“...I was in prison and you visited me...”

Practicing Faithful Justice: Faith Behind Bars - 19-267

Christie Billups, D.Min.

Syllabus

Contact Information:
Offices: AS051-S; Benilde 181 (BE181 – in LARC)
Office Hours: Tuesdays, 3-5 p.m. in AS051-S; By appointment
Telephone: 815-836-5829 (W); 312-315-3594 (C)
E-mail: billupch@lewisu.edu

19-267 Practicing Faithful Justice (3)
This course will explore justice as understood through the lens of Christian teachings. Engaged with the community through service learning, the course will examine social realities and practical responses to address a variety of concerns affecting today’s marginalized and oppressed persons and communities. Prerequisite: 19-100 or 19-106

Faith Behind Bars ~ Specific Course Description: This Practicing Faithful Justice course explores aspects of the world of incarceration. Course participants will develop an understanding of the U.S. and Illinois corrections systems historically, culturally, demographically, and sociologically. This knowledge will be placed in dialogue with and contrast to a faith-based response to crime, especially from the Catholic perspective, including responses to those who are incarcerated and others affected by crime based on Scripture and Church documents. Restorative Justice will be engaged academically and practically through relevant readings, restorative circles, and insights from lawyers, victims of crime, correctional officers, ministers and formerly incarcerated persons. Service learning will take the form of correspondence with currently detained persons. Students will reflect upon the spiritual development of those incarcerated as well as those called to work or minister beside them. Participants will explore practical responses to the physical and spiritual needs of those who are locked up or in danger of being so. Calls for prison reform from various religious and humanitarian perspectives, including the abolition of the death penalty, will be discussed extensively.

Student Learning Outcomes:
200-Level Departmental Outcomes (including alignment with Baccalaureate Characteristics (BCs) and forms of evaluation)
Each student in Practicing Faithful Justice will:

- Gain advanced exposure to and mastery of fundamental aspects of the Roman Catholic theological tradition, its sources and basic teachings, demonstrating understanding of the place of that tradition in the development of modern culture with respect to other Christian traditions
  - Explore specific teachings relevant to the dignity of persons who are imprisoned or detained within Church documents and Scripture (BC# 3.2; Annotated Bibliographies; Exams)
  - Apply Catholic Social Teaching to the life and dignity of every human being regardless of past actions or current attitudes. (BC# 3.2, 3.3; Persuasive Essay)
  - Critique death penalty via Catholic social teaching, Scripture and other writings of religious authority. (BC# 5.2, 5.3; Persuasive Essay)
- Assess the Christian and Roman Catholic tradition not only on its own merits, from the point of “insiders” to the tradition, but also in relationship to other ways of construing the world, humans’ place in it, and our obligations to one another
  - Listen to and respect the stories and thus the dignity of persons who are
incarcerated as well as others impacted by the penal system. Also, specifically, to reflect on the spiritual journeys and realities of offenders, victims, family members of victims and offenders, community members, ministers and corrections officers. (BC # 5.2, 5.3 ; Reflective Essay)

- Examine our own attitudes toward those who are incarcerated as well as those victimized by crime. (BC# 5; Reflective Essay)
- Explore incarceration historically, sociologically, anthropologically, psychologically, religiously and spiritually. (BC# 2.2; Annotated Bibliographies; Exams)
- Demonstrate a handful of pastoral skills which might be used to be truly present to another person who is isolated, struggling or in pain

- Engage Christian and Roman Catholic tradition in dialogue with religious and secular traditions both contradictory and complementary to it, fostering the obligation and courage to risk conversation with people, ideas, texts and traditions which may appear challenging to their own perspectives
  - Understand, reflect upon, and discuss the specific realities of incarcerated individuals through correspondence as service learning. (BC #3.2, 4.2; Reflection Essay; SL Correspondence)
  - Consider the particular realities of juveniles, women, mentally ill persons and others doubly marginalized within the prison system. (BC #5.2, 5.3; Annotated Bibliographies; Exams)

**Required Reading**


**Blackboard Reading – Scanned Resources, Selected Chapters**

*Excerpts from documents and books by and about prisoners and the prison system, victims, and communities affected by crime, and restorative justice practices used to heal the harm.*

*Various Articles*

**Recommended Resource**

*New American Bible (NAB) – Hard copy (available in bookstore) or online NAB translation*
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SANCTIFIED ZONE

Teacher Expectations:

- Respect will be offered to all classmates, correspondents, guests and the professor at all times. This includes a respectful response to all points of view.
- Engage the material. Everyone in the class is both teacher and student. Attendance, preparation, and participation are necessary.
- Use inclusive language whenever possible, e.g. ‘mankind’ = ‘humankind’ or ‘humanity’
- Take pride in your work. Hand in assignments prepared with care and excellence.
- Assignments MUST be handed in ON TIME. Printing problems and other avoidable difficulties should be addressed well before class time to avoid tardiness.
- Check Lewis e-mail regularly for pertinent information and updates.
- Pending TRUE emergencies (e.g. the death of an immediate family member or illness with a 103 degree fever), students MUST be present on days of exams or assignments due.
- Texting is prohibited during class time. It is distracting for everyone in the learning community and detracts from the learning potential of those who do it. If a student is asked more than once to refrain from texting (or random websurfing on laptops), that student’s participation grade will be affected. The use of handheld devices which serve as dictionaries, bibles and other resources that aid in learning are acceptable.
- **No plagiarism or cheating will be tolerated.** All works used for research, whether quoted or referenced, must be cited in the text of the papers and listed in a bibliography or works cited. Papers will be submitted through turnitin on Blackboard. If a student is suspected of any type of academic dishonesty, a thorough investigation will ensue. Consequences will be grave. Use Chicago Style (Turabian) citations. Formatting can be found at: [https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/).
  [See the Lewis University policy at: http://www.lewisu.edu/academics/catalog/index.htm.]
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Grading:
A, A- = 94-100, 90-93
B+, B, B- = 87-89, 84-86, 80-83
C+, C, C- = 77-79, 74-76, 70-73
D+, D, D- = 67-69, 64-66, 60-63
F = Below 60

[See course handbook for GPA scale.]

Grades will be available and calculated on blackboard.com. Other course documents and notes will also be posted on Blackboard from time to time.

STUDENTS REQUIRING SPECIAL ACCOMMODATIONS

If you have a disability that may require consideration by your instructor and you have not previously submitted documentation to the staff in the Leckrone Academic Resource Center (LARC), please make an appointment with Denise Rich, Director of Academic Support Services in LARC (x5593). It is recommended that you address this prior to the start of class or within the first week of class. If you need accommodations for successful participation in class activities prior to your appointment in LARC, you should provide information in writing to your instructor that includes suggestions for assistance in participating in and completing class assignments. It is not necessary to disclose the nature of your disability to your instructor. For more information about academic support services, visit the LARC website at: www.lewisu.edu/larc.

Assessment: (Additional explanation to follow)

- Participation            15%
- Weekly correspondence with detainees 15%
- 2 reflective essays 12%
- 2 persuasive essays 12%
- 3 annotated bibliographies – 5 sources each 15%
- 3-5 page practical response paper (Final Project) 10%
- Presentation of Final Project 5%
- Midterm 6%
- Final 10%

Explanation of Evaluation Tools:

됨 Participation (15% of grade)
✓ Attendance is expected and required for successful completion of this course. One cannot be a successful student or teacher if one is not present to learn from colleagues and dialogue. Since this class only meets once a week, after one absence from class, one’s participation grade drops a point for each additional absence. Students are also expected to be punctual (2 tardies = 1 absence).
✓ Secondly, being prepared for discussion is absolutely necessary. This course is not a lecture style course, therefore one must stay on top of assigned readings and bring necessary resources to class.
✓ Third, active, insightful, relevant, and consistent participation of each student is expected throughout the semester.
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**Weekly Correspondence** (15%)

Every week, students are asked to bring in one stamped letter to the detainee to whom you have been assigned. These letters should be a **minimum of one page** in length. The instructor will check off that you have done this and mail the letters. If students have the resources, it would be a HUGE gift if you could help to defray postage costs for detainees who have no monetary resources to speak of. If there is no way you can afford this, inform the instructor.

Writing letters to those inside jails and prisons is at the heart of this course. It is in this way that you can begin to get a glimpse of the life of those on the inside. **Despite the fact that you may not get letters every week from your correspondent, you are asked to write a letter each week to them.** These letters should be a response to what they have shared with you, but they are prepared to answer questions you may have as well. Your readings will hopefully raise questions also, and those could be directed to them. Keep in mind that they are not reading what we are reading and may not know the more technical aspects of what we discuss. (Then again, they might!)

When you write, be sensitive to your correspondent. Do not judge anything he may share with you. We all have our shortcomings and have erred at some point in our lives. On the flip side, this may not be the appropriate venue for sharing extremely personal issues. If you choose to send a picture to them upon their request, make sure it is a photo free of all mixed messages (e.g. suggestive clothing, clothing with inappropriate print or logos on it).

These are suggested topics during the first 3 or 4 weeks while you’re waiting for their responses:
- Share a bit about yourself and why you chose to take this course.
- Be honest about your own curiosities, apprehensions, maybe even fears about this aspect of the course.
- If you are inclined, maybe share about a time when you messed up. We all do, and we’re going to be talking to them about potentially the worst thing they ever did. It helps to level the playing field a bit.
- Career goals, dreams for your life, a cool trip you took at some point - any of that might be interesting to them.

**Reflection Papers** (12% total, 6% each) – Rubric on p. 12-13. See course schedule for due dates

1) **First Reflection Paper**
   In 1-2 pages, please reflect on the input provided by Jennie Amato (lawyer) or the gentlemen who will come to our class to share their experiences of incarceration. These reflections may also include your experiences with correspondence up to this point. Key questions that could be addressed:
   - How are their experiences different or the same from what you expected?
   - What impressions and biases are you discovering in yourself?
   - What feelings or ideas are you struggling with as you attempt to relate to the stories you are hearing and reading?
   - Where is God in all of this?

2) **Final Reflection Paper**
   On the final night of class, please submit to the instructor a 2-3 page paper summarizing your answers to most or all of the following questions:
   - How are your ideas about incarcerated people changing, if at all?
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- What moves you about the story being shared by your correspondent?
- If your correspondent has shared about his faith journey, what has that been like for you? What have your intellectual, emotional, and/or personal reactions been to those revelations?
- What insights have you gained about the prison system? How has this changed or confirmed the ideas and perspectives you held coming into this class?
- What surprised you most about the process of getting to know your correspondent?
- What aspect or aspects of this class had the greatest impact on you? Why?

Please submit these papers directly to the instructor (so that she can check off your fulfillment of this course requirement) without any personal identifiers of you or your correspondent. Papers should be double-spaced, Times New Roman or Cambria font, and take the form of a cogent essay with an introduction, various supporting paragraphs, and a compelling conclusion. This paper, along with a pre and post-survey, is part of a research study being conducted through this class. If you have chosen NOT to participate in the study, please put the usual heading at the top of the reflection and submit it in the usual manner.

Persuasive Essays (12%; 6% each) – See p.10-11 for rubric.
In 2 pages, engage the following statements by 1) taking a stance on the statement; 2) framing a thesis and supporting arguments based on that stance; 3) explain your thesis and those points that support it by using course readings, Christian teaching, and other sources if deemed academically viable; 4) include the opposing point of view. Introduction, conclusion, proper grammar, meticulous editing, and fastidious citation are required. For citation and bibliographic format, see: https://owl.english.purdue.edu/owl/resource/717/01/. See course schedule for due dates

1) Restorative practices are an effective means of interrupting juvenile crime and reducing recidivism.
2) Write a professional letter convincing legislators that sentencing reform is needed in the State of Illinois.

Annotated Bibliographies (15%, 5% for each set of 5)
Three times during the semester, 5 annotated bibliographies will be submitted. Annotated bibliographies are simply a bibliographic reference followed by 50-100 words (single-spaced) summarizing the content of that passage, article or chapter.

There is a lot of assigned reading, and while not every page will be covered thoroughly by student or class, students do need an extensive and broad understanding of the ideas and realities which will be explored. Doing as much reading as possible is expected. Make sure you read from different resources and not just those books with short chapters. Below is an example of what one annotated bibliography will look like. As you can see, it is single-spaced, Times New Roman, 12-font. Any excerpts that are too short or too long will lose points. If you base all five excerpts on a single source, you will lose points. All five annotated bibliographies should fit on a single sheet of paper. (But two pages are OK as long as the word count remains within the expected 100 words.)

Example

If you’re wondering what 50 to 100 words looks like, I thought I’d demonstrate that it’s not very much at all. What I’m looking for is simple evidence that you are keeping up
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with the reading and doing your best to understand the concepts in the books. While I certainly (50) hope that you take the time to edit and revise carefully, use verbal economy. It’s all about clarity and eloquence. Single spacing is fine, but please use Times New Roman 12-font. Do NOT exceed 100 words. All five entries could fit on one page therefore making some trees very happy. (100)

See weekly schedule for due dates. All Annotated Bibliographies should be submitted in two forms: a) hard copy IN CLASS, and b) through turnitin on Blackboard.

Final Project (10%) – Students will explore one specific aspect of the justice system which needs attention or reform. Church teaching on this should be used to consider possible spiritual, ministerial, pastoral, or other practical responses. JLPS students might consider professional implications of Church teachings for police or corrections officers, lawyers, or others associated with the administration of the Department of Corrections employed by the state of Illinois or one of the counties. Through the lens of restorative justice and Church teaching, legislative modifications may also be addressed in the spirit of advocacy for victims or incarcerated persons.

1) Format specifications:
   a. 4-5 pages (not including works cited). Separate title pages are not required.
   b. 12-font, double-spaced, Times New Roman
   c. Use a header (with full name and course number) and pagination
   d. 5 source minimum; sources must be varied and listed accurately with an alphabetical Works Cited page at the conclusion of your paper
   e. Citations are expected throughout – preferably with footnotes or in-text citations – again, correct referencing and punctuation is expected
   f. Please use the Theology Department’s preferred system: Chicago Manual of Style: https://owl.english.purdue.edu/owl/resource/717/01/.

*Papers must be submitted both in hard copy into the hand of the professor on the day they are due as well as through “Turn-it-in” by class time of the due date. Submissions for turnitin should be done through Blackboard.

Presentation (5%)
On the day the Final Projects are submitted, each student will share their topic, thesis, 2 supporting points, 1 contradictory voice, and her/his conclusion with the rest of the class. Each student will be allowed 2 minutes for sharing his/her project.

Rubric for presentation: Excellent presentations are those in which the presenter is: well-prepared, articulate and well-informed on the subject. Presenters must remain within the designated time, demonstrate extensive familiarity with the subject, and touch on each point listed in the expectations given above.

Midterm (6%) & Final (10%)
The Midterm will be a very brief, objective exam looking at a few major themes and important vocabulary from the beginning of the semester forward. A review guide will be provided.

The Final Exam will be 2 or 3 (TBD) essays based on class input, readings, film clips, speakers, or articles that are covered prior to Finals week and will address major themes of the course. A final exam guide will be given to students the week before finals.
<table>
<thead>
<tr>
<th>Week of...</th>
<th>Topic Outline</th>
<th>Reading Due</th>
<th>Assignment</th>
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</table>
| August 26 | Introductions  
Syllabus overview  
Course Intro  
Power of Story  
Correspondence Project  
Why are people incarcerated?  
Why should we care? | ~ | |
| September 2 | Catholic Social Teaching  
Christian response to crime  
Early history of prisons  
Introduction to Circles | USCCB document:  
Responsibility,  
Rehabilitation, and  
Restoration  
Magnani, Intro, ch. 1 | Letter #1 |
| September 9 | **Guest: Attorney Jennie Amato**  
Modern developments of prisons  
Court terminology  
Court process  
Experiences of jail ministry volunteers  
Biblical references to crime, law, and prisons  
Desert Spirituality | Soering, Intro, ch. 1, 9  
Magnani, ch. 3, 4  
Handouts | Letter  
Bring a Bible |
| September 16 | Who’s in jails & prisons?  
Why?  
Matters of Race & Poverty  
*Slavery By Another Name* | Soering, ch. 11  
Magnani, ch. 2  
Handouts | Letter |
| September 23 | **Panel of Experts: What’s it like inside?**  
The experience of prisoners’ families  
Circles with Experts | Soering, ch. 7, 14  
Handouts | Letter  
Part 1: Annotated Bibliography |
| September 30 | Discuss “experts’” stories  
Mental Illness  
The Released  
The experience of parole | Soering, 2, 5  
Magnani, ch. 5 | Letter  
Reflection Paper 1 |
| October 7 | **MIDTERM**  
*Prisontown USA*  
On the margins among the marginalized  
Immigrant detention  
Political prisoners | Soering, ch. 6, 8, 13 | Letter |
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<table>
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<th>Date</th>
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</table>
| October 14 | Other religious responses  
_Doing Time, Doing Vipassana_  
Magnani, ch. 8:168-188  
Bring in hard copies of 2 journal articles related to potential final project topic | Letter Part 2: Annotated Bibliography         |
| October 21 | **Guest: Matt DeMateo**  
Incarcerated Juveniles  
Death Penalty  
Soering, ch. 3 & 10  
Magnani, ch. 6 | Letter *Paper Topic Due*                      |
| October 28 | Distinctions of Incarceration for Women  
_American Violet_  
Speaker: Jana Minor | Handouts                                      | Letter Persuasive Essay 1                      |
| November 4 | Restorative Justice  
_A Justice That Heals_  
*Healing Circles (see p. 13)*  
Healing communities  
Magnani, ch. 7, 8:159-167 | Letter Part 3: Annotated Bibliography         |
| November 11| Prisoners’ families  
Preventative Measures, e.g.  
Youth PROMISE Act  
Sentencing Reform | Handouts                                      | Letter                                          |
| November 18| _The Power of Forgiveness_  
What’s happening now?  
What else should happen?  
Practical skills  
Discuss Final Projects  
Soering, ch. 4  
Boyle, Intro – ch. 3 | Letter Due: Persuasive letter on sentencing reform |
| November 25| Common good  
Holistic transformation  
Discuss _Tattoos on the Heart_  
Soering, ch. 12  
Boyle, ch. 4-6 | Letter Final Project Due Bring Bible          |
| December 2 | Final Review  
Presentations  
Teacher Evaluations  
Discuss _Tattoos on the Heart_  
Boyle, ch. 7-9 | Final (?) Letter Reflection Paper 2           |
| December 9 |                                                            |                                              | **Finals**                                      |

NOTE: The above weekly agenda is subject to modification as necessary throughout the semester in consultation with course participants. If no announcements are made to this effect in class or through e-mail, presume that the agenda remains as printed.
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<tr>
<th>Attribute</th>
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<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>Assignment &amp; Thesis</strong></td>
<td>Assignment guide questions are clearly followed. In the introductory paragraph, the thesis is expressed with exceptional clarity and supporting ideas are strong and very well chosen.</td>
<td>Use of most guiding questions. Frames clear thesis and supporting ideas in cohesive introduction.</td>
<td>Some use of guiding questions, but missed one or two key points. Thesis is present but could be clarified. Introduction could be stronger.</td>
<td>Insufficient use of guiding questions. Thesis is difficult to discern from introduction. Few if any supportive ideas present.</td>
<td>Little, if any, use of guide questions No thesis or clear introduction to essay.</td>
<td></td>
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<tr>
<td><strong>Evidence and Use of Course Resources</strong></td>
<td>Throughout essay, excellent connections are made between specific issue in essay and course content. Frequent quotes and references to course materials are made and citations are used when appropriate.</td>
<td>Effective connections made to course content. Quotes adequately support the thesis and are typically cited properly.</td>
<td>Some effective connections made to course content, but there should be more. A few quotes and references to course materials made, but they are insufficient and/or not consistently cited.</td>
<td>Very few connections are made to course content. A quote or two may be present to support ideas, but they are clearly insufficient. Citations are inadequate or absent.</td>
<td>No connections are made to course content. No quotes or references are made to course materials. If references are made, there are no citations.</td>
<td></td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Excellent critical assessment of various perspectives, giving equal attention to dominant and marginalized positions.</td>
<td>Includes assessment of various perspectives giving adequate attention to dominant and marginalized positions.</td>
<td>Includes assessment of some perspectives but positions could be explored more fully.</td>
<td>Inadequate consideration of varied perspectives.</td>
<td>Little or no assessment or attention to differing perspectives.</td>
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<tr>
<td><strong>Integration, Voice and Creativity</strong></td>
<td>Work is creative and extremely thoughtful and reflectively integrates course resources and personal experience. It is characterized by original thinking and displays a well-developed “voice” or perspective.</td>
<td>Work is thoughtful and shows adequate integration of course resources and personal experience. Evidence of original thinking and sufficient development of “voice” or perspective.</td>
<td>Engagement of the issues is somewhat superficial. Moderate attention is paid to integrating course resources and personal experience. “Voice” or perspective could be significantly strengthened.</td>
<td>Insufficient engagement of the issues. Little attention is paid to integration of course resources and personal experience. “Voice” or perspective is underdeveloped.</td>
<td>No meaningful engagement of the issues. No attempt to integrate course resources and personal experience. Little to no development of “voice” or perspective.</td>
<td></td>
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<tr>
<td>Structure and Style</td>
<td>Perspective.</td>
<td>Introduction is engaging and conclusion summarizes the import of the essay in an exceptionally effective manner. Body of paper methodically explores ideas that fortify thesis. Paragraphs are used effectively.</td>
<td>Introduction and conclusion are clearly connect, are, clear and generally effective. Body of paper methodically explores ideas that fortify thesis. Paragraphs are used effectively.</td>
<td>Unclear introduction and unclear or missing conclusion. Supporting ideas are unclear or absent. Paragraph structure is erratic with several ideas in single paragraphs.</td>
<td>No apparent introduction or conclusion is included. Lack of clear intro precludes the ability to clearly frame supporting ideas. Paragraph structure is absent or inadequate.</td>
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<tr>
<td>Grammar and Proofreading</td>
<td>Essay is enhanced by proper grammar, excellent sentence structure, and requested format (Chicago Style). Carefully edited.</td>
<td>Traditional grammar rules are followed, for the most part. Sentences are generally clear and formatting is good. 5-10 editing errors.</td>
<td>Grammar rules are violated with some frequency. Many sentences are awkward or unclear. Formatting needs improvement. 11-15 editing errors.</td>
<td>Grammar is frequently ineffectual. Sentence fragments and run-ons are present. 16-20 editing errors.</td>
<td>Grammar rules are consistently ignored. Sentences are unclear. Over 20 editing errors.</td>
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<tr>
<td>Total for Persuasive Essay</td>
<td></td>
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<td>Work is creative and extremely thoughtful and reflectively integrates course resources and personal experience. It is characterized by original thinking and displays a well developed “voice” or perspective.</td>
<td>Work is thoughtful and shows adequate integration of course resources and personal experience. Evidence of original thinking and sufficient development of “voice” or perspective.</td>
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<td>Structure and Style</td>
<td>Introduction is engaging and conclusion summarizes the import of the essay in an exceptionally effective manner. Body of paper thoroughly explores a range of well selected ideas that fortify thesis. Paragraphs are used effectively.</td>
<td>Introduction and conclusion logically connect, are, clear and generally effective. Body of paper methodically explores ideas that fortify thesis. Paragraphs are used effectively.</td>
<td>Introduction and conclusion are present but could be more clearly articulated. A few ideas are explored in the body of the paper that support the thesis, but others could be offered. Paragraphs are used, but</td>
<td>Unclear introduction and unclear or missing conclusion. Supporting ideas are unclear or absent. Paragraph structure is erratic with several ideas in</td>
<td>No apparent introduction or conclusion is included. Lack of clear intro precludes the ability to clearly frame supporting ideas. Paragraph structure is</td>
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“...I was in prison and you visited me...”

**Practicing Faithful Justice: Faith Behind Bars - 19–267**

**Christie Billups, D.Min.**

<table>
<thead>
<tr>
<th><strong>Grammar and Proofreading</strong></th>
<th>the thesis. Paragraphs are used effectively.</th>
<th>organization could be enhanced.</th>
<th>single paragraphs.</th>
<th>absent or inadequate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is enhanced by proper grammar, excellent sentence structure, and requested format. (Chicago Style)</td>
<td>Traditional grammar rules are followed, for the most part. Sentences are generally clear and formatting is good. 5-10 editing errors.</td>
<td>Grammar rules are violated with some frequency. Many sentences are awkward or unclear. Formatting needs improvement. 11-15 editing errors.</td>
<td>Grammar is frequently ineffectual. Sentence fragments and run-ons are present. 16-20 editing errors.</td>
<td>Grammar rules are consistently ignored. Sentences are unclear. Over 20 editing errors.</td>
</tr>
</tbody>
</table>

**Total for Reflective Essay**

13