

**Theology of Evangelism (TOE)**  
**Course #: CL-510x**

Instructor	TA
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### **Purpose of Course**

This course equips students to synthesize their personal experiences of God’s goodness with contextual awareness, various theological perspectives, and biblical teachings to develop creative practices of evangelism that are true to their personal faith. In doing this, the course will provide students with the core competencies needed for certification in Evangelism and/or for ministerial development through either the MA or MDiv degrees.

### **Course Learning Objectives**

<b>MDiv Degree Objectives</b>	<b>Course Learning Objectives</b>	<b>Means of Assessment</b>
1. Demonstrate a general knowledge of Scripture, history and doctrine, and/or practices of the Christian traditions	<ul style="list-style-type: none"> <li>• Identify biblical passages that are central to evangelism.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assignments</li> <li>• Final Project</li> </ul>
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life	<ul style="list-style-type: none"> <li>• Reflect on the how the Bible has been understood or misunderstood related to evangelistic practice.</li> </ul>	Formative Assignment
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s)	<ul style="list-style-type: none"> <li>• Connect the need for spiritual formation as a Christian to participation in evangelism.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assignment</li> <li>• Tweets/Instagram Threads</li> </ul>
4. Promote prophetic inquiry and witness for the sake of justice	<ul style="list-style-type: none"> <li>• Recognize the intersection of bearing witness to the gospel and social justice.</li> </ul>	Quizzes
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings	<ul style="list-style-type: none"> <li>• Describe how different social locations affect the theological approach to and practice of evangelism.</li> </ul>	Quizzes

6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it	<ul style="list-style-type: none"> <li>• Construct a personal theology of evangelism.</li> <li>• Construct a congregational practice of evangelism.</li> </ul>	<ul style="list-style-type: none"> <li>• Evangelism Equation</li> <li>• Final Project</li> </ul>
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	<ul style="list-style-type: none"> <li>• Evaluate existing ministries of the church in light of new knowledge about evangelism.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Tweets/Instagram Threads</li> </ul>

## Structure of Course

This course meets in two different ways. During six weeks of the semester (see Course Schedule below), it will be entirely online as a webinar on zoom. During all other weeks, it will meet hyflex, meaning that you can attend face-to-face or online at your discretion. In addition to these synchronous sessions, there will be a substantial amount of asynchronous work, including readings, Twitter/Instagram Threads posts, online lectures, quizzes, and a variety of weekly short assignments that build to the final major assignment.

## Texts

Cone, James H. “Evangelization and Politics: A Black Perspective.” *Black Theology: A Documentary History, volume two: 1980-1992*. eds. James H. Cone and Gayraud S. Wilmore. Maryknoll: Orbis, 1993. ISBN 0-883344-773-8. **Free – selection posted online.**

*Creative Transformations* 15 no. 4, Fall 2006. ISSN 1062-4708. **Free – posted online.**

*International Review of Mission* vol. 94, no. 372, January 2005. No ISBN. The following articles are both **free and posted online.**

Kärkkäinen, Veli-Matti. “Spirit, Reconciliation and Healing in the Community: Missiological Insights from Pentecostals,” 43-50.

Grundmann, Christoffer H. “Inviting the Spirit to Fight the Spirits? Pneumatological Challenges for Missions in Healing and Exorcism,” 51-73.

Lester, Terence. *When We Stand: The Power of Seeking Justice Together*. Downers Grove, IL: IVP, 2021. ISBN 978-0830831784. **Free – selection posted online.**

Logan, James C. *How Great a Flame! Contemporary Lessons from the Wesleyan Revival*. Nashville, TN: Discipleship Resources, 2005. ISBN 0-88177-472-3. \$5.99. Amazon. **(Need to purchase this)**

McNeil, Brenda Salter. *A Credible Witness: Reflections on Power, Evangelism and Race*. Downers Grove, IL: IVP, 2008. ISBN-13 978-0830834822. \$13.24. Amazon. **(Need to purchase this)**

Pope-Levinson, Priscilla. *Evangelization from a Liberation Perspective*. New York: Peter Lang, 1991. ISBN 0-8204-1169-8. **Free – selections posted online.**

Russell, Letty M. “Liberation and Evangelization – A Feminist Perspective.” *Occasional Bulletin of Missionary Research* vol. 2, 1978. No ISBN. **Free – selection posted online.**

Teasdale, Mark R. *Evangelism for Non-Evangelists: Claiming and Living the Gospel Authentically*. Downers Grove, IL: IVP, 2016. ISBN 978-0-8308-5166-9. \$16.00. Amazon. **(Need to purchase this)**

**Assignments** - Unless otherwise noted, all assignments are due each week on Tuesday by 10 a.m.

- Formative Assignments – 36% of total grade (12 assignments x 3% each)

You will submit a short assignment most weeks throughout the course. These are usually very short papers. There are also two weeks during which you will take a total of four ten-question, multiple-choice quizzes, one for each of the four broad theological traditions you encounter in the readings for those weeks. You have 60 minutes to complete each quiz, which starts when you click on the quiz. You may retake each quiz twice. If you retake the quiz, the highest score you receive will be recorded for the course.

You can find the assignments for each week in the course schedule below.

These assignments are meant to be formative, allowing you to process the material in the lectures and readings. They will also be the basis for the conversation during the optional synchronous sessions, so come to each session prepared to share!

- Facilitation and Twitter/Instagram Threads during the Webinars (10% of total grade)

During the webinars, you will be assigned to a small group that includes students who are both from the seminary and who are from outside the seminary. This group will meet in virtual break-out rooms during the live webinars. Each week, one of the seminarians in the group will be the facilitator of the small group. The week you facilitate is the week you complete this assignment.

Facilitators must post a minimum of five tweets/Instagram threads to share about what their group discusses, tagging the account @evangelismonlin. You can access @evangelismonlin on Instagram Threads at <<https://www.threads.net/@evangelismonlin>>. If you want to use Twitter and need to set up a Twitter account or do not know how to use Twitter, please see this [simple tutorial](#). If you want to use Instagram Threads and need to set up a Threads account or do not know how to use Threads, please see this [site](#).

Facilitators in the small groups do the following:

- Make certain that everyone in the group has a chance to respond to the discussion question provided by the webinar leaders.
- Take notes on what everyone in the group says. This will be the material you use for your tweets.
- If called on, report back to the whole webinar when the small group time is over.
- During/after the webinar, you need to use Twitter/Threads to report the notes you took based on the small group conversation. This should include a **minimum of five tweets/threads**. More are welcome if you have more to share. You are welcome to tag people in the tweets if the people in your group give their consent for that.

Here are a few guiding questions to ask yourself as you prepare each of your tweets/threads:

- 1) *Does this tweet/thread have substance?* Don't just tweet a pithy catch-phrase rather than strong reflections focused on class content and discussion.
- 2) *Does this tweet/thread have purpose?* Related to the first question, this gets at the heart of the assignment. These Tweets reflect not only the discussion you're having in the groups, but also your ability to synthesize information and present it with clarity.
- 3) *Does this tweet/thread have enough content?* While grading does not rest on Tweet length, a good rule of thumb is the shorter the Tweet, the less content there is to grade. You may very well blow me away with your erudite 30-character Tweet, but it is better to take the time to give 130-180 characters. This lets me know you are considering the full conversation.
- 4) *Does this tweet/thread reflect the group's discussion?* Engage and rephrase the words of your peers. If someone offers a strong statement or offers a great question, ask permission to tag them in the Tweet. Don't just retweet your own thoughts.

For example a “C” *tweet/thread* would be: “We discussed the importance of loving our neighbors. @EvangelismOnlin”

An “A” *tweet/thread* would be: “A group member discussed the importance of loving our neighbors. This is an opportunity to share the goodness we have experienced from God. We need to love them invitationally: in a way they can understand and respond to. @EvangelismOnlin”

- Evangelism Equation (25% of total grade) – Due October 22

You will submit an assignment with your completed evangelism equation. This is a summative assignment for the first half of the course and should show clear understanding of the material we have covered. You are welcome to draw from the portfolio assignments through this point to help you complete this assignment.

The assignment can be creative and has no particular word count, but if it helps, these are a few things that might help as you think about your assignment format. Please incorporate your reflections from previous weeks and synthesize your assignment. Citations are not required.

1. **Paper format:** A good EEA can be between 3 and 5 pages, double-spaced. However, if you are a concise writer, it could be shorter than that as long as you answer the questions within three pages.
2. **Creative format:** EEA can also be creative. You can draw, cartoon, make a video, or create a blog, or beyond, whatever fits you, as long as it meets the rubric.
3. **Paper Content:** Using the equation as an outline, articulate each item for yourself (what is your starting point, what is your theological reflection, what is your context, and what are your practices). Some more detail on what you should include for each item:

Starting Point = \*explain your experience of God’s goodness through Christ and the metanarrative that makes you want to share\*

Theological Reflection = \*explain the source(s) of revelation you use and the hermeneutic you use with the source(s)\*

Contextual Awareness = \*describe the context in which you will evangelize, both those who may join you in evangelizing (i.e., your internal context with its passions and gifts) and those you want to evangelize (i.e., your external context with where you are trusted and needs you can meet)\*

Creative Practices = \*describe words and deeds you will use to evangelize, explaining the transformative sign you hope they provide and how they will invite people to transformation through Jesus Christ\*

- Final Project (29% of total grade) – due Friday, Nov. 22 at 11:59 p.m.

At the end of the course, you will have a final project that is both practical and summative, allowing you to use all the material you have covered in the course already in a way that can be used outside the classroom.

There are three options for the final project. Pick one: a grant application, a social media presentation of the gospel, and a presentation to a congregation. Each is described below.

### 1. Complete a Grant Application

The Foundation for Evangelism funds grants for small- and medium-sized congregations to practice evangelism. Using the material covered in this course, complete the grant application used by the Foundation. The Foundation has based much of its granting process on the Evangelism Equation and SOAR model, so you will be able to use much of what we covered in this class as you complete the application. In addition, should you choose to apply for the grant in 2025, you will be in great shape to do so.

### 2. Instagram Evangelism Outreach (other forms of social media also allowed)

The course has an Instagram account ([@evangelismonlin](#) – that’s not a typo, there is no “e” at the end because someone already took that username!).

Use your Instagram account to build an evangelistic presentation to share with others. Since this is in a public setting, you should develop the Instagram post with sensitivity for who you think will encounter it. Make certain to tag the course IG account so we can see it!

The post may use any sort of media (written words, videos, audio, etc.), but it must at least include the following

1. A clear sense of who your audience is.
2. An explanation of the goodness of God through Jesus Christ.
3. Your story of how you came to believe in this goodness and why it is important enough for you to share it.
4. Some responses to questions or concerns you expect your audience to share.
5. A clear invitation for your audience to take a measurable next step.

### 3. Presentation to Inspire a Group of Christians to Participate in Evangelism.

The goal is for this presentation to be used in a real ministry setting (e.g., a congregation you are serving) so please construct it with that in mind.

The presentation can be either a video **or** a document. (If you submit a video, you will need to upload a bibliography document along with it, but you will not need to upload anything else written with it.)

Some possible genres you could use for your presentation:

- Sermon
- Presentation to a committee
- Lesson plan for a small group

Regardless of which of these you choose, or whether you choose a different genre that fits your ministry site better, the presentation must do the following:

1. Define evangelism.
2. Provide a biblical warrant for engaging in the practice of evangelism.
3. Cast a vision for the goodness of God through Jesus Christ.
4. Draw from the SOAR Model to:
  - Provide an analysis of the internal context (gifts and hindrances) for inviting people to share in the vision.
  - Provide a basic description of the external context (opportunities and hindrances) for inviting people to share in the vision.
5. Construct three basic goals the audience can use to measure whether they are moving effectively toward inviting people into the vision.
6. Cite all works (texts and lectures) used. This is done by including a works cited page or slide with proper bibliographic citation style at the end of the document, or uploading just this one bibliographic page along with a video.

Presentations that are documents may be uploaded as a Word or Power Point file. Documents should be approximately 1000 words.

Videos can be created with the video software of your choice. For videos, you can either upload the video to Moodle (if they are small enough files) or just post the link to the video (if you uploaded it to YouTube or somewhere else.) Videos should be 5-7 minutes long (unless being used for a sermon that requires a longer period of time).

Students may use visuals, video clips from elsewhere, and audio clips to help convey their point in either their documents or videos, but this is not required.

### **Grade Scale – all assignments are graded out of 100 points**

<b>A</b>	<b>94-100</b>
<b>A-</b>	<b>90-93 (91.5)</b>
<b>B+</b>	<b>87-89 (88)</b>
<b>B</b>	<b>84-86 (85)</b>
<b>B-</b>	<b>80-83 (81.5)</b>
<b>C+</b>	<b>77-79 (78)</b>
<b>C</b>	<b>74-76 (75)</b>
<b>C-</b>	<b>70-73 (71.5)</b>
<b>D</b>	<b>60-69 (65)</b>

Note that all assignments in this course are also considered a form of demonstrating “attendance” in the class each week. Per the academic attendance policy, a student who misses more than two assignments will be considered to have been absent for more than 20% of the class, which is grounds for failing the course.

**Course Schedule (Please see Moodle for exact dates and deadlines.)**

**Hyflex Courses will meet in-person or online via Teams, whichever way you prefer to attend. Webinars will meet via Zoom using the link you receive after registering for the webinar zoom link.**

**All assignments must be completed by Tuesday at 10 a.m. each week (including the first week!). Be sure to watch lectures and read texts *before* completing the assignments.**

<b>Theme for Week</b>	<b>Texts</b>	<b>Assignment – read texts and watch lecture before doing these</b>	<b>Meeting Dates</b>
What is Evangelism?	McNeil, intro, chs. 1-6	1. What biblical passage(s) are most meaningful for you related to evangelism. List and explain each one (no more than 50 words per passage). 2. How does McNeil’s use of the Bible help you think about ways to connect Bible passages with evangelism?	Hyflex 9/3
The Imagination and Character of the Evangelist (2 videos)	McNeil, ch. 7-11, conclusion	1. What movies, stories, music, or other works spark your imagination about God? List and explain each one (no more than 50 words per entry). 2. How does McNeil use imagination to help convey her message about the kind of person an evangelist should be?	Hyflex 9/10
Defining Evangelism	Teasdale, intro	What would you say if asked to give a one-sentence definition of evangelism? Explain in 300 words or less.	Webinar 9/17
Articulating Our Staring Point	Teasdale, chs. 1, 2	Select three pictures or videos (these can be ones you have taken or ones on the web). One should represent God’s goodness to you in the past, one the present, and the future. Explain each in 150 words or less.  Tweet/Thread if you were a webinar facilitator.	Webinar 9/24
Theological Reflection	Teasdale, ch. 3	Tell the story of when God spoke to you most clearly. How did you know it was God? Answer this in 500 words or less.	Webinar 10/1

		Tweet/Thread if you were a webinar facilitator.	
Contextual Awareness	Teasdale, ch. 4	Describe the context in which you expect to practice (or are currently practicing) evangelism. What do you think “abundant life” would look like in that context? Answer in 500 words or less.  Tweet/Thread if you were a webinar facilitator.	Webinar 10/8
Developing Creative Practices	Teasdale, ch. 5	Take the (ungraded) quizzes and grade them using the material posted on Moodle. After you take the two quizzes, share your results and explain how they help you to think about creative practices of evangelism that fit your gifts and passions. Answer in 400 words or less.  Tweet/Thread if you were a webinar facilitator.	Webinar 10/15
A Congregational Strategy	Teasdale, ch. 6, appendix	Using the equation as an outline, articulate each item for yourself (what is your starting point, what is your theological reflection, what is your context, and what are your practices). Explain each item (no word limit).  Tweet/Thread if you were a webinar facilitator.	Webinar 10/22
SOAR Application of Equation	Lester, ch. 1	Develop the SOAR Model for your congregation. You can simply type it in outline format, you do not need to create squares like in the model.	Hyflex 10/29
Theological Traditions and Evangelism: Black, Feminist, Latin American Liberation, and Process (No video this week)	Russell – entire, Cone, 531-553, Pope-Levinson 155-173, <i>Creative Transformations</i> – entire (all are online)	Quizzes on Liberationist and Process Theologies	Hyflex 11/5

Theological Traditions and Evangelism: Pentecostal and Wesleyan (No video this week)	Kärkkäinen – entire, Grundmann – entire (all are online), Logan – entire	Quizzes on Pentecostal and Wesleyan Theologies	Hyflex 11/12
Final Project	N/A	Submit Final Project by 11/22 at 11:59 p.m. – this session will be a workshop to walk through your projects so far.	Hyflex 11/19
<b>Thanksgiving Break (11/26) – No Class</b>			
Congregational Evangelism Today with Dr. Lear	TBD	TBD	Hyflex 12/3

## Technology Notes

Given the lack of personal contact during the course, you will need to be certain you have sufficient technological ability to access and participate in this course. **It is the student's responsibility to have sufficient technology to access and participate in the course.** The instructor will assume this and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements:

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.

- Hardware – You will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain you can run the necessary software and fully participate online.
  - **For the webinars, you should connect with a laptop or desktop, *not* a mobile device (including phones, tablets, and Chromebooks). The software does not give you full ability to participate if you connect via mobile device.**
  - **You will need a working microphone and speakers with your computer to participate in the webinars. You are welcome to use your webcam, though not required to do so.**
- Twitter/Instagram Threads – You will need to use Twitter or Instagram Threads during this course. If you want to use Twitter and need to set up a Twitter account or do not know how to use Twitter, please see this [simple tutorial](#) . If you want to use Instagram Threads and need to set up a Threads account or do not know how to use Threads, please see this [site](#).

## Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one’s coursework:

### Writing

- **Academic integrity and plagiarism:** (See 22-23 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (22-23 Handbook, 84)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students’ theological research and writing. See <https://www.garrett.edu/student-life/student-services> “Writing Center” for more detailed information.

### Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All

participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 22-23 Handbook, 9)

- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (22-23 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

### **Academic Accommodations**

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (22-23 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (22-23 Handbook, 20)

### **Course Policies**

1. **Excellence in Writing:** Even though this is an UM Studies course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please contact the instructor.

2. **Intellectual Virtue:** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

3. **Late Work:** Late work is not accepted in this course except in the case of emergencies.

### **Instructor/TA Interaction and Grading**

If there is a TA for this course, the primary work of the TA is to be a point of contact for students concerning the course and to review the lectures. In addition to this, the TA may participate on the discussion forums as needed.

**For all questions and concerns about the course, you should contact the TA first, not the instructor.** If the instructor is necessary to resolve the issue, the TA will contact him.

Both the TA and the instructor will do their best to respond to emails within 24 hours of when they are sent. Be aware that if you send an email during the weekend, during scheduled breaks, or on Christian holy days, you will need to wait until a regular school day for an answer.

The TA and instructor will both be online several hours a week (excluding weekends and holidays). Both will be online during the webinars, and the TA will be tracking the tweets to make certain they meet the requirements laid out in the syllabus. During Parts 2 and 3 of the course the TA will be the primary point of contact for all questions and will track the quizzes. The instructor will grade all discussion forums and will grade the final presentations.

All grades are the final decision of the instructor. Given the restrictions of the online format, there will be little opportunity to appeal grades. Keep in mind that the syllabus lays out in detail what is required for good grades. Deviation from the syllabus will lead to a lower grade.

## How I Grade

The following is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus can lead to an automatic failing grade.

Please notice, also, that it takes creative work to receive an “A.” Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a “B.”

	Excellent – 100%	Above Average – 85%	Average – 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the entire assignment.)
Writing	The assignment is virtually free of grammatical errors, typos, misspellings, and other writing inelegancies.	The assignment has a few grammatical errors, typos, misspellings, and other writing inelegancies, but they do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and other writing inelegancies, such that they are distracting but do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and they impede understanding the text.
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word	The student followed the directions in a way that addressed the core learning objectives, but did not follow the logistical directions	The student followed the logistical directions but did not address the core learning objectives.	The student failed to follow the logistical and learning objective directions provided by the instructor in the syllabus or online.

	counts, content, format, etc.).	(e.g., word counts, outline of assignment).		
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.
Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and offering creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.