	Specific, concrete description including actions, words, feelings, details Shows ability to be vulnerable and authentic Shows engagement with and reflection upon the material, demonstrating ability to connect meaning with personal experience Clearly shows the connection between the story and/or memory and the concepts of the reading	20
Reflection Expressed in Questions	Shows critical evaluation (criticism and/or praise) of material presented Expresses evaluation and/or expresses curiosity or desire for further	20

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	<p>knowledge or understanding in the form of a question</p> <p>Demonstrates engagement with and reflection upon the material; questions relate to the concepts</p>	
Action	<p>Actions are clearly connected to the concepts, showing engagement and reflection</p> <p>Actions are authentic and life applicable/useful</p> <p>Actions are MAST: <u>M</u>easurable, <u>A</u>ttainable, <u>S</u>pecific, and achievable within a given <u>T</u>ime frame</p> <p>Actions are not generalized, idealistic and/or unrealistically ambitious</p>	20
Form, Style & Time-lines	<p>Uses proper grammar (complete sentences; correct punctuation, capitalization and spelling; etc.)</p> <p>Uses inclusive language where called for</p> <p>Conforms to style requirements (font size, margins, spacing, length, etc.)</p> <p>Appropriately and consistently applies style guide in use of quotations and reference to sources</p> <p>Assignment submitted by deadline or within parameters previously agreed upon with instructor</p> <p>Assignment in a timely fashion allowing adequate time to read and respond</p>	10
<b>TOTAL</b>		100

## Rubric: Student Written Work (Book Review & Final Essay)

Focal Criteria	Excellent	Competent	Improvement Needed	Unacceptable	Grade
<b>Content</b>					
Synthesis	Excellent synthesis of research.	Adequate synthesis of research.	Superficial synthesis of research.	Little synthesis of research.	_/10pts
Engagement with subject matter	Interacts with topic of study in insightful manner.	Demonstrates substantial interaction with topic of study.	Superficial interaction with topic of study.	Fails to engage topic of study.	_/10pts
<b>Investigation</b>					
Argumentation	Truthfully interprets evidence and offers sensible conclusions.	Reasonably interprets evidence and offers sensible conclusions.	Misinterprets evidence and/or offers unwarranted or fallacious conclusions.	Abuses evidence, arguing using irrelevant reasoning and does not justify claims.	_/10pts

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Internal Coherence	Sustains a well-focused thesis throughout the essay in a well-organized and logical manner.	Sustains an acceptable thesis throughout the essay.	Thesis is unfocused and/or inconsistently threaded into essay.	Thesis is convoluted and/or essay is incoherent and rambling.	_/10pts
Consideration of alternative ideas	Identifies and insightfully engages major alternative points of view.	Identifies and adequately engages alternative points of view.	Identifies, but superficially engages alternative points of view.	Fails to identify or hastily dismisses alternative points of view.	_/10pts
Selection of sources	Uses a variety of scholarly books, peer-reviewed articles	Adequate use of scholarly resources.	Utilizes a limited selection of scholarly resources.	Fails to utilize scholarly resources.	_/10pts
<b>Application</b>					
Applicability to Context	Insightfully applies conclusions to a specific context in a nuanced and detailed manner.	Adequately applies conclusions to a particular context.	Applies conclusions without sophistication or nuance.	Applies conclusions in a generalizing, trite, or unrealistic manner.	_/10pts
<b>Grammar/ Style</b>					
Footnotes & Bibliography	Less than one citation error according to Turabian.	2-3 citation errors according to Turabian.	4-7 citation errors according to Turabian.	More than 8 citation errors according to Turabian.	_/10pts
Spelling & Grammar	Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Fewer than 3 spelling, grammatical, and punctuation errors.	Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Includes 4-6 spelling, grammatical, and punctuation errors.	Vocabulary and sentence structure less than adequate for the topic, discipline, and intended audience. Includes 7-9 spelling, grammatical, and punctuation errors.	Simplistic word choice limits description and/or expression. Greater than 10 spelling, grammatical, and punctuation errors.	_/10pts



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Tone	The writing is consistently academic in its tone.	The writing is generally academic in its tone.	The writing is sometimes academic in its tone.	The writing is largely sermonic and non-academic in its tone.	_/5 pts
Length	Meets requirements.	Within 100 words of length requirements.	Within 200 words of length requirements.	Deviates more than 200 words from requirements.	_/5 pts
				<b>Total Essay Grade</b>	<b>_/100pts</b>