

STARK COLLEGE & SEMINARY

Faculty Handbook

2018-2019



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**Office Hours: Monday – Thursday, 8:30 a.m. - 5:00 p.m.
Friday, 8:30 a.m. – noon**

Mission Statement

Stark College and Seminary exists to equip educationally under-served followers of Christ for service in the church and community.

FACULTY EXPECTATIONS

Faculty members are vital to the mission of Stark College and Seminary. They are educated and are committed to the value of education. Faculty members are inquiring people: they research, read, and think about their discipline and other areas of knowledge. Faculty members are committed to being part of a learning community with their peers and with SCS students.

Stark College and Seminary is a Christian institution closely connected to other Christian consortium participant: Logsdon Seminary. SCS professors are committed to the truth found in the Christian message and seek to apply Christian truth to daily learning and living.

While SCS is Baptist in both heritage and affiliation, we serve students from multiple Christian traditions and denominations. It is critical faculty recognize this and respect the various viewpoints reflected in our student body. Even in disagreement on matters of doctrine or tradition the faculty member should express an attitude of civility and respect. *At no time should a faculty member make a disparaging remark about a specific local church.*

Please keep the Provost informed of academic or personal student situations. SCS is a small institution with the opportunity to know significant events in the lives of her students.

Catalog Requirements

Professors at SCS are required by contract with either SCS or Logsdon Seminary to fulfill the catalog requirements in all areas. Faculty should maintain familiarity with the appropriate catalog as requirements are subject to change.

Syllabus Requirements

Faculty should have current syllabi on file with SCS by the syllabi due date. Syllabi should follow the SCS syllabus outline (refer to Syllabus Outline included in the Faculty Resources section of this Handbook).

Punctuality

Faculty members are required to meet classes at appointed times. Punctuality shows respect for students and provides a positive model of professionalism.

Attendance

Due to the unique role of the faculty member with regard to the instructional process, absence from class must be kept to a minimum. Therefore, a faculty member may have no more than two

non-consecutive absences during a long semester and no more than one absence during a summer semester. To maintain the continuity of instruction when the faculty member must be absent, he or she should either arrange for a substitute instructor or schedule some other curricular activity for the class session or its equivalent.

Faculty members who must be absent should notify the appropriate program director in writing at the earliest possible date. Frequent or recurring unexcused absences from teaching assignments will be considered “failure to perform duties in a professional and competent manner” and will subject the faculty member to dismissal from his or her job and/or forfeiture of salary for excess absences.

Faculty meetings

By contract faculty are required to attend all faculty meetings. Normally, these will include the orientation meeting the week before classes begin for each long semester as well as one other meeting in the middle of the semester.

All faculty are invited to attend weekly organizational meetings. All full-time faculty and core faculty are required to take part in meetings associated with admissions, curriculum, and student development.

Convocation and Graduation

It means much for students to see their instructors in regalia in attendance at graduation and convocation. Therefore, faculty are required to participate in the annual fall convocation and the annual spring graduation ceremonies in full regalia. Adjunct faculty are required to participate in these ceremonies in full regalia during the semester they are under contract. Adjunct faculty who are not under contract during a particular ceremony are still welcomed to participate.

Academic Freedom

Stark College and Seminary maintains and protects academic freedom for its entire instructional staff within an intellectual context shaped by the Evangelical Christian tradition. Faculty members have the freedom to discuss the class subject in any way deemed necessary by the professor to equip students for service in the church and the community. Such discussion should take place in an atmosphere of care and respect for the students and the institution.

Intellectual Property Rights

Intellectual Property is property that is copyrighted or could potentially become copyrighted. SCS encourages faculty to pursue scholarship in their field of study. Faculty maintain all rights over the property they produce during their employment with SCS. This includes lecture notes, syllabi, materials produced for class assignments, books, articles, videos, and any other work produced by

the faculty during their employment with the college.

Faculty Classifications

- Full time faculty - Defined by faculty that are employed by SCS on a full time basis. Full time faculty are required to take on teaching loads as needed.
- Core Faculty - Part time faculty who teach 6-12 credit hours per academic year and assist full-time faculty in support of student services.
- Adjunct Faculty - Faculty who are contracted to teach on a semester-by-semester basis.

Faculty recruitment and advancement

Faculty are recruited through partnerships with the local congregations, the alumni community, and the diverse scholars in the community. SCS intentionally recruits practitioner-scholars to keep the college connected to the local church. The program director and Provost recruit faculty with appropriate education levels. The program director and Provost intentionally seek out diverse faculty that align with the diverse student base.

SCS adjunct faculty compensation increases based on level of education.

Promotion - Academic Titles (approved Feb. 17, 2007)

- Instructor – faculty without a terminal degree (ex. PhD, DMin, EdD, DMA, etc.)
- Lecturer – less than 5 years experience with terminal degree
- Fellow – 5 to 15 years teaching experience with terminal degree
- Senior Fellow – 15 plus years teaching experience with terminal degree
- Visiting Instructor – practitioner without terminal degree (local ministers: pastor, youth, music, children, etc.)
- Visiting Lecturer – practitioner with terminal degree (pastor with PhD, DMin, etc..)
- Visiting Fellow – practitioner/scholar with terminal degree (implies senior level experience)

Campus Carry of Firearms

The Board of Trustees voted in April 2016 to OPT OUT of Texas Senate Bill 11. This bill gave governors of private colleges and universities authority to determine concealed carry policy on the campus. SCS's policy means that the carrying of a concealed firearm on the SCS campus by faculty, staff, and students is not allowed. The new law only provided for concealed carry; the open carrying of firearms on any collegiate campus continues to be illegal. Any violation of this policy will result in disciplinary action up to and including termination.

GENERAL POLICIES

Auditing

A student desiring to benefit from the instruction in a course may audit the course if the space is available. An auditor is not entitled to have work evaluated by the instructor and the instructor determines the degree of participation by the student. No credit or grade is received. The decision to audit must be made at registration and cannot be changed after the close of the registration period.

Class Attendance

Please inform SCS if a student is attending class but is not on the roll, or if a student on the roll is not attending class.

Students are encouraged to attend all class sessions. Stark College and Seminaries policy, however, requires a student to attend at least 75% of class. Should a student miss more than 25% of a course, the student receives a failing grade for the course, regardless of work completion and performance. Individual faculty may establish a more stringent absence policy if it is outlined in the course syllabus. Absences are counted from the first day class meets, not from the date the student registers. All classes missed, excused or unexcused, are counted as absences. Work missed for an excused absence may be made up, but the absence is still considered in the total count.

<u>Class</u>	<u>Total Class Meetings</u>	<u>75% Attendance</u>	<u>Absences Allowed</u>
Once weekly	15+exam	12	4
Week-end course	10+exam	9	2

Facility Procedures

The last faculty or staff member to leave the building should secure the building. Please turn off all lights and electronic devices, check bathrooms and classrooms for students and lock the door by setting the magnetic lock switch under the top portion of the reception desk to the up (on) position.

Faculty Evaluations

Stark College and Seminary performs evaluations of all professors who teach in SCS programs at least once a year. New professors at SCS are evaluated the first semester they teach. Logsdon Seminary performs evaluations through the process the university has in place. Summaries of student evaluations for each class are provided to the appropriate SCS faculty member, the Director of the program, and the Provost.

Excellence in teaching is an ongoing goal of SCS. Evaluation criteria for teaching effectiveness will include, but is not limited to the following:

1. development of course goals and content that is current in the area of study
2. development of course syllabi that are clear guides to the content, methodology, and course requirements of each course taught, for use by students and other faculty using the syllabi for their own subsequent course development
3. use of teaching techniques that assist in learning, including varied methodologies in response to individual student learning and interest levels
4. development of resource materials to assist in the achievement of both course objectives and long-term ability on the part of students to continue their own learning beyond the end of the course
5. willingness to help students in and outside the classroom
6. development and use of tests and measurements that are discerning and fair appraisal instruments for the evaluation of a student's ability
7. demonstration of critical thinking on the part of students in utilization of course materials
8. demonstration of fair and impartial dealings with students
9. consistency in planning and preparation for instruction
10. evidence through student evaluations of the achievement of quality learning

Faculty members are encouraged to engage in scholarly and professional development activities. This activity will not be used as evaluation criteria for adjunct faculty members.

Standards of Conduct

To ensure orderly operations and provide the best possible work environment, SCS has an expectation that all faculty will follow rules of conduct to protect the interests and safety of both employees and the College. It is SCS's intent to take a constructive approach in order to bring disciplinary issues to immediate and satisfactory resolution for all parties concerned. It is the responsibility of the administration to ensure a positive work environment for all.

It is not practical to list all the forms of infractions. However, examples of rules of conduct that may result in disciplinary action up to and including termination of employment include, but are not limited to:

- Theft or inappropriate removal or possession of SCS property;
- Falsification of records including, but not limited to, employment applications, timesheets, or expense reports;
- Working under the influence of alcohol or illegal drugs;
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace
- Fighting or threatening violence in the workplace;

- Horseplay or any other unacceptable workplace behavior;
- Performance which, in the College's opinion, does not meet the requirements of the job;
- Dissemination of student information to unauthorized personnel or otherwise violating FERPA policies;
- Insubordination or refusal to follow work orders or establish SCS guidelines;
- Disrespectful conduct toward students, fellow employees, or administrators;
- Willful or repeated violation of safety or health rules;
- Smoking on SCS property; and
- Any and all other circumstances SCS may deem inappropriate or injurious to other employees or the business reputation of the College.

Termination of Employment

The following are examples of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by the employee.
- Discharge - involuntary employment termination initiated by the College
- Layoff - involuntary employment termination initiated by the College for economic or organizational reasons.
- Unsatisfactory Job Performance - involuntary employment termination initiated by the College for failure to meet the minimum requirements of the job.
- Willful violation of SCS policy - involuntary employment termination initiated by the College for failure to comply with all policies including safety procedures.

The Office of the President and the Provost will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as faculty benefits, conversion privileges, or the return of SCS property including assigned technology. Any outstanding debt owed to SCS or the cost of unreturned property may be deducted from the faculty member's final paycheck. Where there is an involuntary employment termination, the College will disseminate the final pay within six (6) calendar days of discharge, less any outstanding debt owed to SCS. Suggestions, complaints, and questions can also be voiced during the exit interview.

Grievance processes

SCS provides an exclusive method for employees to bring problems and complaints about alleged breaches of policy to the attention of administration without fear of retaliation. Employees will not be harassed, intimidated, discharged, or otherwise disciplined in any way for participating in an employee appeal process.

Definition: Appeal—formal written complaint regarding an action by administration, which a faculty member feels is a breach of policy.

Rules:

- Employees and supervisors should seek assistance from The Office of the President on substantive or procedural issues.
- Time limits may be extended at the request of the employee and with the consent of The Office of the President.
- Appeals involving employee terminations will commence at Step Two of this procedure.

- By filing an appeal, an employee agrees to meet the administration and provide information needed to resolve the dispute. Failure to do so may result in the appeal being dismissed.

Appeal Steps:

Step One: The employee submits a written report through The Office of the President outlining the problem and relief requested to the responsible supervisor within five (5) calendar days of the incident causing the problem, or within five calendar days of becoming aware of the problem. The employee and supervisor will meet promptly to discuss and attempt to resolve the problem. The manager will respond to the employee in writing within ten (10) calendar days of the meeting. The employee will have five calendar days to appeal the decision if the solution is unsatisfactory to him or her by notifying The Office of the President in writing. If no appeal is made within this five calendar days, the matter will be considered resolved.

Step Two: The next higher level of management, as determined by The Office of the President, will meet with the employee and the employee's manager, individually, in an attempt to resolve the problem. This manager will investigate the matter and answer the employee's complaint within ten calendar days of the employee meeting. This answer will also be in writing. The employee will have five calendar days to appeal the decision if the solution is unsatisfactory or by notifying The Office of the President in writing. If no appeal is made within this five calendar days, the matter will terminate.

Step Three: The Office of the President will conduct an investigation into the circumstances causing the problem and may meet with the employee and management during the course of the investigation. A written response from The Office of the President will be forwarded to the employee within fifteen (15) calendar days of the employee hearing. This answer will be final from Stark College and Seminary and end the employee appeal process.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that grants to the students the right to inspect, to obtain copies, and to control the release of information contained in their educational records. A copy of the guidelines and the act is available in the SCS office for inspection. A list of major points follows:

1. No personally identifiable information from educational records will be disclosed without the *prior written consent* of the student, except for certain directory information.
2. The Act allows parents or guardians to have access to their child's educational records if the parents or guardians claim the student as a dependent on their federal income tax return. Written proof of this claim must be on file with the appropriate Registrar's office and SCS prior to accessing educational records.
3. The FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) applies to all educational records, essentially any record with the student's name on it: files, documents, materials in whatever medium that contains information directly related to the student and from which students can be individually identified.

Library Resources

SCS students and faculty have access to the library collection housed at both SCS campuses. A computer catalog allows students to locate resources efficiently. By using his or her student ID, a student may check out books for two weeks. Reference works, journals, and magazines cannot be checked out. Please consult the SCS website for library hours of operation. SCS holdings may be searched online at KanopySIS.

Logsdon students also have access to the online catalog of the Abilene consortium, which displays holdings for Hardin-Simmons University, as well as McMurry University, Howard Payne University, Abilene Christian University, and the Abilene Public Libraries. These resources from the consortium are available to students by special arrangement.

The Texas A&M University – Corpus Christi library is also available to SCS students. TAMU-CC must have a list of SCS student names and social security numbers before SCS students can use the library.

Reference works, journals, and magazines located in the main library, conference room, and professors' private collections cannot be checked out. Students and professors should ensure that these resources do not leave the building accidentally, because these items are used by all classes for writing papers.

Each professor is encouraged to integrate library assignments into the structure of each course. Developing the ability to locate and use resources complementing textbook and class lectures is an essential part of a student's education. The SCS library is continually growing; faculty should encourage students to make use of the wide variety of library resources available to them. Students receive library access training during student orientation.

The professor should notify SCS staff of any scheduled research days as early as possible. The library staff must be present in order for students to access the area and receive help.

Parking

Each SCS Corpus faculty member will receive parking permits. The permit will be displayed on the interior bottom left-hand corner of the vehicle's rear windshield, enabling easy identification by SCS faculty and staff or other security personnel. SCS parking is available to all professors in the parking lot in front of the main SCS building. Parking in the Stark building parking lot is also available to residents and faculty only.

Salary Arrangements

SCS adjunct faculty are paid a set amount at the end of each month during each semester. Paychecks are delivered throughout the semester via direct deposit. Twelve students are required to "make" a

class, but given the nature of SCS, this policy is flexible. When necessary, two audit students will have the same value as one credit student in determining remuneration.

Adjunct faculty salaries for courses with fewer than 12 students enrolled will be negotiated between the college and faculty member.

Technology

- Email

All SCS students, faculty, staff and other authorized parties, as approved, in support of the programs of the College are assigned an SCS Google Applications for Education account which includes Gmail, Google classroom, Drive, Calendar, and other SCS approved, enabled applications. SCS faculty and staff must respond to SCS email within a 48 hour period from receiving College related email.

- All faculty, staff, and other authorized users of the SCS technology systems must also adhere to the SCS Technology Systems Usage Policy available at www.stark.edu
- Grade Entry

Final grades for Logsdon Seminary must be posted on HSU Central (<https://trailhead.hsutx.edu>). Log in to HSU Central to view your courses. Your HSU Central and Blackboard username and password are the same.

Faculty must also enter grades in their KanopySIS account.

- Classroom Technology

Please refer to the guide located near each workstation regarding classroom technology instruction, information, and troubleshooting. Students should operate classroom technology only with the professor's approval and following the professor's instruction. Be aware that this technology (i.e. mice, remotes, screens, etc.) should be handled with care, as it is difficult to repair and/or replace.

Textbook Adoption

Professors should turn in textbook adoptions to SCS one month before classes begin. Students are responsible for purchasing textbooks. Faculty members should notify SCS of any books they provide to students. SCS should also be notified of any additional materials students are expected to purchase.

Written Assignments

Faculty members are encouraged to include written assignment requirements in syllabi, especially for diploma and bachelor degree courses. The writing guide included under Faculty Resources may be distributed to students assigned a basic critical essay.

Other papers such as more extensive critiques, book reviews, exegesis, or personal journals may follow different guidelines. Many SCS students are at the beginning stages of learning to structure various types of papers. For this reason, professors should consider providing students with a writing guide for each type of paper required.

FACULTY RESOURCES

Certificate and Diploma Classes Student Workload Rubric

Approximate Assignment and Effort Equivalencies

- 1 hour for each hour in class
- 1 hour for each 15 pp of assigned reading
- 2 hours for 1 page of a paper (recognizing research papers require more time than some other kinds of papers)
- 5-10 hours for a major exam or project (recognizing exams/projects may have varying levels of significance in course requirements)
- 1 hour for translation and/or exegesis of a biblical language verse
- 0-2 hours for a quiz (recognizing some quizzes require unique preparation, while others require no other preparation than what is involved in completing other assignments)
- Some assignments may not fit this paradigm and require unique quantification of workload value. Use your discretion.

Hours of Workload for Courses

- For 3-hour Certificate course: 75-90 hours of student academic work
- For 1-hour Certificate course: 25-30 hours of student academic work
- For 3-hour Diploma course: 90-100 hours of student academic work

Hours of Workload	Work / Assignment
Hour of Workload	Hour of Work in Class
One Hour of Workload	50 Pages of Assigned Reading
½ Hour of Workload	One Page of a Paper
Five to Ten Hours of Workload	Major Exam or Project

*Recognizing research papers require more time than some other kinds of papers.

Bloom's Taxonomy - Learning Styles*

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels. By determining the levels of questions that will appear on exams, professors can adjust the level of challenge for both exams and course expectations.

Competence	Skills Demonstrated
Knowledge (Level 1)	<ul style="list-style-type: none"> ● observation and recall of information ● knowledge of dates, events, places ● knowledge of major ideas ● mastery of subject matter ● <i>Question Cues:</i> ● list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension (Level 2)	<ul style="list-style-type: none"> ● understanding information ● grasp meaning ● translate knowledge into new context ● interpret facts, compare, contrast ● order, group, infer causes ● predict consequences ● <i>Question Cues:</i> ● summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application (Level 3)	<ul style="list-style-type: none"> ● use information ● use methods, concepts, theories in new situations ● solve problems using required skills or knowledge ● <i>Questions Cues:</i> ● apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis (Level 4)	<ul style="list-style-type: none"> ● seeing patterns ● organization of parts ● recognition of hidden meanings ● identification of components ● <i>Question Cues:</i>

	<ul style="list-style-type: none"> ● analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis (Level 5)	<ul style="list-style-type: none"> ● use old ideas to create new ones ● generalize from given facts ● relate knowledge from several areas ● predict, draw conclusions ● <i>Question Cues:</i> ● combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation (Level 6)	<ul style="list-style-type: none"> ● compare and discriminate between ideas ● assess value of theories, presentations ● make choices based on reasoned argument ● verify value of evidence ● recognize subjectivity ● <i>Question Cues</i> ● assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

**This information is borrowed from <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>, accessed 7/21/06.*

Syllabus Outline Guideline

1. Syllabus Heading
 - a. Please follow this example for your syllabus heading (filling in the appropriate information, of course)

STARK COLLEGE AND SEMINARY

PTH 2331- COMMUNICATIVE PREACHING

Doug Jackson, D.Min.

Fall, 2014

SYLLABUS

2. Course Information
 - a. Meeting dates and times, etc.
 - b. Major text(s) and materials needed. Students should not be required to purchase any material not specifically/substantially used in the course.
 - c. Professor name, contact information, office hours, etc.
3. Purpose/Objectives/Assessment
 - a. Purpose statement related to the overall purpose statement for the function of the course within general education requirements, major, etc.
 - b. Intended Outcomes for the course
 - c. Assessment of Outcomes
 - i. How the professor and student will know if the course has achieved its intended purpose and outcomes.
 - ii. Note: this different than how student grades are computed.
4. Methods and Procedures
 - a. Course Prerequisites
 - b. Specific material to be covered, with tentative dates. Lab-type courses must include a section on safety or incorporate secondary material by reference.
 - c. Overall teaching methodology. Describe any particularly innovative or experimental methodologies to be utilized.
 - d. Practice beyond scheduled lab or class time. Skill courses requiring practice beyond the class schedule should have a statement estimating the time required to reach specific proficiency.
 - e. Assistance available: office hours, tutors, learning labs, etc.
5. Grading System
 - a. Tentative test dates*, type(s) of test(s) given, and the value (as it relates to the final grade) of each test. All major assignments (and their value) should be highlighted in the listing.
 - b. Criteria used to yield a final grade.
 - c. Attendance requirements and effect upon grade
 - d. Any requirements regarding keeping exams and papers.
 - e. Circumstances under which a student could be dismissed or failed that are not included in other university publications such as the HSU catalog or student handbook.

*Dates may be specific or they may be stated with a disclaimer that they are tentative and may be changed with sufficient notice. Topics may be listed by week rather than by specific calendar dates.

6. Bibliography
 - a. Recommended sources for assignments such as research papers.
 - b. Representative sources for expanded investigation on the part of students, especially containing annotated and topical bibliographies.

Student Writing Guide

- I. Introduction (1/2 page)
 - a. Paragraph One
 - i. Present an idea of interest to the reader in the first sentence
 - ii. Distinguish yourself through the first words the reader reads
 - iii. Create a reason why the reader should continue reading
 - iv. Describe the aim, scope, and place that you are intending to take the reader throughout the rest of the piece.
 - b. Paragraph Two
 - i. Set the scope of your analysis by classifying your thesis
 - ii. State biases, if any, that you might have
- II. Main Body (2 pages)
 - a. Paragraph Three through Five
 - i. Determine and state the author's research question
 - ii. State and discuss the author's main claim(s)
 - iii. Do not repeat anything you have stated earlier but rather provide reasons and evidence he or she gives to support the main claim
 - b. Paragraph Six and Seven
 - i. State Additional or contrary alternatives that the author uses to respond to anticipated or imagined questions from readers
 - ii. Note: these paragraphs should *not* be used to state objections or agreements with the author's responses
- III. Critique (1 page)
 - a. Paragraph Eight and Nine
 - i. Deliver your chief objections to the author's claim and summarize Shortcomings
 - ii. Discuss whether or not the author's conclusion(s) is supported by his or her Arguments
 - iii. Devote time to discussing only significant problems (be discriminating)
 - b. Paragraph Ten and Eleven
 - i. Expound on how your conceptions have been changed through your

research into this topic

- ii. Elucidate on what further work you need to undertake to develop a final opinion in this area

IV. Conclusion (1/2 page)

a. Paragraph Twelve

- i. Conclude your paper with a short summary of listing positives and negatives you found through the research
- ii. Answer the question "So what?"