1. COURSE DESCRIPTION

This course walks through the process for producing quality academic research papers, beginning with topic selection, research, and writing. The course culminates in the production of an academic research paper.

2. ENVISIONED LEARNING OUTCOMES

The ultimate outcome of this course is the production of a high-quality academic research paper. In order to achieve this end, students will learn to use and demonstrate the ability to research with the following tools:

- Reference Works
- Scholarly Articles
- Scholarly Books
- Internet Resources
- Online Book Catalogs
- Online Subscription Databases

Students will demonstrate the ability to produce useful, well-formatted, and high-quality versions of each of the following:

- Research Question
- Bibliography
- Critical Review
- Paper Outline
- First or Introductory Paragraph
- Final or Concluding Paragraph
- Footnotes
- Peer Review
- Complete Research Paper
3. REQUIRED READINGS and RESOURCES:

- No textbooks are required for this course. Upon identifying each student’s specific research interest, the professor may strongly recommend obtaining a reference work pertaining to that area of research.


- Material contained in the links and files provided on the lessons tab in Populi for any given week.

4. COURSE REQUIREMENTS (GRADED ASSIGNMENTS)

- Discussion Postings: 30% – 3 points each, times 10
  - Note that discussion contributions are welcomed but not required during Weeks 6, 9, 14, and 15.
  - The discussion for Week 14 is combined with the discussion for Week 13.

- Research Assignments:
  - Week 2, (3%): Research Question
  - Week 4, (3%): Tutorial Session with Librarian
  - Week 5, (4%): Reference Work Report
  - Week 6, (4%): Report on Book Catalog Search
  - Week 7, (5%): Report on Database Search
  - Week 8, (5%): Outline
  - Week 9, (5%): Bibliography
  - Week 10, (7%): Critical Review
  - Week 11, (4%): Formatted Footnotes
  - Week 12, (4%): Introductory Paragraph
  - Week 13, (8%): First Draft
  - Week 14, (4%): Peer Review
  - Week 15, (14%): Final Paper

5. COURSE SCHEDULE

The following schedule will introduce you to the tools, skills, and stages of serious scholarly research in the theological and philosophical sciences. The ultimate goal of the course is to invite you, the student, into the research process for studying theology or philosophy, so that you will become a practitioner and an insider. You will learn to appreciate the sources of theology or philosophy, to find those sources, to critically appropriate those sources, and to make a contribution to the academic study of theology or philosophy on the basis of those sources. Finally, you will develop an understanding of theological or philosophical research as a community process by developing your research in collaboration with other members of the course.

**Week 1: The Sources of Theological Research**

**Readings:**

Holy Apostles College and Seminary, *Guidelines for Papers, Projects, and Theses*. 
Activities:
Read the assigned readings.

Review the materials provided in the Week 1 lessons folder.

Discussion: On the discussion board for Week 1, post a summary of the types of sources that are addressed in the Guidelines and in the materials provided by the professor. Be sure to discuss the difference between primary sources and secondary sources. Briefly mention what you believe to be the purpose of the HACS Guidelines. Respond to the postings of at least two other students, for a minimum total of 3 postings.

Week 2: Narrowing the Focus: Developing the Research Question

Activities:
Read the assigned readings.

Review the materials provided in the Week 2 lessons folder, including "The Philosophical Beginner’s Trap" and "The Theological Beginner’s Trap."

Discussion: On the discussion board for Week 2, post your Research Question, along with a description of why it interests you or what you hope to accomplish with your research. The professor will respond with recommendations and comments, and then you must respond to the professor’s recommendations and comments. Also respond to the Research Question of at least one other student, for a minimum total of 3 postings.

Research Assignment:
What topic would you like to pursue in this research assignment? After pinpointing your topic, you must develop a Research Question that expresses in one sentence the issue that you wish to explore in your research.

Note that your Research Question will develop as your research progresses. In other words, you likely will make several changes to your Research Question. Therefore the most recent version of your Research Question must be placed at the top of every research assignment you submit from this point up to and including the First Draft.

Week 3: The Role of the Theologian and the Philosopher

Readings:


Activities:
Schedule a tutorial with the librarian of Holy Apostles College and Seminary. The professor will post details including available times.

Read the assigned readings.

Discussion assignment for theologians: Reflect on your proposed research question in light of Donum veritatis. How does Donum veritatis help you to understand your role as a theologian? How does Donum veritatis help you to understand and appreciate the sources of theology? How does Donum veritatis help you to appreciate the contribution that theology makes to the Church? Respond to the posts of at least two other students, for a minimum total of 3 posts.
Discussion assignment for philosophers: Reflect on your proposed research question in light of *Aeterni Patris*. How does *Aeterni Patris* help you to understand your role as a philosopher? How does *Aeterni Patris* help you to understand and appreciate the sources of philosophy? How does *Aeterni Patris* help you to appreciate the contribution that philosophy makes to the Church? Respond to the posts of at least two other students, for a minimum total of 3 posts.

**Week 4: Using the Library from a Distance**

**Activities:**

Participate in a tutorial with the librarian of Holy Apostles College and Seminary.

Discussion: On the discussion board for Week 4, post a description of what you learned in your tutorial with the librarian (not in a Word document but directly into a post). In your post, highlight any tool or tools discussed during your tutorial that will be especially helpful for your research.

In a distinct post, share with the class one particularly helpful resource for research (e.g., website, search tool, etc.) in your field of study that you discovered outside of your tutorial with the librarian. This resource may be online or in print, and it need not be directly related to the research you are conducting for this class.

Respond to the posts of at least two other students, for a minimum total of 3 postings.

**Research Assignment:**

By the end of the Week 4 tutorial, you will have personally consulted a HACS librarian for instructions and guidance on how to use the databases and catalogs that are accessible to HACS students. You must use HACS library resources for many of the assignments in the coming weeks and you should return to the library resources as your research progresses.

**Week 5: Using Reference Works**

**Activities:**

Review the materials provided in the Week 5 lessons folder, including “Sample Bibliographical Formatting for Reference Works (Including Some You Should Not Use)” and “Sample Reference Work Report.”

Discussion: Find a list of reference works in theology or philosophy (depending on your area of study). Post a link or a file to that list on the discussion board for Week 5. Comment on the reference work or works you found to be most helpful for your research.

On the discussion board for Week 5, post your Reference Work Report as a Word document, and respond to the posting of at least one other student. Post a minimum of 3 times on the discussion board.

**Research Assignment:**

Find and read entries on your topic from at least two appropriate dictionaries or encyclopedias. Also look at the bibliographies of the dictionary and encyclopedia articles in order to find works to pursue in your own bibliography. Submit a Reference Work Report that answers the following questions:

(1) What terms did you search in each encyclopedia or dictionary?

(2) What encyclopedia and dictionary entries did you consult? (Format all of these entries according to the example provided by the professor on the Week 5 Discussion Board.)
(3) What books, essays, or articles did you find listed in the bibliographies of the encyclopedia and dictionary entries that you would like to add to your own bibliography? (Format all of these sources according to the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary. If you have questions about how to format particular sources, please ask the professor before you submit your Reference Work Report.)

Place the latest version of your Research Question at the head of the assignment. This helps the professor to help you as you pursue your research. Note that your research question might be the exact same as last week, or you might have made adjustments to it based upon your reading of the dictionary and encyclopedia entries.

Submit your assignment as a Word document on the discussion board.

Week 6: Searching Book Catalogs

Activities:
Review the materials provided in the Week 6 lessons folder, including “What Is a Large Research Library?” and “Sample Report on Book Catalog Search.”

Discussion: On the discussion board for Week 6, post your Report on Book Catalog Search as a Word document. Further posts on the discussion board are welcome but not required.

Research Assignment:
Search the print and eBook catalogs first of the HACS library and then the print or eBook catalog of one other large theological library for books pertaining to your research question. In a log (this can be in bullet points; it need not be a formally written paper), take note of the keywords and the parameters (e.g., field codes, limiters, operators) of your searches, and of how many results you found for each search. Find at least five books pertaining to your research question. Submit the log describing your search and the pertinent books that you found. Format all of your sources according to the Guidelines for Academic Papers of Holy Apostles College and Seminary. Place the latest version of your Research Question at the head of the assignment. Submit the assignment as a Word document on the discussion board.

Week 7: Searching Databases

Activities:
Review the materials provided in the Week 7 lessons folder, including “Getting Information Literacy into the Academy” and “Sample Report on Database Search.”

Discussion:
(1) On the discussion board for Week 7, post your Report on Database Search as a Word document. Respond also to the database search of at least one other student.

(2) In a distinct post, highlight any helpful observations from Badke’s address titled “Getting Information Literacy into the Academy.” You are encouraged to comment on how the address sheds light on the structure, format, and purpose of this course. Post a minimum of 3 times on the discussion board.

Research Assignment:
Search the EBSCO databases available through the HACS Library. As you do, keep a log noting the keywords and the parameters (e.g., field codes, limiters, operators) of your search, as well as the number of results that each search returned. Use the search to find at least five journal articles and three essays in edited collections for your bibliography. Submit the
log describing your search and the essays and articles that you found. Format all of your sources according to the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary. Place the latest version of your Research Question at the head of the assignment. Submit the assignment as a Word document on the Week 7 discussion board.

**Week 8: Outlines**

**Activities:**
Review any materials provided in the Week 8 lessons folder, including the resources linked to help you reflect on your writing.

**Discussion:**

(1) On the discussion board for Week 8 submit your Outline. If your Outline is extensive, please submit it as a Word document.

(2) In a distinct post, identify from the linked resources one word error that you have made in the past. Also identify any errors you frequently notice others making, or other resources about word errors. You are welcome but not required to post further contributions on the discussion board.

**Research Assignment:**
Prepare an Outline of your paper. The final paper need not exactly follow the Outline you submit this week. Place the latest version of your Research Question at the head of the Outline.

**Week 9: Bibliographies**

**Activities:**
Review any materials provided in the Week 9 lessons folder.

On the discussion board for Week 9, post your Bibliography as a Word document.

**Discussion:** Posting a minimum of 3 times this week is not required. You may but are not required to ask questions about bibliographical formatting and related issues on the Week 9 discussion board.

**Research Assignment:**
Incorporating works that you have found in the previous assignments and any feedback on those assignments, compile a Bibliography for your research paper that includes dictionary/encyclopedia entries, journal articles, essays, and books. Divide the Bibliography into two sections: primary sources and secondary sources. Format all of your sources according to the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary.

Place the latest version of your Research Question at the head of the assignment.

Beneath your Research Question, indicate the secondary source on which you will write your Week 10 Critical Review. The critical review must be written on a secondary source, which can be a book, journal article, or essay (no encyclopedias or magisterial documents). Submit the assignment as a Word document on the discussion board.

At this point in the semester, you should be gathering any sources you must consult that are not available locally.
Week 10: Critical Reviews

Activities:
Review any materials provided in the Week 10 lessons folder, including “Abbreviations, Contractions, and Acronyms, oh, my!” and the “Model Critical Review.”

Discussion: On the discussion board for Week 10, post your Critical Review. Read and respond to the Critical Reviews of at least two other students, for a minimum total of 3 posts.

Research Assignment:
Write a 500-word Critical Review of the secondary source – essay, journal article, or book (no encyclopedias!) – that you have chosen. Magisterial documents or works by saints or doctors of the Church are NOT secondary sources for the purpose of this assignment. You must address ALL of these topics:

• Author. Who is the author? What is the author’s background?
• Thesis. What is the author’s thesis?
• Purpose. What is the author’s purpose or goal (stated or unstated)?
• Sources. What sources does the author use?
• Argument. Is the author’s argumentation sound (in other words, are there any leaps in logic, guiding assumptions, etc.)?
• Bias. Does the author betray any noteworthy biases or presuppositions that affect the argument?
• Style. What types of rhetoric does the author use to convince the reader?
• Audience. What is the author’s audience, whether intended or unintended? What sort of person or researcher might benefit most from this work?

A close reading must demonstrate thorough appropriation of the work chosen along with insight and, where appropriate, criticism. Merely summarizing the work is insufficient. Moreover, the student should take care that summarizing the work, if that is desirable, does not take up too much time, effort, and space.

Note that the topics you should consider when critically reviewing another scholar’s work are roughly equivalent to the factors that you should take into account when writing your own scholarly research.

Place the latest version of your Research Question at the head of your assignment.

Week 11: Formatting Footnotes

Activities:
Review the instructions for formatting footnotes in the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary.

Discussion: On the discussion board for Week 11, submit your Formatted Footnotes in a Word document. You need not post a minimum of 3 times this week. You may but are not required to ask questions about footnotes in this week's discussion.

Research Assignment:
Submit Sample Footnotes for your paper including at least one instance of each of the following: an essay in an edited collection; an article in a journal; a monograph; a primary source; and a work in translation. Also include a second or subsequent reference for each of these types of sources (for a minimum total of ten footnotes). Footnotes MUST be formatted according to the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary. Submit the assignment as a Word document on the discussion board.
Week 12: Introductory Paragraphs

Activities:
Review any materials provided in the Week 12 lessons folder.

Discussion: On the discussion board for Week 12, submit your Introductory Paragraph. The professor will provide feedback on this assignment, and you must then respond to the professor’s feedback. In a distinct post, provide one observation that you found helpful, surprising, or objectionable regarding the thesis statement from the linked pages in the Week 12 lessons folder. You may also post a link to a discussion of the thesis statement that you think ought to be shared with the class.

Research Assignment:
Write a draft of the Introductory Paragraph or First Paragraph of your paper. The paragraph must clearly indicate the following: (1) the research topic and question; (2) the thesis or purpose; (3) the main sources of the argument or discussion; and (4) some sort of sketch of the outline of the paper. Be concise, avoid the passive voice, and avoid first-person pronouns. This is not a final version of your introductory paragraph, but a first draft. Place the latest version of your Research Question at the head of the assignment.

Week 13: First Drafts

Activities:
Review the materials provided in the Week 13 lessons folder, including the “Editing Checklist.”

Discussion: On the discussion board for Week 13-14, submit the First Draft of your paper as a Word document. Read and provide constructive recommendations on the drafts of at least one other student (whose First Draft you have NOT been assigned for the formal Peer Review), and respond to the comments that your fellow students provide on your own draft, for a minimum total of 3 postings.

Note that the same discussion board will be used for both Week 13 and Week 14. This serves the purpose of keeping all conversations on the First Drafts in the same forum.

Research Assignment:
Compose the First Draft of your paper, in accordance with the specifications for the Final Paper. The better and more complete your first draft is, the higher will be the grade for both the first draft and the final paper. Place the latest version of your research question at the head of the assignment. Submit the assignment as a Word doc on the discussion board.

Week 14: Peer Review

Activities:
Review the materials provided in the Week 14 lessons folder.

Discussion: On the discussion board for Weeks 13-14, post your Peer Review of a fellow student’s First Draft. Respond (not defensively, but in a spirit of collaboration) to the Peer Review of your own First Draft. Further posts on the discussion board are welcome but not required.

Research Assignment:
Write a Peer Review of the First Draft that you have been assigned. Many of the questions you should address when writing a Peer Review are the same questions you asked of the
source you reviewed for the Critical Review assignment. The Peer Review must point out strengths and weaknesses, and include concrete proposals for improving the draft in view of producing the final paper. The Peer Review must address the presence or absence of each of the following:

• Thesis. What is the author’s thesis?
• Purpose. What is the author’s purpose or goal (stated or unstated)?
• Sources. What sources does the author use?
• Argument. Is the author’s argumentation sound (in other words, are there any leaps in logic, guiding assumptions, etc.)?
• Bias. Does the author betray any noteworthy biases or presuppositions that affect the argument?
• Style. What types of rhetoric does the author use to convince the reader?
• Audience. What is the author’s audience, whether intended or unintended? What sort of person or researcher might benefit most from this work?

The Peer Review may take the form of tracked emendations and comments inserted into the original text of the draft. Strive to be as helpful as possible, and therefore as specific as possible, in your Peer Review. Submit the assignment as a Word document on the discussion board.

**Week 15: Final Papers**

**Activities:**

Complete the revisions of your Final Paper in accordance with feedback received from the professor and your peer reviewer. Submit the Final Paper as an attachment to a post on the Week 15 discussion board. You are invited but not required to discuss Final Papers on the Week 15 discussion board.

**Research Assignment:**

The paper must be written according to the following specifications: approximate length of 10 pages; double spaced; 1 inch margins; 12 point font; minimum of 20 (twenty) sources consulted with appropriate footnotes; and a bibliography, formatted according to the Guidelines for Papers, Projects, and Theses of Holy Apostles College and Seminary. Dictionary or encyclopedia articles can be used but do not count as one of the sources required unless cleared beforehand with the professor. Submit your paper as a Word doc.

6. EVALUATION

Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at [http://www.holyapostles.edu/owl](http://www.holyapostles.edu/owl)).

**GRADING SCALE:**

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

**Grading Rubric for Research Reports, Papers, and Discussion Board Posts**

<table>
<thead>
<tr>
<th>F</th>
<th>D</th>
<th>C-/C/C+</th>
<th>B-/B/B+</th>
<th>B+/A-</th>
<th>A</th>
</tr>
</thead>
</table>

**COMMUNITY INTERACTION (Weeks 1-5,7,10-13: discussion board posts)**

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Poor response</th>
<th>Weak response</th>
<th>Acceptable</th>
<th>Individually-conscious</th>
<th>Community-conscious</th>
</tr>
</thead>
</table>
### RESEARCH REPORTS (Weeks 5-7: reference works, book catalogs, databases)

<table>
<thead>
<tr>
<th>Incomplete report</th>
<th>Poor report</th>
<th>Inadequate report</th>
<th>Adequate report</th>
<th>Good report</th>
<th>Excellent report</th>
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<tbody>
<tr>
<td>Report contains no key terms, limiters, field codes, and Boolean operators used in each search.</td>
<td>Report contains none or few key terms, limiters, field codes, and Boolean operators used in each search.</td>
<td>Report contains some of the key terms, limiters, field codes, and Boolean operators used in each search.</td>
<td>Report contains some or most key terms, limiters, field codes, and Boolean operators used in each search.</td>
<td>Report contains most key terms, limiters, field codes, and Boolean operators used in each search.</td>
<td>Report contains all key terms, limiters, field codes, and Boolean operators used in each search.</td>
</tr>
<tr>
<td>Searches were not thorough. Many key terms or combinations left to try.</td>
<td>Searches were not thorough. Many key terms or combinations left to try.</td>
<td>Searches were not thorough. Some or many key terms or combinations left to try.</td>
<td>Searches were not thorough. Some or many key terms or combinations left to try.</td>
<td>Searches were moderately thorough. Some key terms or combinations may be left to try.</td>
<td>Searches were thorough. No key terms or combinations left to try.</td>
</tr>
<tr>
<td>Large search results were never narrowed, when possible.</td>
<td>Large search results were never or rarely narrowed, when possible.</td>
<td>Large search results were sometimes narrowed, when possible.</td>
<td>Large search results were sometimes narrowed, when possible.</td>
<td>Large search results were usually narrowed, when possible.</td>
<td>Large search results were always narrowed, when possible.</td>
</tr>
<tr>
<td>Does not meet minimum requirement for the number of sources obtained and the number and type of reference works, catalogs, and databases consulted.</td>
<td>Does not meet minimum requirement for the number of sources obtained and the number and type of reference works, catalogs, and databases consulted.</td>
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<td>Meets minimum requirement for the number of sources obtained and the number and type of reference works, catalogs, and databases consulted.</td>
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<tr>
<td>Sources consulted and sources obtained do not follow the HACS Guidelines for bibliography formatting.</td>
<td>Sources consulted and sources obtained do not follow the HACS Guidelines for bibliography formatting.</td>
<td>Sources consulted and sources obtained do not follow the HACS Guidelines for bibliography formatting.</td>
<td>Sources consulted and sources obtained mostly follow the HACS Guidelines for bibliography formatting.</td>
<td>Sources consulted and sources obtained correctly follow the HACS Guidelines for bibliography formatting.</td>
<td>Sources consulted and sources obtained correctly follow the HACS Guidelines for bibliography formatting.</td>
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### FORMATTING (Weeks 5-7,9,11,13,15: bibliography citations, footnotes)

<table>
<thead>
<tr>
<th>Incomplete formatting</th>
<th>Poor formatting</th>
<th>Inadequate formatting</th>
<th>Adequate formatting</th>
<th>Good formatting</th>
<th>Excellent formatting</th>
</tr>
</thead>
</table>
No citations follow the HACS Guidelines.

<table>
<thead>
<tr>
<th>Citations do not follow the HACS Guidelines well:</th>
<th>Citations mostly follow the HACS Guidelines well:</th>
<th>Citations mostly follow the HACS Guidelines:</th>
<th>Citations mostly follow the HACS Guidelines: rarely or no errors in punctuation, capitalization, order of elements, spacing, font, indents, etc. No information is missing (e.g., names, cities, years, etc.).</th>
<th>Citations correctly follow the HACS Guidelines; rarely or no errors in punctuation, capitalization, order of elements, spacing, font, indents, etc.</th>
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<tbody>
<tr>
<td>most or all citations contain errors in punctuation, capitalization, order of elements, spacing, font, indents, etc. Some information is missing (e.g., names, cities, years, etc.).</td>
<td>many errors in punctuation, capitalization, order of elements, spacing, font, indents, etc. Some information is missing (e.g., names, cities, years, etc.).</td>
<td>occasional errors in punctuation, capitalization, order of elements, spacing, font, indents, etc. Little information is missing (e.g., names, cities, years, etc.).</td>
<td>errors in punctuation, capitalization, order of elements, spacing, font, indents, etc. Little to no information is missing (e.g., names, cities, years, etc.).</td>
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May not meet the required number of sources for the week, if applicable.

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<th>May not meet the required number of sources for the week, if applicable.</th>
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<th>Meets the required number of sources for the week, if applicable.</th>
<th>Meets the required number of sources for the week, if applicable.</th>
<th>Meets the required number of sources for the week, if applicable.</th>
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<tbody>
<tr>
<td>Instructor feedback from previous formatting assignments is never or rarely implemented, when applicable.</td>
<td>Instructor feedback from previous formatting assignments is never or rarely implemented, when applicable.</td>
<td>Instructor feedback from previous formatting assignments is sometimes implemented, when applicable.</td>
<td>Instructor feedback from previous formatting assignments is mostly implemented, when applicable.</td>
<td>Instructor feedback from previous formatting assignments is correctly implemented, when applicable.</td>
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### PAPERS (Weeks 13, 15: first draft and final paper)

#### Absence of understanding of content

- Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.

#### Lack of understanding of content

- Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.

#### Inadequate understanding of content

- Analysis is sometimes unclear in understanding or articulating concepts of the discipline.

#### Adequate understanding of content

- Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.

#### Solid understanding of content

- Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.

#### Insightful understanding of content

- Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.

#### Missing research

- Paper shows no evidence of research; citation of sources missing.

#### Inadequate research and/or documentation

- Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.

#### Weak research and/or documentation

- Inadequate number or quality of sources; many facts not referenced; several errors in citation format.

#### Adequate research and documentation but needs improvement

- Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.

#### Solid research and documentation

- A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.

#### Excellent critical research and documentation

- Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard

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11
### Writing Analysis

<table>
<thead>
<tr>
<th>Incomplete writing</th>
<th>Writing difficult to understand, serious improvement needed</th>
<th>Episodic writing, a mix of strengths and weaknesses</th>
<th>Acceptable writing, but could use some sharpening of skill</th>
<th>Solid writing, with something interesting to say</th>
<th>Command-level writing, making a clear impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis is only partially written or completely misses the topic.</td>
<td>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</td>
<td>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</td>
<td>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; mastery of grammar, mechanics, and usage.</td>
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### 7. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

### 8. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

**Avoiding Plagiarism**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

**Students:**

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
• Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

• Should follow the Holy Apostles College and Seminary Guidelines for Papers, Projects, and Theses (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:
Because of the nature of this class, academic dishonesty is taken very seriously. Any student who plagiarizes in this class will fail the class. Students participating in academic dishonesty may be removed from the course and from the program.

9. ATTENDANCE POLICY
Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required to be in class 3 hours a week and prepare for class discussions 4.5 hours a week. Expect to devote at least 7 quality hours a week to this course. A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

10. INCOMPLETE POLICY
An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete and must receive the grade that they have earned. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.
11. ABOUT YOUR PROFESSOR – DANIEL G. VAN SLYKE

Daniel G. Van Slyke, S.T.L., Ph.D. is Associate Dean of Online Learning at Holy Apostles College and Seminary. He has taught and researched at Caldwell College in New Jersey, the Liturgical Institute of the University of St Mary of the Lake in Illinois, Ave Maria College in Michigan, Kenrick-Glennon Seminary in St Louis, Missouri, Our Lady of Guadalupe Seminary in Nebraska, the University of Dallas in Texas, Catholic Distance University, and the programs of formation for permanent diaconate candidates in St Louis and in Tulsa, Oklahoma. Holding certificates in online teaching through the Catholic Distance Learning Network, Dr Van Slyke also helps to train other theological teaching faculty in the use of pedagogical technology.


An active member in several professional organizations, Dr Van Slyke has delivered numerous papers at scholarly conferences and workshops. For eight years he sat as an elected member on the board of directors of the Society for Catholic Liturgy. For five years he served on the editorial staff of Antiphon: A Journal for Liturgical Renewal, and he currently serves on the advisory boards of the journals Ephemerides Liturgicae and Antiphon.

In May 2016, Dr Van Slyke graduated with a J.D. from the University of Texas A&M School of Law, with a concentration in Intellectual Property Law. Doctor Van Slyke lives in the Dallas-Ft Worth area of the great state of Texas with his wife and their seven children.

12. ABOUT YOUR PROFESSOR – CYNTHIA BUTTJER

Cynthia Buttjer received her M.A. in Philosophy from Holy Apostles College and Seminary and her M.T.S. from the Pontifical John Paul II Institute for Studies on Marriage and Family. She received certification in teaching research design through the Catholic Distance Learning Network and a certificate in copyediting from the University of California. She is currently finishing a certificate in online teaching and learning from United Theological Seminary.

Cynthia currently lives in the Dallas area, where she enjoys worshipping at a wonderful Byzantine Catholic parish. (But don’t let the word “Byzantine” fool you. She still belongs to the Latin rite!)

In addition to teaching the ENG 891 course at Holy Apostles, Cynthia is also teaching this summer’s ENG 221 course on Novels, Short Stories, and Literary Research. She will add a new course to her schedule this fall: SOC 325 Catholic Formation and New Media.

Cynthia also manages her own editing business, Sophia Editing, which is dedicated to helping Catholic theologians and philosophers communicate wisdom to an academic audience. Our Lady, Seat of Wisdom, pray for us!