



Emmanuel Bible College
In Alliance with Nazarene Bible College
ENG1013: English Composition I

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Passing score on the placement test or passing ENG0013 – Basic English Skills.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the fundamental principles of sentence, paragraph, and essay composition, including a study of grammar, usage, and spelling. A proficiency essay is required for course credit.

COURSE INTENDED LEARNINGS OUTCOMES:

The following learning objectives will be achieved by this course:

1. Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
2. Acquires the habit of writing spontaneously and regularly in a journal.
3. Masters the writing process skills of planning what to say and implementing how to say it.
4. Demonstrates satisfactory progress in his/her ability to communicate ideas in clear and interesting written English.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language. (CP1)

COURSE TEXTBOOKS:

Laurie G. Kirszner, Stephen R. Mandell. *Patterns for College Writing A Rhetorical Reader and Guide*. 14th, bedford / st.martin's Macmillan Learning.

ISBN: 9781319056643

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8, Bedford/St. Martin's, 2018.

ISBN: 9781319057404

Anker, Susan, and Nicole Lask Aitken. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. 7th ed, Bedford/St. Martin's, 2015.

ISBN: 9781319003197

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

1. Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

Bibliography

Glazier, Teresa, and Paige Wilson. *The Least You Should Know about English*, Form A: Writing Skills. 9th ed. Independence: Heinle & Heinle, 2005. Print.

Gray, Glenn, Cheryl Gray, and Loretta Gray. *Hodges Harbrace Handbook*. 18th ed. Independence: Heinle & Heinle, 2006. Print.

2. The OWL at Purdue

The OWL at Purdue is an excellent website for developing English skills.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time for it to inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary.

II. Writing

Assignments will be taken from Patterns for College Writing, Real Writing with Readings, A Pocket Style Manual, Launchpad.

III. Essay Outline

Submit an accompanying outline for this session's essay. An outline is the framework of your essay. Essay Outline Rubric and Sample Outline with Guidelines

IV. Essay

In Sessions One through Five, you are to write session essays. This is the focus of this class, so 42% of your grade is based on essay writing.

~~V. Proficiency Essay~~

~~You are to submit your proficiency essay by proofreading and editing a previously submitted essay. NOTE: A satisfactory level of proficiency demonstrated on the Proficiency Essay is required to earn a passing grade for the course.~~

Replace this section with:

Public Speech

In order to fulfill the speech component for ordination a speech will be presented. The topic should be about one of your hobbies or interests, an essay that you wrote for this class, or an event or ministry that is important to you. Your speech should be at least 15 minutes in length. Present your speech to a live audience.

Print off copies of the [Observer's Feedback Form](#) and ask at least five (5) people in the audience to complete the form and return it to you. Synthesize the feedback given to you and provide a self-critique. Your grade will be based on your self-critique. Your self-critique should include answers the following questions:

- How do I feel the speech went?
- Based on the feedback forms, what did I do well?
- Based on the feedback forms, what do I need to improve?
- What did I learn from this experience?
- How can I improve my future public speeches?

**** Ideas for gathering an audience. Depending on the content of your speech, you could ask friends or family members to your house for a speech party. You could ask your Sunday School class to allow you to give your speech during Sunday School. Ask five friends to meet you at your church to help you with this project.

VI. Journal

Each session, you will need to send one entry from your daily journal. Submitted journal entries need to be 150–250 words. All journal entries must be written within the last seven days of the due date with the exception of the journal project.

VII. Quizzes

Students will take a quiz in each session.

VIII. Journal Project

You will write a short one-paragraph essay on the value of journaling plus send in three journal entries not previously sent in during the first five sessions of this course. Also assigned, is a practical application statement to each journal entry.

IX. Spelling

As part of your session reflection, you are to keep track of the words you misspell in all assignments. Then, you are to send this list (spelled correctly, of course) along with your session reflection. Three points of the ten are awarded for this list, so it is important you do not pass this off.

If you do not have any misspelled words for the session, please state that in your Session Reflection.

X. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?

- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

I. Grading Points

Assignments		Points
Session Assignments:		
Journals		10
Participation		10
Session Reflection		10
TOTAL EACH SESSION		30
Course Level Assignments:		
Textbook Assignments (Sessions 1-6)		210
Essays (Sessions 1-5)		300
Proficiency Essay		120
Outlines (Sessions 2-6)		50
Quizzes (Sessions 1-6)		60
Journal Project		80
TOTAL COURSE ASSIGNMENTS:		820
TOTAL ALL ASSIGNMENTS		1000

II. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

I. Part I - Basic Essay Structure

We will explore the structure of the basic essay. We will discuss ways to make your essays more effective, including structure and accuracy. Then, we will try our hand at a simple essay

assignment. We will discuss and participate in a blueprint assignment and learn what is required of spelling skills for this course.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 2 – Writing Basics
 - Chapter 3 – Finding Your Topic and Writing Your Thesis Statement
 - Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8th ed.
 - Pages 2-18—Clarity
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 2—Invention
 - Chapter 3—Arrangement

II. Part II - The Descriptive Essay

We will look at the descriptive essay and begin working with outlines, including sending an outline before the essay is due.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 8 – Description
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 7—Description (read pages 149-166)
 - Essay to read:
Page 169—“Goodbye to My Twinkie Days”
 - Review pages 60-62 (Outline)

III. Part III - The Narrative Essay/ Drafting and Revising Essay

We will learn about and write a narrative essay and outline. We will learn how to draft and revise any writing before submitting it. We will learn about the MLA Documentation style. As usual, we will continue to journal every day and send a sample entry to the class for all to enjoy.

- Intended Learning Outcome
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 4—Supporting Your Point

- Chapter 6—Narration
- Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8th ed.
 - Pages 109-177—MLA Papers
- Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 4—Drafting and Revising
 - Chapter 6—Narration (read pages 95-110)
 1. Essay to read: Page 116—“Surrendering”
 - Chapter 18—Documenting Sources: MLA
 1. All assignments at NBC are to be formatted in MLA style. These pages are for reference only but you are required to know how to find the reference.

IV. Part IV - The Comparison/Contrast Essay

We will work with comparison/contrast essays. By now, we should be comfortable with journaling and improving our spelling.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 12—Comparison and Contrast
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 11—Comparison and Contrast
 Essays to read:
 1. Page 392—“Grant and Lee: A Study in Contrasts”
 2. Page 402—“Why Chinese Mothers Are Superior.”

V. Part V – The Argument Essay

We will study argument essays. We will learn how to properly argue a point. As always, journal, journal, journal!

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 14—Argument
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 14—Argumentation (read pages 517-541)
 Essays to read:
 1. Page 544—“The Declaration of Independence.”

VI. Part VI – Editing/Proofreading The Proficiency Essay

We will be submitting our proficiency essay by proofreading and editing a previously submitted essay, sending in a brief journaling project, taking a final, and submitting a final summary and journal entry to the class. Because of the work load this session, you may send in any assignment early except the final reflection. Please do not wait until the due date to begin these assignments.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
 - Masters the writing process skills of planning what to say and implementing how to say it.
 - Demonstrates satisfactory progress in his/her ability to communicate ideas in clear and interesting written English.
- Journal Project
- Final Essay

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Observer's Feedback Form

Thank you for participating in this exercise. This speech is given to fulfill a requirement for a Nazarene Bible College course. We are interested in this presenter's ability to speak publicly. Please write your comments about the presenter's speech and return this form to the presenter. Thank you.

How long was the speech? _____

Please comment about:

1. body language (posture, eye contact, use of hand gestures, etc.)

2. vocalization (tone, volume, inflection, etc.)

3. the introduction (Did it catch your attention?)

4. the conclusion (Was it clear and fitting for the speech that was given?)

5. clarity of thought (Was the speech organized in a logical manner that was easy to follow?)

6. overall speech delivery (Was the presenter able to hold your interest?)

ESSAY OUTLINE AND ESSAY RUBRICS
Carefully Review

Essay Outline

Session Two through Session Six Outline: 10 Points total possible

Essay Outline Rubric			
Sessions 2-6	0 Pts	1 Pts	2 Pts
Structure (1)	Structure is confusing and/or unclear.	Structure is missing either thesis or fact.	Outline structure has clear thesis and fact statement.
Structure (2)	Supports and unclear and/or are missing.	Thesis lacks some support and/or is weak in the conclusion.	Thesis has multiple supports, and is reworded in conclusion.
Thesis OP Statement	Thesis statement and/or O/P statement is missing.	Thesis statement is unclear to meaning. O/P format is incorrect or missing.	Thesis statement clearly define meaning and is at the beginning. Proper use of O/P.
Content	Outline content is inconsistent and detracts from thesis.	Outline content is inconsistent with thesis.	Outline content is consistent and strongly supports thesis.
Conventions	Convention errors make the outline unreadable.	Outline has many errors.	Outline has minimal errors.
Total 10 Points			

Essay

Session One through Session Five Essay: 60 Total Points Possible

Session Six Essay: Points Doubled – 120 Points Possible

Essay Rubric				
Sessions 1-5	1-3 Pts	4-6 Pts	7-8 Pts	9-10 Pts
Thesis/Purpose	Thesis is not clear. Details do not support thesis.	Thesis is not clear. Support is not consistent.	Thesis is clearly stated but lacks some consistency.	Thesis is clearly stated and is consistent throughout.
Ideas and Content	Details do not support thesis. Content lacks persuasive elements when assigned.	Support is there but not clear. Content is weak on persuasive elements when assigned.	Ideas & content give some support. Content is somewhat persuasive when assigned.	Ideas and Content strongly support thesis. Content is persuasive when assigned.
Word Choice	Wording is non-descriptive and confuses meaning.	Words are appropriate but do not add to interest.	Words are appropriate and give interest. Words are not distracting.	Words are appropriate and give interest. Vocabulary enhances thesis.

Organization Blueprint / Intro/Conclusion	Blueprint is missing. Intro does not match conclusion.	Blueprint is incorrectly placed. Intro does not match conclusion.	Blueprint is correctly placed. Intro matches conclusion.	Blueprint is memorable and correctly placed. Intro matches conclusion.
Conventions	Use of grammar, conventions & spelling makes the essay difficult to read.	There are multiple errors in grammar, conventions & spelling.	There are some errors in grammar, conventions & spelling.	Most of the grammar, conventions & spelling are correct.
Fluency	The essay is choppy and difficult to read as a whole.	The essay is choppy and difficult to read in some parts.	There is some hesitation in some parts of the essay.	The essay reads smoothly and enhances meaning.
Total 60 Points				
Session 6	2-7 Pts	8-13 Pts	14-17 Pts	18-20 Pts
Total 120 Points				

Sample Outline with Guidelines

Below is a sample outline and additional guidelines. Please use this format as you write your outlines each session.

Title of Essay

- I. Introduction
 - A. Thesis: Although owners must train their cats to keep them from being destructive indoors, cats can make excellent house pets.
 - B. Blueprint: Cats are good company, civilized, and easy to care for.
- II. Good company
 - A. Affectionate
 - B. Trainable
 - 1. Behavior
 - 2. Tricks
 - C. Playful
- III. Civilized
 - A. Quiet
 - B. Graceful
- IV. Easy to care for
 - A. Exercise themselves
 - B. Use a litter box
 - C. Bathe themselves
 - D. Can be left alone
- V. Conclusion: Because cats are good company, civilized, and easy to care for, they are a good choice for a house pet.

Please follow these guidelines:

- 1. There must be more than one point on a level. For example, if you have an “A” point, there must be a “B” point. The same goes for the more detailed levels.
- 2. The points on a level should use parallel wording. For example, for the level “A”, “B”, and “C”, all these points should be worded in the same form:
 - A. Affectionate
 - B. Trainable
 - C. Playful

Notice that all three words are adjectives.

- 3. Use either words or phrases, not whole sentences, in your points.

A Note on Journaling

Christine E. Phillips, Ph.D.

One of the best ways to improve your writing is to practice, practice, and practice. So that is what the journaling exercise is all about. Also, it is a wonderful way to learn to express your spiritual journey. It helps equip you to be able to verbalize spiritual truths you have learned with others. For some people, it also helps cement their progress with God. Former students who have expressed strong dislike for journaling usually discover its value after this class. The last course, several students responded that they began the exercise very negatively but ended up singing its praises. A couple of students have written to me since and said they were still journaling and spoke about how valuable journaling has become in their spiritual walk.

Below are some points that will be helpful as you work on your journals.

I. Journal Project

A special journal project is assigned for the final session. You will write a short one-paragraph essay on the value of journaling plus send in three journal entries not previously sent in during this course. Also assigned will be a practical application statement to each journal entry. This is explained in greater detail below.

- A. In 150 words or more, write a one-paragraph essay on the value of journaling.
- B. Send three journal entries that you have not sent yet during this course. In addition, state the subject matter of each entry and how you might use each in your ministry.

II. Session Journal

Each session, you are to send a journal entry separate from the session reflection. Submitted journal entries need to be 150-250 words. All journal entries must be written within the last seven days of the due date.

This assignment is to be a nagging reminder that you need to keep current with your journal! The entry COULD include...

- a sample of one entry from the week, or
- a topic that you included in your journal and how you can use it, or
- anything that you learned because you journaled.

You can also say anything else about it if you choose – these are only ideas. I believe this will be a valuable experience even if you do not continue journaling after the class closes. By having this experience, you will gain first-hand knowledge of how journaling might help in your ministry.

It need NOT be overly personal; in fact, this is not to be day-to-day diary exercise. Rather, I would like for you to respond to something you learned. The general idea is to record just enough information to help you recall a significant experience. This might be an inspiration you received from reading. It could be a thought you had while listening to a tape, radio, or even a sermon or Sunday school lesson. The main thing is to make notations of something that elicited a response from you. It could even include an impression or burden from the Lord.

Cultivating the skill of keeping a journal will be a source of help and inspiration to you later. If you are in doubt, a good exercise is to read the journal entries by John Wesley.

Examples from My Journal

Example One

I was reading about the great span of time in the Old Testament between answers to prayers. These prayer-petitions were offered by prophets, but sometimes the answers did not even come in their lifetimes. I am always in such a rush to see what God is doing next. I totally identify with the Psalmist when he says “How long, O Lord, do I wait for thee?” and “It is time for you to act, O Lord; your law is being broken.” (Psalm 118:126) I want to take things into my own hands and fix the problems in my world before God even answers.

I am so guilty of this! My lack of the “mirror ability” gets me every time. I am a “doer” who wants to be a servant. I want to pick up the cross, climb the toughest hill, then knock myself out doing push-ups with it! Christ wants me to pick up the cross, then climb inside it and let Him carry the cross and me together. He designed a team plan – that’s probably why the cross has no handles! Forgive me, Lord, for tackling so much of life alone. When I do this, I doubt your strength.

Example Two

Sometimes there is emotion in an entry; this day’s was personal. Yesterday’s was funny! I hope you get the idea that this is something to which I responded. Not all journal entries need to be lessons learned or sermons in the making, but they should reflect some personal interaction with the lessons of life.

Example Three

I received a great idea about _____. I am excited about using this in the teen retreat this weekend by...

Example Four

Danny taught me a lesson today. He was outside playing in the mud. All I could see were dirt and germs. What he saw was the chance to be cool and creative. When I finally convinced him to come in and get cleaned up, he turned and gave me a great big hug. Then he looked up at me, and seeing I was now covered with mud too, said, “Look, Mommy! Are you cooler now too?” I had to laugh with him. “What is more important, mud or hugs?” I think God knows the answer to this!

Sometimes as a mom I am guilty of criticizing the “goo” on the outside and not appreciating the “glow” on the inside. Do I do this with other Christians, too? Do I only see the “goo?” Lord, forgive my critical spirit. Help me appreciate the inside of people and not judge by what I see on the outside. Purify my intentions and cleanse me from the inside out.

Please feel free to contact your instructor with any questions.

Session Reflection Scoring Guide
Carefully Review

Session Reflection Rubric		
Grad	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to other course material, though doesn't identify the source. Includes personal examples, view, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other courses material. Short on word count.

Adapted from: *Discussion Participating Scoring Guide*, Capella University

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.