

GLOBAL CIVILIZATION
CLASSICAL WORLD

Study Guide

Fifth Edition

11-06

Global Civilization: Classical World an integrated set

The *Study Guide*, *Reader*, and *Lesson Overviews*, used in conjunction with a number of other textbooks (see textbook list), form the core of the Global Civilization study program. *Classical World* is the second module, or course, of this comprehensive four-part curriculum. A set of similar books is available for each module in the program. Each book has a specific function:

Study Guide: This basic volume contains the lesson assignments and study questions for the curriculum. Also included are an Inductive Bible Study syllabus, and guidelines on writing research papers.

Hebrew Lessons and Greek Lessons: These basic volumes contain the Hebrew language lessons and the Greek language lessons for this module.

Reader: This collection of essays, articles, and lectures by various specialists supplements the reading assignments in the course textbooks.

Lesson Overviews: This volume contains Introductions and Reviews for each lesson. These are not formal lectures nor articles written for scholarly journals; rather, they were originally informal oral presentations to assist mentors in guiding students and to direct students in their studies. These overviews have been extensively edited since the original lectures were presented to take into account revised reading assignments. Both mentors and students receive a copy of this volume. A mentoring job description, mentoring guidelines, a mentor/student checklist, a rubric for the assessment of mentoring sessions, and an assessment key for mentoring sessions is provided in the front of this work.

Global Civilization

CLASSICAL WORLD

400 BC – AD 200

Study Guide

Fifth Edition

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Institute of International Studies



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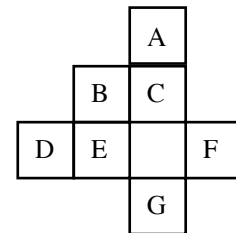


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Global Civilization

Classical World

Study Guide

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4	Review 2: The Ancient World: Israel and Other Nations – <i>Osborne</i>
5	Overview: Creation to 800 BC – <i>Harmon, Winter, Osborne</i>
6	Review 3: The Prophets and World Opinion – <i>Roberta Winter</i>
7	Review 4: Changing Cultures 600–500 BC – <i>Armstrong</i>
8	Persia and Its World – <i>Osborne</i>
9	Pre-Alexandrian Greece – <i>Emery</i>
10	Review: Near East and Mediterranean World 800–400 BC – <i>Emery, Osborne, Winter</i>
11	Getting Fitted with Mediterranean Glasses – <i>Mulholland</i>
12	The Times of the Gentiles – <i>Osborne</i>
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15	Review: The Hellenistic World: History, Religion, Literature – <i>Winter, Osborne, Christensen</i>
16	The Political Landscape and Jewish Messianism – <i>Winter</i>
17	Muslim Religious Beliefs
18	Library Research: Computerized Indexes and Databases – <i>Baker</i>
19	The Rise of Rome – <i>Osborne</i>
20	Review: The Roman and Jewish Worlds before Christ – <i>Winter, Osborne</i>

- 21 Jewish Sects, Scriptures, and Missions – *Osborne*
 22 Jewish Life and Missions in the Diaspora and Palestine – *Osborne*
 23 Religious Leaders: Rabbis, Messiahs, Gurus, Avatars – *Armstrong*
 24 The Gospels as a Teaching Medium – *Osborne*
 25 Review: Cultural Background to the Gospels – *Emery, Baker*
- 26 Jesus' Birth and Early Life – *Osborne*
 27 Jesus' Messianic Mission – *Emery*
 28 Jesus' Messianic Teaching – *Osborne*
 29 Language and Christology – *Baker*
 30 Review: Missiological Perspectives on the Gospels – *Winter, W. Dyrness, G. Dyrness*
- 31 Christology in Missiological Perspective – *Osborne*
 32 Jesus' Last Days and Death – *Osborne*
 33 Salvation, Death, and the Hereafter in the World's Religions – *Baker*
 34 Jesus' Resurrection and Commissioning of His Followers – *Osborne*
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- 36-40 Complete the Module 2A Research Paper and Integrative Paper

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 42 The Growth of the Church in Judea and Samaria: Acts 3–12 – *Winter*
 43 The Expansion of the Church among the Gentiles: Acts 13–28 – *Cotton*
 44 Spirits in the World's Religions – *Baker*
 45 Review: Missiological Perspectives on the Book of Acts – *Gilliland, Winter, Armstrong*
- 46 Paul's Early Missionary Letters: Galatians, 1, 2 Thessalonians – *Osborne*
 47 Problems in the Early Churches: 1, 2 Corinthians – *Winter*
 48 Paul's Middle Missionary Letters: Romans, 1, 2, Corinthians – *Winter*
 49 Paul's Later Missionary Letters: Philippians, Ephesians, Colossians, Philemon – *Emery*
 50 Review: Issues in the New Testament Church – *Winter, Emery*
- 51 Paul's Last Missionary Letters: 1, 2 Timothy, Titus – *Winter*
 52 Women in the Church – *Armstrong*
 53 The Jewish Christian Epistles of James, Peter, and Jude – *Osborne*
 54 The Jewish Christian Epistle of Hebrews – *Osborne*
 55 Review: Early Religious Communities: Christian, Buddhist, Muslim – *Winter, Dretke, Armstrong*

- 56 Christ as Sacrifice, Christ the Fulfillment – *Armstrong*
 57 The Pastoral Letters of John: 1, 2, 3 John – *Shaw*
 58 Revelation: Apocalyptic Literature, Eschatology, and Missions – *Osborne*
 59 Review: Knowledge of the Sacred and Eschatology – *Winter, Christensen, Baker*
 60 Work on the Module 2B RESEARCH PAPER and Integrative Paper
- 61 Religious and Political Developments in the Roman World – *Baker*
 62 The Apostolic Fathers – *Winter*
 63 Jewish Revolts, Leaders, and Writings – *Christensen*
 64 Sociolinguistics and Scripture – *Emery*
 65 Around the World: The Americas and the Pacific – *Emery*
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 67 Around the World: India – *Dharmaraj*
 68 Around the World: China – *Armstrong*
 69 Around the World: Central and Southeast Asia – *Osborne*
 70 Review: Developments in Asia – *Emery, Boehr, Armstrong*
- 71 Achievements of Classical Civilizations – *Baker*
 72 The Early Church in a Hostile Roman World – *Osborne*
 73 The Spread of Christianity – *Winter*
 74 The Changing World – *Baker*
 75 Summing Up – *Winter*
- 76-80 Complete the Module 2B Research Paper and Integrative Paper

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 57A **Shaw 1995:** Defense Against False Teachings

Inductive Bible Study Section

- > **Graham, Mary:** Guide to Inductive Bible Study Assignments
- > **Graham, Bruce:** Inductive Bible Study Toolkit
- > **Graham, Mary:** Inductive Bible Study Syllabus/ Romans

Research Paper Section

- > **Research Paper Guidelines** - *Armstrong*
- > **Research Paper Grading Rubric**
- > **WCIU Referencing Guidelines** - *Morad*

Integrative Paper Section- M2B Resources

- > **Roberta Winter Institute Explanation**
- > **Excerpts from N. T. Wright's *Judas and the Gospel of Jesus***

Global Civilization Program and Module Outcomes

Module 2 Course Requirements

The Module 2 course grade is based on requirements similar to those in Module 1. Your grade for each half module is determined as follows, unless your school indicates otherwise:

25% based on daily/weekly assignments, and Hebrew and Greek tests

40% for the Integrative Paper

35% for the Research Paper

1. *Daily/weekly assignments* include: readings, answers to the Reflection Questions, Intellectual Journal, discussions of the lesson materials during the mentoring sessions, Hebrew and Greek lessons, quizzes, and tests, inductive Bible studies, and the discipling component (teaching some of the material to a group or individual, or at least preparing a lesson plan that could be used in teaching).

This 1/4 of the grade is determined primarily by your mentor. The Greek and Hebrew tests, however, normally are marked by your school. Mentors are encouraged to give more value in grading to activities that require more time (e.g., understanding the reading, which is assessed mainly in the Reflection Questions and the mentoring sessions). See “Rubric for Assessing Mentoring Session” in the *Lesson Overviews* book.

2. *The Integrative Papers* are graded by your school. Guidelines for integrative papers may be found in this section of the Study Guide.

This paper enacts Learning Outcome 5: The student will be able to apply the study of the purposes of God in history and the development in societies throughout history to working cross-culturally in today’s globalized world, including critiquing and proposing development strategies, especially those of faith-based NGOs, that address the roots of human problems.

3. The two *research papers* are generally graded by your school. You may select the topics of both papers, with the approval of your mentor, provided that they relate to the material covered in this Module. Guidelines for the papers are similar to those in Module 1.

One research paper should relate to biblical studies, normally of the New Testament. The second research paper is not tied to any one discipline. Possible topics are numerous, as these few examples suggest:

- Comparing Jesus’ Teaching Methods with Those in X Society in West Africa
- Exorcism in the New Testament and China: Implications for Missions Today
- Contextualizing the Gospel for Rural Javanese
- The Contributions of Science to Our Understanding of the Work of God
- The Role of Women in New Churches in the New Testament and in Bihar, India

Global Civilization

Module 2 Schedule of Lessons

Classical World: 400 BC to AD 200

Module 2A

- 1 From First Things to Formulation
- 2 Creation in Missiological Perspective
- 3 *Review 1: Genesis 1–50 and the World*
- 4 *Review 2: The Ancient World: Israel & Other Nations*
- 5 *Overview: Creation to 800 BC*

- 6 *Review 3: The Prophets and World Opinion*
- 7 *Review 4: Changing Cultures 600–500 BC*
- 8 Persia and Its World
- 9 Pre-Alexandrian Greece
- 10 The Near East & Mediterranean World 800–400 BC

- 11 Getting Fitted with Mediterranean Glasses
- 12 The Times of the Gentiles
- 13 Reshaping History: Alexander & Global Civilization
- 14 The Effect of Hellenistic Culture on Jewish Life
- 15 The Hellenistic World: History, Religion, Literature

- 16 The Political Landscape and Jewish Messianism
- 17 Library Research: Computerized Indexes & Databases
- 18 Work on the RESEARCH PAPER
- 19 The Rise of Rome
- 20 The Roman and Jewish Worlds before Christ

- 21 Jewish Sects, Scriptures, and Missions
- 22 Jewish Life & Missions in the Diaspora and Palestine
- 23 Religious Leaders: Rabbis, Messiahs, Gurus, Avatars
- 24 The Gospels as a Teaching Medium
- 25 Cultural Background to the Gospels

- 26 Jesus' Birth and Early Life
- 27 Jesus' Messianic Mission
- 28 Jesus' Messianic Teaching
- 29 Language and Christology
- 30 Missiological Perspectives on the Gospels

- 31 Christology in Missiological Perspective
- 32 Jesus' Last Days and Death
- 33 Salvation, Death, Hereafter in the World's Religions
- 34 Jesus' Resurrection, Commissioning Followers
- 35 The Gospels from a Global Perspective

- 36-40 Complete the Integrative Paper and Research Paper

Module 2B

- 41 Beginning of the Church in Jerusalem: Acts 1–2
- 42 Growth of the Church in Judea & Samaria: Acts 3–12
- 43 Expansion of the Church among Gentiles: Acts 13–28
- 44 Spirits in the World's Religions
- 45 Missiological Perspectives on the Book of Acts

- 46 Paul's Early Missionary Letters: Galatians, 1, 2 Thess
- 47 Problems in the Early Churches: 1, 2 Corinthians
- 48 Paul's Middle Missionary Letters: Romans, 1, 2 Cor
- 49 Paul's Later Missionary Letters: Phil, Eph, Col, Philem
- 50 Issues in the New Testament Church

- 51 Paul's Last Missionary Letters: 1, 2 Timothy, Titus
- 52 Women in the Church
- 53 The Jewish Christian Epistles of James, Peter, Jude
- 54 The Jewish Christian Epistle of Hebrews
- 55 Early Religious Communities: Christian, Buddhist, Muslim

- 56 Christ as Sacrifice, Christ the Fulfillment
- 57 The Pastoral Letters of John: 1, 2, 3 John
- 58 Revelation: Apocalyptic, Eschatology, Missions
- 59 Knowledge of the Sacred and Eschatology
- 60 Work on the RESEARCH PAPER

- 61 Religious & Political Developments in the Roman World
- 62 The Apostolic Fathers
- 63 Jewish Revolts, Leaders, and Writings
- 64 Sociolinguistics and Scripture
- 65 Around the World: The Americas and the Pacific

- 66 Around the World: Africa & Europe Beyond Mediterranean
- 67 Around the World: India
- 68 Around the World: China
- 69 Around the World: Central and SE Asia
- 70 Developments in Asia

- 71 Achievements of Classical Civilizations
- 72 The Early Church in a Hostile Roman World
- 73 The Spread of Christianity
- 74 The Changing World
- 75 Summing Up

- 76-80 Complete the Integrative Paper and Research Paper

Global Civilization Module 2 Outcomes

Module 2 Outcomes- On completion of this module, students will be able to:

Cognitive

Historical Studies on Development

1. Analyze the historical and contemporary issues of the major civilizations of the classical world to identify root causes of problems, in the light of the central event of history, and evaluate the attempts to deal with those problems.

Cultural and Sociological Studies on Development

2. Analyze cultural and social structures, networks, boundaries, and patterns of interaction within classical societies and how religious, philosophical, and other cultural forces spread both within and between these cultures and affected their development.

Religious and Philosophical Studies on Development

3. Analyze the origin and development of the major religious and philosophical traditions of the classical world – with focus on Greek, Roman, and Hellenistic teachings, Jewish sects, early Christian groups, Theravada Buddhism, and Hindu bhakti cults – and their effect on the development of their societies and surrounding cultures.

Biblical and Christian Studies on Development

4. Analyze early and modern understandings of major teachings of the New Testament in order to explain the story of the New Testament in its historical, cultural, literary, and theological contexts, including the missiological purpose of God for all peoples, showing how individual and societal change occurred in the New Testament, and how this impacted the way those societies sought to address the roots of human problems.

Synthesis

5. Apply the study of development in classical civilizations and the New Testament to working cross-culturally in today's globalized world, with particular focus on efforts of faith-based NGOs.

Affective

6. Show appreciation for religious and philosophical diversity in the classical world and explain how these systems represent both the human desire to know God and ultimate reality, as well as distortions of that desire.
7. Reflect critically on one's own culture and world view in light of studying classical religions and philosophies, and the implications for understanding the roots of human problems.
8. Demonstrate values of life-long learning, reflection, and service characteristic of voluntary international development agencies.

Skills

9. Apply appropriate hermeneutical methods and tools to the study of selected New Testament texts and other sacred literature, with special reference to use of inductive methods and basic Greek language skills in studying the Septuagint and New Testament words, concepts, and books.
10. Communicate to others some aspects of historical, socio-cultural, religious, and biblical knowledge gained from studying the classical world that address the roots of human problems.
11. Use the appropriate literary, historical, biblical and social science methods and tools to research a specific problem or issue in the classical world and communicate the results in appropriate academic language and forms.

Oliver, Roland
2000 *The African Experience*, 2d ed. Boulder:
Westview.

*Pritchard, James B., ed
1991 *The Harper Concise Atlas of the Bible*.
New York: Harper Collins.

Schultz, Emily A.
2005 *Cultural Anthropology* - With CD. 6th
ed. Oxford: Oxford UP.

Smart, Ninian and Richard D. Hecht, eds.
1993 *Sacred Texts of the World: A Universal
Anthology*. New York: Crossroad.

Winter, Ralph D. and Steven C. Hawthorne, eds.
1999 *Perspectives on the World Christian
Movement*, 3d ed. Pasadena: William
Carey Library.

New Texts Required for Module 2

Bruce, F. F.
1981 *The New Testament Documents: Are
they Reliable?* 6th ed. Grand Rapids:
Eerdmans.

Cragg, Kenneth
2000 *The Call of the Minaret*, 3rd ed. Oxford:
Oneworld Publications.

Earhart, H. Byron, ed.
1993 *Religious Traditions of the World*. San
Francisco: HarperCollins.

☆ Evans, Craig A., and Stanley E. Porter, eds.
2000 *Dictionary of New Testament
Background*. Downers Grove:
InterVarsity.

Filbeck, David
1994 *Yes, God of the Gentiles, Too: The
Missionary Message of the Old
Testament*. Wheaton: Billy Graham
Center.

Gallagher, Robert L. and Paul Hertig, eds.
2004 *Mission in Acts: Ancient Narratives in
Contemporary Context*. Maryknoll, NY:
Orbis Books.

☆ Green, Joel B., Scot McKnight, and I. Howard
Marshall, eds.
1992 *Dictionary of Jesus and the Gospels*.

Downers Grove: InterVarsity.

Haile, Jane Hollingsworth
1994 *Discovering the Gospel of Mark*.
Pasadena: William Carey Library.
(original edition: 1950, Downers Grove:
InterVarsity)

☆ Hawthorne, Gerald F., R. P. Martin, and D. G.
Reid, eds.
1993 *Dictionary of Paul and His Letters*.
Downers Grove: InterVarsity.

Malina, Bruce J.
1993 *The New Testament World: Insights
from Cultural Anthropology*. Rev. ed.
Louisville: Westminster/John Knox.

Moffett, Samuel Hugh
1998 *A History of Christianity in Asia, Vol. 1:
Beginnings to 1500*. Rev. ed. Mary
Knoll: Orbis.

Moreau, A. Scott, ed.
2000 *Evangelical Dictionary of World
Missions*. Grand Rapids: Baker.

Stark, Rodney
1997 *The Rise of Christianity*. San Francisco:
HarperCollins.

Traina, Robert
2002 *Methodical Bible Study*. Grand Rapids:
Zondervan.

Wilkins, Michael J.
1992 *Following the Master: Discipleship in
the Steps of Jesus*. Grand Rapids:
Zondervan.

Wright, N. T.
1992 *Who Was Jesus?* Grand Rapids, MI:
Eerdmans.

Study Kit Materials – New for Module 2

Winter, Ralph D. et al, eds.
2006 *Global Civilization, Classical World:
Lesson Overviews*, 5th ed. Pasadena:
William Carey Library.

2006 *Global Civilization, Classical World:
Reader*, 3rd ed. Pasadena: William
Carey Library.

2006 *Global Civilization, Classical World: Study Guide*, 5th ed. Pasadena: William Carey Library.

Baker, Lois I.
2005 *Greek Lessons*. Pasadena, CA: Institute of International Studies.

IIS Staff
2005 *Hebrew Lessons*, 1st ed. Pasadena, CA: Institute of International Studies.
(was also required for Module 1)

Latourette, Kenneth Scott
1975 *A History of Christianity, Vol. 1: Beginnings to 1500*. San Francisco: HarperCollins.

Reference Tools – New for Module 2

*Brenton, Lancelot C. L., transl.
1986(1851) *The Septuagint with Apocrypha: Greek and English*. Peabody, MA: Hendrickson.

*Winter, Ralph
1978 *Word Study: Concordance and the New Testament* (2 books). Tyndale House.

Please Note that MBS has a limited number of the Winter concordance

for sale. Please check this link for other retailers who might carry this book:

<http://www.allbookstores.com/book/compare/0842383905>

Optional

Cormack, Don
2001 *Killing Fields, Living Fields*. London: OMF/Monarch.

Ferne, Elizabeth W.
1969 *Guests of the Sheik: An Ethnography of an Iraqi Village*. New York: Doubleday.

Johnstone, Patrick
2001 *Operation World*, 6th ed. Waynesboro, GA: Paternoster.
(was also optional for Module 1)

Steffen, Tom A.
2005 *Reconnecting God's Story to Ministry: Crosscultural Storytelling at Home and Abroad*. Rev. ed. Waynesboro, GA: Authentic Media.

Guidelines for Integrative Paper: M-2

Purpose

The purpose of this integrative paper is to allow you to reflect on everything you have been reading in order to demonstrate mastery of the material and to critically reflect on how it applies to your situation. These guidelines are meant to assist you in writing a well-organized paper as well as provide you with information regarding our expectations.

M2A Integrative Paper Assignment

Read the short book, *Who Was Jesus*, by N.T. Wright. In an analytical essay of 8-10 pages interact with at least five of Wright's main points by documenting from the readings of Module 2 why you do or do not agree with his analysis. In your essay demonstrate how you have achieved each of the cognitive Outcomes for Module 2 in relationship to the themes of this book. Conclude with an application of who Jesus was (and is) for workers in other cultures engaged in international development, with particular reference to discovering and addressing the roots of human problems around the world.

M2B Integrative Paper Assignment

Read the short explanation of the Roberta Winter Institute and the notes from another N.T. Wright book, *Judas and the Gospel of Jesus* (both found in the APPENDIX). Also, do some online or library research to learn a little more about the "Gospel of Judas" and its original context. (You can find appropriate weblinks in the Latourette Library Internet Research Links.) In an essay of 8-10 pages, compare and evaluate the issues raised by Ralph D. Winter and N.T. Wright. In what ways do these issues impact the work of your NGO or church? What challenges does this thinking present for international development in relation to addressing the roots of human problems? From your readings in Module 2, give documentation in support of your analysis of why you agree or disagree with these authors. In your essay demonstrate how you have achieved each of the cognitive Outcomes for Module 2 in relationship to the themes reflected in the notes provided.

Organization

With these guidelines you will also receive a grading rubric explaining the expectations of how grades will be given. The grading criteria for an "A" paper states that, "Writing is clear and logical, and well organized around a short introduction, a developed thesis, and a conclusion. Referencing guidelines are followed consistently."

Computers, Margins, Spacing, Type Style

All papers must be typed. If this is a problem you should make your case beforehand with your mentor. Following APA formatting guidelines, margins should be 1 inch on all sides with the exception of the title page. The paper should be double spaced with the exception occurring in Tables or graphs where single spacing would provide clearer communication. All new paragraphs should be indented at .5. Times New Roman should be the font style selected.

Length: Minimum length, (excluding bibliography), is 10 pages and the maximum, (also excluding bibliography) is 20 pages.

Outline and Referencing

As the rubric indicates, it is expected that an "A" paper will be properly outlined and referenced. The Global Civilization program uses the APA formatting and referencing style, as that is the style used primarily in social sciences and for publications. Even though this is an integrative paper on the texts you have read and not a research paper, you will still need to document your sources and give credit to those whose ideas you are referring to. If you have access to the Internet, go to: www.wisc.edu/writing/Handbook/DocAPAOrientation.html This provides a quick guide to how to reference different types of resources as well as APA formatting guidelines.

Headings

As has been outlined in these guidelines, subjects are outlined according to headings.

Level 1 Headings are division headings and are:

Centered

Use Upper Case for all Words Except Prepositions and Articles,

Uses Regular Font Size

Level 3 Headings: Flush Left, Italicized, Upper and Lower Case

Level 4 headings are indented, italicized, only first letter is capitalized in sentence and it ends with a period. The text follows immediately after the period in a level four heading.

Unless you are doing a lengthy literature review, a level 2 heading will not be necessary. For more information and examples on proper headings for your outline, refer to either your APA manual or on-line at <http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

Introduction and Thesis Statement

This assignment is asking you to synthesize all you have read in this module. Therefore, your thesis statement, or main idea, will be the theme you have discovered from your readings. You may refer to 37 B-1 for more information on how to write a thesis statement and organize your paper. Another good on-line source is: http://owl.english.purdue.edu/handouts/print/general/gl_thesis.html. We refer you to Purdue's Online Writing Lab (OWL) for help in writing, organizing and referencing your works.

In your integrative and research papers you will be quoting, paraphrasing and summarizing other people's work. If you are unclear about the distinctions between these three, go to: http://owl.english.purdue.edu/handouts/research/r_paraphr.html. This will not only explain the differences but also show you how to paraphrase without plagiarizing.

GRADING RUBRIC FOR INTEGRATIVE PAPER

Organization	F= 0 – 5 The essay is unclear and has no organization. Required standards of style are not followed.	D= 6 The organization of the essay is not logical. Required standards of style are followed inconsistently with many errors.	C= 7 Writing has minimal organization and a basic thesis. Required standards of style are followed, but with many errors.	B= 8 Writing follows a logical organization, but sometimes drifts from the thesis. Required standards of style are followed with few errors.	A= 9 – 10 Writing is clear, logical, and well organized around a short introduction a developed thesis and a conclusion. Required standards of style are followed consistently.
Key Points	F= 0 – 23 The chosen subject is not addressed and is regularly written with un-clarity and imprecision. No evidence is provided and does not refer to appropriate authorities.	D= 24 – 27 Very few aspects of the chosen subject are covered and are typically written with un-clarity and imprecision. Few points provide any evidence and rarely refer to appropriate authorities.	C= 28 – 31 Minimal aspects of the chosen subject are covered and are inconsistently written with clarity and precision. In general the points provide some evidence and occasionally refer to appropriate authorities.	B= 32 – 35 Relevant aspects of the chosen subject are covered and are written with clarity and precision. Some points provide strong evidence and refer to appropriate authorities.	A= 36 – 40 Key aspects of the chosen subject are covered and are written with clarity and precision. Every point provides strong evidence and refers to appropriate authorities.
Synthesis and Application	F= 0 – 23 The synthesis does not demonstrate comprehension of the subject and does not effectively clarify key concepts. Application/s are not supported with significant evidence or non-existent.	D= 24 – 27 The synthesis demonstrates an inadequate comprehension of the subject and key concepts. Application/s are inadequately supported with significant evidence.	C= 28 – 31 The synthesis demonstrates a nominal comprehension of the subject and clarifies most key concepts. Application/s are nominally supported with significant evidence.	B= 32 – 35 The synthesis demonstrates an adequate comprehension of the subject and clarifies key concepts. Application/s are adequately supported with significant evidence.	A= 36 – 40 The synthesis demonstrates mastery of the subject and effectively clarifies key concepts. Application/s are fully supported with significant evidence.
Grammar/ Language use	F= 0 – 5 The essay has so many basic grammar errors that it cannot be understood. The student does not use language in keeping with educated usage.	D= 6 The essay has many basic grammar errors but the meaning is somewhat clear. The student rarely uses language in keeping with educated usage.	C= 7 The essay has a few major and minor grammar errors, but most sentences are clear and understandable. The student inconsistently uses language in keeping with educated usage.	B= 8 The essay has a few minor grammar errors which do not interfere with understanding. The student typically uses language in keeping with educated usage.	A= 9-10 The essay has no grammatical errors. The student uses language in keeping with educated usage.

Grading Scale	A	B	C	D	F
	A+ 100 A 93-99 A- 90-92	B+ 87-89 B 83-86 B- 80-82	C+ 77-79 C 73-76 C- 70-72	D+ 67-69 D 63-66 D- 60-62	F 59-0

Total Assessment	Organization	Key Points	Synthesis and Insights	Grammar/ Language Use	Total Points
	____/10	____/40	____/40	____/10	____/100

-Daily Study Guides-