CCW Options
Making the Decision…
• Based on your score you can
  • Choose any 1 option
  • Choose two options from different points (50, 100)

Your options
• By completing the required work perfectly, therefore receiving all the points, the student will receive an above average grade (740 points = B). The student will then decide what extra amount of work they would like to do to receive a “superior” grade (750-800 points = A).
• 10 Assignments: 200 points
• Participation: 120 points
• Personal and Dialogical Worldview Paper: 200 points (Rubric Appendix B)
• Personal Formation Essay: 20 Points (Not Completed Yet)
• Test: 200 points (One More Test Left - 100)
• Options: 740/800
• Total: 800
• **Option 1 – 150 points (Rubric #1: Appendix B)**

  • If a student would like to focus on one **specific** subject in relation to the course they may submit a proposed topic including thesis and basic outline of paper. This paper must be approved three weeks before the end of the course. At the approval of the professor, the student will complete the project. Paper should be no more than 5-7 pages.

  • Cover Page
  • Introduction
  • Body
  • Conclusion
  • Works Cited (at least 5 sources)
**Option 2 – 150 points (Rubric #1: Appendix B)**

- The student will explore one predominate cultural liturgy and investigate (part 1) how that liturgy shapes individuals, local communities, and the nation. The student will then (part 2) assess whether or not the liturgy shapes them and whether or not this a positive or negative reality in their life and if changes need to be made. This paper must be approved three weeks before the end of the course. At the approval of the professor, the student will complete the project. Paper should be no more then 5-7 pages.
  - Cover Page
  - Introduction
  - Body
    - Liturgy
    - Personal Assessment
  - Conclusion
  - Works Cited (at least 5 sources)
• **Option 3 – 150 points (Rubric #1: Appendix B)**
  • The student may choose one book from the bibliography and write up a book review. The professor expects at least three pages covering: overview of the book, worldview of author or characters in the book, new insight, unanswered questions, and practical application. Paper should be no more then 5-7 pages.
    • Cover Page
    • Introduction
    • Body
      • Overview of the book
      • Worldview of author and/or characters
      • New insights
      • Unanswered questions
    • Conclusion
• Citation (At least 4 sources)
Option 4 – 100 points (Rubric #2: Appendix B)

- Go for two days without using any electronic devices (Cell phones, computers, TV’s, GPS, etc.)
- Read Chapter 6 of Richard Foster’s book, *Celebration of Discipline*.
- Answer the following: *Explain the details of your fast and how the fast changed the way you viewed the world. How did this exercise change the way you will live life from this point on?* Richard Foster’s thoughts were helpful in the following areas in regard to the fast. *What were the rewarding aspects of this exercise, what proved to be difficult with this exercise?*
• Option 5 – 100 points (Rubric #2: Appendix B)
  • Go for two days without speaking.
  • Read Chapter 7 of Richard Foster’s book, Celebration of Discipline
  • Answer the following: Explain the details of your fast and how the fast changed the way you viewed the world. How did this exercise change the way you will live life from this point on? Richard Foster’s thoughts were helpful in the following areas in regard to the fast. What were the rewarding aspects of this exercise, what proved to be difficult with this exercise?
• Option 6 – 100 points (Rubric #2: Appendix B)
  • Go for two days without purchasing anything that is disposable and don’t use anything that is disposable. Do not do anything that leaves a ecological footprint.
  • Read chapter 6 of Richard Foster’s book, *Celebration of Discipline*
  • Answer the following: *Explain the details of your fast and how the fast changed the way you viewed the world. How did this exercise change the way you will live life from this point on?* Richard Foster’s thoughts were helpful in the following areas in regard to the fast. *What were the rewarding aspects of this exercise, what proved to be difficult with this exercise?*
• **Option 7 – 50 points (Rubric #3: Appendix B)**
  • Listen at least two times to one album listed in Appendix A.
  • Answer the following: *Discuss the context (examples: lyrical content, plot, venue, genre, etc.). What worldviews are represented? Who is the target audience (why?)? What are the cultural responses (positive and negative)? What is your opinion of the album/movie/concert/TV show (Address the film in light of your worldview)?*
• Option 8 – 50 points (Rubric #3: Appendix B)
  • Watch a movie listed in Appendix A.
  • Answer the following: Discuss the context (examples: lyrical content, plot, venue, genre, etc.). What worldviews are represented? Who is the target audience (why?)? What are the cultural responses (positive and negative)? What is your opinion of the album/movie/concert/TV show (Address the film in light of your worldview)?
Option 9 – 50 points (Rubric #3: Appendix B)

- Watch the video’s of the top ten songs on www.billboard.com (Hot 100).
- Answer the following: Discuss the context (examples: lyrical content, plot, venue, genre, etc.). What worldviews are represented? Who is the target audience (why)? What are the cultural responses (positive and negative)? What is your opinion of the album/movie/concert/TV show (Address the film in light of your worldview)?
• Option 10 – 50 points (Rubric #3: Appendix B)
  • Watch one season from the list in Appendix A.
  • Answer the following: Discuss the context (examples: lyrical content, plot, venue, genre, etc.). What worldviews are represented? Who is the target audience (why?)? What are the cultural responses (positive and negative)? What is your opinion of the album/movie/concert/TV show (Address the film in light of your worldview)?
# Rubric A

## Rubric 1 for Papers: Qualities & Criteria

<table>
<thead>
<tr>
<th>Format/Layout</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Presentation of the text</td>
<td>Follows poorly the requirements related to format and layout.</td>
<td>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</td>
<td>Clearly follows all the requirements related to format and layout.</td>
</tr>
<tr>
<td>Structuring of text</td>
<td>Follows poorly the requirements related to format and layout.</td>
<td>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</td>
<td>Clearly follows all the requirements related to format and layout.</td>
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<td>Follows requirements of length, font and style</td>
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<tr>
<th>Content/Information</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>All elements of the topic are addressed</td>
<td>The paper is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.</td>
<td>The paper is objective and for the most part addresses with an in-depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.</td>
<td>The paper is objective and addresses with an in-depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.</td>
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<td>The information is technically sound</td>
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<td>Information based on careful research</td>
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<td>Coherence of information</td>
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<tr>
<th>Quality of Writing</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tr>
<td>Clarity of sentences and paragraphs</td>
<td>The paper is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The paper is badly organized, lacks clarity and/or does not present ideas in a coherent way.</td>
<td>The paper is well written for the most part, without spelling, grammar or use of English errors. The paper is well organized, clear and presents ideas in a coherent way.</td>
<td>The paper is well written from start to finish, without spelling, grammar or use of English errors. The paper is well organized, clear and presents ideas in a coherent way.</td>
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<tr>
<td>No errors and spelling, grammar and use of English</td>
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<tr>
<td>Organization and coherence of ideas</td>
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<tr>
<th>References and Use of References</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Scholarly level of references</td>
<td>Most of the references used are not important, and are not of googlescholarly quality. There is not a minimum of - see assignment - scholarly resources, and they are not used effectively in the paper. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</td>
<td>Most of the references used are important, and are of googlescholarly quality. There is a minimum of - see assignment - scholarly resources that are for the most part used effectively in the paper. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
<td>All the references used are important, and are of googlescholarly quality. There is a minimum of - see assignment - scholarly resources that are used effectively in the paper. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
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<tr>
<td>How effective the references are used in the paper</td>
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<td>Soundness of references</td>
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<tr>
<td><strong>The paper demonstrates coherent thought &amp; organization.</strong></td>
<td>Shows depth, synthesis, and complex thought</td>
<td>Shows some depth, synthesis and complex thought</td>
<td>Has ideas but lacks depth and synthesis</td>
</tr>
<tr>
<td><strong>The paper demonstrates knowledge gained thru research and reading.</strong></td>
<td>Uses sources important to the topic, cites them appropriately and only quotes when the material cannot be synthesized more effectively.</td>
<td>Misses major sources, cites them inadequately and/or uses quotes</td>
<td>Uses secondary sources, citations are unclear, and/or uses quotes poorly.</td>
</tr>
<tr>
<td><strong>The paper demonstrates competence in the area of study.</strong></td>
<td>It is clear that the student mastered the key material.</td>
<td>The student engaged the important elements of the study, but didn’t demonstrate mastery.</td>
<td>Most elements of the topic were covered, with notable exceptions.</td>
</tr>
<tr>
<td><strong>The writing mechanics do not distract.</strong></td>
<td>Spelling, grammar, format, and/or sentence structure never distracted from the research.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from research 1-2 times.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from research 3-4 times.</td>
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<tr>
<td><strong>Notes:</strong></td>
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<tr>
<td><strong>The paper meets requirements as found in the syllabus.</strong></td>
<td>Adequately addresses tasks (50 pts.)</td>
<td>Distorts 1 task (40 pts.)</td>
<td>Neglects or distorts 2 tasks (30 pts.)</td>
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**Rubric B**
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<th>Notes</th>
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<tr>
<td><strong>The paper demonstrates coherent thought &amp; organization.</strong></td>
<td>Shows depth, synthesis, and complex thought</td>
<td>Shows some depth, synthesis and complex thought</td>
<td>Has ideas but lacks depth and synthesis</td>
<td>Has some ideas but is simplistic or superficial</td>
<td>Lacks sufficient ideas</td>
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<tr>
<td><strong>The paper demonstrates knowledge gained thru research and reading.</strong></td>
<td>Uses sources important to the topic, cites them appropriately and only quotes when the material cannot be synthesized more effectively</td>
<td>Misses major sources, cites them inadequately and/or uses quotes poorly</td>
<td>Uses secondary sources, citations are unclear, and/or uses quotes poorly</td>
<td>Work with sources doesn’t demonstrate proficiency in research methodology</td>
<td>Deficient use of sources. Maybe plagiarism (without reference to intentionality on the part of the student)</td>
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</tr>
<tr>
<td><strong>The paper demonstrates competence in the area of study.</strong></td>
<td>It is clear that the student mastered the key material.</td>
<td>The student engaged the important elements of the study, but didn’t demonstrate mastery.</td>
<td>Most elements of the topic were covered, with notable exceptions.</td>
<td>Major elements are missing from the study</td>
<td>Significant confusion related to the topic is evident.</td>
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<tr>
<td><strong>The writing mechanics do not distract.</strong></td>
<td>Spelling, grammar, format, and/or sentence structure never distracted from the research.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from research 1-2 times.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from research 3-4 times.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from research 5-6 times.</td>
<td>Spelling, grammar, format, and/or sentence structure distracted from the research 7 or more times</td>
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Notes:

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<th>Distorts 1 task (40 pts.)</th>
<th>Neglects or distorts 2 tasks (30 pts.)</th>
<th>Neglects or distorts 3-4 tasks (20 pts.)</th>
<th>Neglects five or more tasks (10 pts.)</th>
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<th>Subtotal</th>
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Rubric C