

40-676x United Methodist History
Garrett-Evangelical Theological Seminary
Fall 2014

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A Note on This Syllabus

This syllabus is exceptionally long and detailed, including step-by-step instructions for navigating the course in Moodle and detailed explanations of what the graded assignments entail. This is because we will never meet face-to-face in the course, so I will not be able to answer those questions along the way. Please be certain to familiarize yourself thoroughly with the syllabus. All the information you need is here. Prior to contacting the instructor about the course, check the syllabus to see if the information you want is already in it. The syllabus is binding. There will be no modifications from it. If you cannot accomplish all the work described in it at the times described, you should consider dropping the course.

Dates for Course

The course will become available Sunday August 31, 2014 and be available through Sunday December 14, 2014. During that time, you must adhere to all the deadlines set within the Course Assignments section of the syllabus.

Failure to meet the deadlines will be reason for failure of the course. Absolutely no late work will be accepted under any circumstances. No extensions will be granted. If you run into deadline problems early in the course, you must drop the course to avoid failing it.

While this course is online, it is the expectation of the instructor that it will take as much time as a regular, face-to-face course. You should plan on spending approximately six hours per week working on this course and all of its assignments.

Course Description

This course is designed to provide students with an opportunity to become knowledgeable about the origins of the Wesleyan tradition and its expressions in The United Methodist Church. It explores the roots of the movement in the Anglican Church and the Wesleyan Revival of the 18th century, and the history of the institutional and theological development of American Methodist/Evangelical United Brethren tradition through the beginning of the 21st century.

Course Objectives

The course will engage the students with:

Being

- A participant in the mission of The United Methodist Church
- A participant in the structures of The United Methodist Church
- Concerned about the reform of the church

Doing

- Theology from a Wesleyan perspective
- Articulating the reason that they are members of The United Methodist Church
- Articulating how the Wesleyan history, doctrine, and polity offer a gift to the church as a whole

Knowing

- The sermons of John Wesley
- The hymnody of The United Methodist Church
- The Methodist heritage and tradition
- The diverse streams of tradition that feed into The United Methodist Church
- The missional activities of the Wesleyan Revival and the Methodist Episcopal Church

Navigating the Course

This course will be taught entirely on-line and asynchronously (meaning that you can complete the course requirements at any point that the course is available). There will be no face-to-face meetings, nor required virtual meetings. However, note that there are deadlines within the course that you must meet. The discussion forums have weekly deadlines by when you need to post, meaning that you must do the reading and watch the lectures in time for this each week. Likewise, all the other assignments must be turned in by certain times. Finally, since you will be working with a group for the forums and the wiki, you must take into account how to organize your time together with others.

The course will be delivered through the Moodle software Garrett-Evangelical uses (<http://moodle.garrett.edu/>). Please be certain you can log on to Moodle before the course begins. Once it is available, the course name will appear on your Moodle list.

When you click on the course name, you will see a screen with the title of the course and my contact information. As you scroll down, you will see that the content of the course is contained in several large boxes, each with the title of the topic of the week. The course is organized around a series of activities that are in each of these boxes. Within each box you will find a series of hyperlinks. These links will connect you to readings that are available online or a variety of assignments you need to complete (discussion forums, wiki, etc.). You will have to click each of these in order to access the documents and assignments that are required in the course. This syllabus will explain the organization of the course and the activities that students are expected to accomplish in each section.

Course Policies

1. **Cheating and Plagiarism:** These are serious breaches of academic integrity, involving claiming credit for the work that someone else has done. Don't do this! If you are uncertain in any way as to what is entailed in these activities, contact the instructor.
2. **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.
3. **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.
4. **Late Work:** See first page of syllabus. Late work is not accepted in this course.
5. **Disability Accommodation Statement:** Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see "Disabilities Policies and Procedures" in the Student Handbook.

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 – Bear in mind that 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 that you have all of these in place so that you can run the necessary software and fully participate on-line.

Readings

Required Reading

Abraham, William J. and James E. Kirby, eds. *The Oxford Handbook of Methodist Studies*. New York: Oxford University Press, 2009. ISBN-13: 9780199696116. **Free - selections posted online under fair use copyright.**

Heitzenrater, Richard, *Wesley and the People Called Methodist*. Nashville: Abingdon, 1995. ISBN-13: 9780687443116. \$18.46.

Knotts, Alice G. *Fellowship of Love: Methodist Women Changing American Racial Attitudes, 1920-1968*. Nashville: Kingswood Books, 1996. ISBN-13: 9780687027194. \$26.19.

Richey, Russell, et al., *The Methodist Experience in America, Volume 1*. Nashville: Abingdon, 2010. ISBN-13: 9780687246724. \$32.96.

Recommended Reading (Choose one for your TIC paper)

Andrews, William L., ed. *Sisters of the Spirit*. Bloomington, IN: Indiana University Press, 1986. ISBN-13: 9780253287045. \$21.12.

- Three autobiographies of African American women who pursued their calls to preach in spite of social and ecclesiastical resistance.

Cartwright, Peter. *The Autobiography of Peter Cartwright*. Nashville, TN: Abingdon Press, 1986. ISBN-13: 9780687023196. \$8.75.

- Autobiography of one of the most colorful circuit riders during the Second Great Awakening.

Hagood, L.M. *The Colored Man in the Methodist Episcopal Church*. Hard Press Editions, 2012: ISBN-13: 9781290589093. \$22.06.

- An African American MEC preacher writes about his view of the MEC and how it has handled race relations in the immediate aftermath of the Civil War.

Harkness, Georgia. *Understanding the Kingdom of God*. 1974. Nashville, TN: Abingdon Press. ISBN-13: 9780687428649. \$1.99 used.

- Harkness considers the problems she sees in her current day society and how understanding the Kingdom provides the materials to overcome these.

Jones, E. Stanley. *Christ of the Indian Road*. United Methodist Publishing House, 1925. ISBN-13: 9780687063772. \$18.15.

- Famous first book of Methodist missionary to India in which he reconceives the role of the missionary as not being a bearer of Western civilization.

Outler, Albert and Richard Heitzenrater, eds. *John Wesley's Sermons: An Anthology*. Nashville, TN: Abingdon Press, 1991. ISBN-13: 9780687204953. \$13.94.

- Wesley's fifty best-known sermons

Ward, Platt, ed. *Methodism and the Republic*. Hard Press Editions. ISBN-13: 9781313797948. \$23.59.

- Compiled by the MEC's home missions board, this text offers several eye-witness descriptions of MEC home missions in the early twentieth century

Weakley, George, Jr., ed. *The Nature of Revival*. Minneapolis, MN: Bethany House Publishers, 1987. ISBN-13: 9780871239259. \$1.99 used.

- Includes portions of the journals of John Wesley, Charles Wesley, and George Whitefield as they observed the revival developing around them.

For a more comprehensive bibliography of Methodist material please consult:

Rowe, Kenneth E. *United Methodist Studies: Basic Bibliographies*. 4th edition. Nashville: Abingdon, 1998. Online at <http://www.gcah.org/UMStudies.pdf>

Jarboe, Betty. *John and Charles Wesley: A Bibliography*. Metuchen, NJ: Scarecrow Press, 1987.

Online Resources

Care needs to be expressed when using online material.

<http://rylibweb.man.ac.uk/data1/dg/text/method.html> (The Methodist Archives, John Rylands Library, The University of Manchester. A good site with lots of links.)

<http://www.aamhc-umc.org/> (African-American Methodist Heritage Center)

<http://wesley.nnu.edu/index.htm> (The Wesley Center Online. It is possible to download some of Wesley's works here.)

<http://www.gcah.org/> (The General Commission on Archives and History)

<http://www.drew.edu/books/200Years/200UM/homepage.htm> (The Story of Methodism in America)

<http://gbgm-umc.org/UMhistory/wesley/> (This is the General Board of Global Ministry site. They have lots of material here on the Wesley family.)

Course Assignments

1. Group Discussion Forums/Lectures/Readings

- Each week of the course students are required to watch the appropriate lecture and read the assigned material.
- By Wednesday of the week the students must post a reflection on the lecture and reading on the group's discussion forum for that week. **The reflection should start with a hymn from The United Methodist Hymnal that you think best engages the material covered.** The post should be 300 +/- 10% words.
- By Friday of the week, the group members must have responded to each other's initial posts. Further interaction on each forum is highly encouraged, but not required. The post should be 150 +/- 10% words.
- **All posts must be submitted by 11:59 p.m. CT on the day they are due.**
 - See appendix on the discussion forum for rubrics on how they will be graded
- 39% of final grade (3% per forum x 13 forums)
- Due each week of the course per description above from Monday, September 1 – Friday, December 5 (Thanksgiving week is off).
 - **Please note this means the first Wednesday post will be September 3, the second official day of the semester.**

2. Group Timeline Wiki

- In their discussion forum group, students develop a timeline charting major developments in polity and theology throughout the time period covered by the course. Each group works on this collaboratively and turns in a single timeline. The timeline must include what the group considers to be notable dates and events in the life of Methodism from 1700-2014. There must also be an explanation of why the event served either as a means of mission or reformation.
 - See appendix on the wiki for further explanation and rubric for how it will be graded
- **25% of final grade**
- **Due Friday, December 12, 2014 at 11:59 p.m.**

3. One TIC (Text in Context) Paper

- Write a 2000-2500 word (double spaced, Times New Roman, 12 pt. font, standard margins) research paper in which you choose one of the texts on the recommended reading list and explain the importance of this text in its historical setting. You must consult at least three books or journals (no websites) in addition to the required reading list for this paper and provide a bibliography and appropriate footnotes.
 - See appendix for rubric of how the paper will be graded.
- **35% of final grade**
- **The paper is due Friday November 21, 2014 at 11:59 p.m.**

Everyone gets 1% extra credit automatically on the final grade!

Course Schedule Dates	Class	Lecture/Discussion Topics	Class Assignments
Session 1		John Wesley and the Three Rises of Methodism (Teasdale)	1. Heitzenrater, 1-180 2. Discussion Forum
Session 2		Architecture of the Wesleyan Revival (Teasdale)	1. Heitzenrater, 199-323 2. Discussion Forum
Session 3		1784 – 1843 The Birth and Development of American Methodism: An Expansive Missional Endeavor (Teasdale)	1. <i>MEA</i> , 1-174 2. Discussion Forum
Session 4		1844 – 1864 American Methodism in Adolescence: Slavery, Growth, Wealth, and the Civil War (Teasdale)	1. <i>MEA</i> , 175-222 2. Discussion Forum
Session 5		1864 – 1900 American Methodism Ascendant: Nationalism, Women, Bureaucratization, and Victorianism (Teasdale)	1. <i>MEA</i> , 223-274 2. Discussion Forum
Session 6		1864-1900 Pure American Evangelism: Home Missions of the Methodist Episcopal Church (Teasdale)	1. No Reading 2. Discussion Forum
Session 7		World War I and the High Tide of Optimism (Teasdale)	1. <i>MEA</i> , 275-326 2. Discussion Forum
Session 8		From Advance to Conservation: American Methodism Deflates (Teasdale)	1. <i>MEA</i> , 327-371 2. Discussion Forum
Session 9		The Merger of 1939 (Bryant)	1. <i>MEA</i> , 373-430 2. Discussion Forum
Session 10		The Role of Women in Methodism (Lee)	1. Knotts, 1-115 2. Discussion Forum
Session 11		Race Relations in the 20 th Century (Bryant)	1. Knotts, 119-260 2. Discussion Forum
Session 12		The Merger of 1968 and the Methodist Renaissance (Bryant)	1. <i>MEA</i> , 431-509 2. Discussion Forum
Session 13		Globalization and The United Methodist Church (Pieterse)	1. Articles posted online from <i>Oxford Handbook</i> 2. Discussion Forum

Instructor Interaction and Grading

The instructor will do his best to respond to all emails within 24 hours of when they are sent. Be aware that if you send an email during the weekend, during Fall Break, or on major Christian holy days, you will need to wait until a regular school day for an answer.

The instructor will be online several hours a week (excluding weekends and holidays). The instructor will focus on the discussion forums and wikis for all groups. Do not expect the instructor to provide feedback on all discussion forums. He will only interact when a group poses a question for him or when he feels specific guidance could be helpful for the group.

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.

Appendix I: Discussion Board Rubrics

Here are the criteria to grade your posts. Each forum is graded as a whole, so all posts (initial and responses) must be of good quality.

Note that, if a student does not make the initial post *and* a response to each of the other initial posts by the deadlines in a forum, that student will receive a zero (0) for the entire forum. The posts must be made and made on time to receive a grade.

Number of points for each section	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness = All or nothing	The student posted according to the deadlines. No points added, but forum posts can be graded per below.	N/A	N/A	The student did not post according to the deadlines. The forum fails.
Followed Directions = 15	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. All posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts either exceed or fall short of the specified word limits.	The student posts unauthorized threads or fails to use the forums appropriately.
Coherence = 25	There is a logical flow throughout the post such that it is easily understandable and persuasive in the points they make.	There is a logical flow throughout the post such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the post, though it requires some effort to grasp what the logic is.	There is no apparent logic to the post. It is obtuse and difficult to understand the points it makes.

Content: Initial Post = 25	The student clearly interacts with the course materials (the appropriate texts and the lecture material itself), demonstrating both comprehension of the material and offering thought-provoking questions for further exploration on the lecture material.	The student clearly interacts with the course materials (the appropriate texts related to the quizzes and the lecture material itself), demonstrating comprehension of the material.	The student clearly interacts with the lecture only, demonstrating comprehension of the material.	The student's post either does not make reference to the lecture material or clearly misunderstands the lecture material.
Content: Responses = 20	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on ideas raised in course materials. The response invites constructive conversation with the previous post.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on course materials.	The student responds to others, but only uses personal experiences or ideas of evangelism to do so. There is little interaction with course materials.	The student responds in a hostile way that seeks to end conversation, or the student's response clearly does not address the issues raised in the previous post.

Appendix II: Group Timeline Wiki

- In their discussion forum group, students develop a timeline charting major developments in polity and theology throughout the time period covered by the course. Each group works on this collaboratively and turns in a single timeline. The timeline must include what the group considers to be notable dates and events in the life of Methodism from 1700-2014. There must also be an explanation of why the event served either as a means of mission or reformation. It should include approximately fifty (50) items.
- This course is chronological. The best way to approach the wiki would be to have the group work on the wiki little by little throughout the course. Every one or two weeks, the group could list critical events, ideas, and activities in the life of John Wesley and the formation of Methodism from 1703 – 2014 on the wiki.
- When you have some basic points of agreement, begin using the group wiki to generate a group conceptualization of evangelism.
 - In a wiki, each person must evaluate what is being posted by others in the group and determine whether or not to let it stay as-is, to edit it, or to delete it completely. This means that you will need to work together to develop a final version that you all can support. I strongly recommend making use of email, the discussion forum, or whatever other tools you need, to communicate effectively within the group so that everyone has an opportunity to participate. Indeed, your grade depends partly on everyone engaging in this process.
 - This is a collaborative project in which you will create a presentation of Wesleyan and Methodist history as a group. No one will likely be 100% represented by the final version of the wiki. That is okay. The point is that you can show maturity, clarity of thought, and open-mindedness as you share your thoughts and are constructively critiqued by your peers in the creation of the wiki. This is, after all, how doctrine is created in a connectional system!
- When your group is satisfied that the wiki is complete, send an email for the instructor to grade it.
- Wiki Rubrics – here is the criteria that will be used to grade your group wikis. The same grade will apply to all students in the group.

Note that, if a student refuses to participate in a group or provides consistent impediments to the group operating well, that student will receive a zero (0) for the wiki. The rest of the group will not be penalized for this.

Number of points for each section	Excellent – 100% of points	Above Average – 85%	Average - 70%	Failing – 0%
Organization = 10	The organization provided in the syllabus was clearly followed and elaborated on per instructions (i.e., the timeline is chronological and there are clearly labeled descriptions of what is polity, theology, or other events, and they are described in terms of reformation or mission).	The organization provided in the syllabus was clearly followed and elaborated on per instructions, but there the sweep is not broad enough, e.g., the timeline is too short or is difficult to track.	The organization provided in the syllabus was followed, but not in a way that is clearly annotated or labeled.	An organization alternative to the one provided in the syllabus was employed.
Coherence = 20	There is a logical flow throughout the entire wiki such that the entire presentation is understandable and persuasive in the points it makes.	There is a logical flow throughout the entire wiki such that the wiki is understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the wiki, though it requires some effort to grasp it.	There is no apparent logic to the wiki. It is obtuse and difficult to understand the points it makes.
Congruence = 20	Each section is clearly explained and makes sense within itself. There is also a good fit among all the sections of the wiki (i.e., each section logically connects to the	Each section makes sense within itself, though the connections among the sections are weak.	Each section makes sense within itself, but there are no clear connections among the sections. Each seems to be written as a stand-alone section.	The sections are difficult to understand within themselves and have no clear flow among them.

other sections in a clear way).

<p>Content: General = 10</p>	<p>The content of this section shows interaction with the texts the lectures. This information is used to create a synthesized final product demonstrating the missional and reforming nature of Methodism.</p>	<p>The content of this section shows interaction with the texts the lectures. This information is integrated, but falls short of a synthesis because it does not point to the missional and reforming nature of Methodism substantially.</p>	<p>The content shows limited interaction with the texts and the lecture and/or presents demonstrates a misunderstanding of this material. There is little attempt at integrating these ideas, preferring to proof-text points made in the materials.</p>	<p>The content shows no clear interaction with the course materials beyond an occasional proof-text. It is primarily defined by personal experiences and ideas.</p>
<p>Content: History = 10</p>	<p>Timeline follows a clearly marked chronological pattern that shows appropriate changes over time and clearly marks the dates.</p>	<p>Timeline follows a clearly marked chronological pattern, but is not always clear about how related items changed over time.</p>	<p>Timeline follows a clearly marked chronological pattern, but is simply a list of disparate items with no sense of change over time.</p>	<p>Chronological order not followed or is so poorly labeled as to make tracking it difficult.</p>
<p>Content: Doctrine = 10</p>	<p>Awareness of unique Wesleyan theological teachings, how they developed over time, and how they related to the practice of the Christian faith.</p>	<p>Awareness of unique Wesleyan theological teachings, but not as clear about their development or how they related to the practice of the Christian faith.</p>	<p>Awareness of unique Wesleyan theological teachings, but no sense of how they arose or developed or how they helped inform the practice of the Christian faith.</p>	<p>Lack of understanding of unique Wesleyan theological teachings.</p>

Content: Polity = 10	Awareness of major changes in the structure of the Wesleyan Revival and the Methodist polity with clear understanding of how they served as missional and reforming structures.	Awareness of major changes in the structure of the Wesleyan Revival and the Methodist polity, but without a clear understanding of how they served as missional and reforming structures.	A list of major changes in the structure of the Wesleyan Revival and the Methodist polity without an explanation of their importance.	List of some changes, but missing key events or changes.
Collaboration (can be assigned personally if problems develop in the group) = 5	Each person in the group participated in the final wiki. This does not equate to each person having a specific quote in the final version of the wiki, but that a process for all the members to evaluate each other's thoughts is present.	Each person participated in the wiki, though certain voices dominated in a collegial way. There is not a clear process for how the members evaluated each other's thoughts.	Certain group members were non-responsive or certain group members were aggressively unwilling to listen to the input of others. Only the most basic evaluations are made of each other's thoughts.	There was no group work or the group became dysfunctional during the development of the wiki.
Collegiality = 5	Evaluation of other group member's work is presented thoughtfully and based on course materials in such a way to invite dialogue and constructive conversation.	Evaluation of other group member's work is presented thoughtfully and based on course materials, but is (whether intentionally or not) only deconstructive without a further prompting of constructive work.	Evaluation of other group member's work is based more on personal experiences and ideas than on course materials, or misuses course materials. Alternately, the evaluation is intentionally deconstructive without a prompting of	Evaluation is a sharing of personal experiences and ideas without any reference to course materials. The evaluations are either strictly deconstructive, are personally attacking, or are simply off topic.

constructive
work.

Appendix III: Grading Rationale for Papers

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> <input type="checkbox"/> Is well thought out and supports the thesis of the paper <input type="checkbox"/> Reflects application of creative and critical thinking <input type="checkbox"/> Has clear goal that is related to the topic <input type="checkbox"/> Is pulled from a variety of sources <input type="checkbox"/> Is accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> No spelling, grammatical, or punctuation errors <input type="checkbox"/> High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Information is clearly focused in an organized and thoughtful manner. <input type="checkbox"/> Information is constructed in a logical pattern to support the thesis statement.
B	<ul style="list-style-type: none"> <input type="checkbox"/> Is well thought out and supports the thesis <input type="checkbox"/> Has application of critical thinking that is apparent <input type="checkbox"/> Has clear goal that is related to the topic <input type="checkbox"/> Is pulled from several sources <input type="checkbox"/> Is accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Few (one to three) spelling, grammatical, or punctuation errors <input type="checkbox"/> Good use of vocabulary and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Information supports the thesis statement of the paper.
C	<ul style="list-style-type: none"> <input type="checkbox"/> Supports the thesis <input type="checkbox"/> Has application of critical thinking that is apparent <input type="checkbox"/> Has no clear goal <input type="checkbox"/> Is pulled from a limited number of sources <input type="checkbox"/> Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal (three to five) spelling, grammatical, or punctuation errors <input type="checkbox"/> Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Project has a focus but might stray from it at times. <input type="checkbox"/> Information appears to have a pattern, but the pattern is not consistently carried out in the paper. <input type="checkbox"/> Information loosely supports the thesis statement.

D

- Provides inconsistent information for the thesis
 - Has no apparent application of critical thinking
 - Has no clear goal
 - Is pulled from few sources
 - Has significant factual errors, misconceptions, or misinterpretations
- More than five spelling, grammatical, or punctuation errors
 - Poor use of vocabulary and word choice
- Content is unfocused and haphazard.
 - Information does not support the solution to the thesis statement.
 - Information has no apparent pattern.