

## COURSE SYLLABUS

**Term: Fall, 2016**

<b>Course: Introduction to Biblical Literature (THEO 150-BN)</b>
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<b>Instructor Information:</b>	
<b>Instructor Name:</b>	Fr. Kevin M. Scalf, C.PP.S. / Missionaries of the Precious Blood
<b>Discussion Facilitator:</b>	Ms. Stacia Bolakowski
<b>Office Number:</b>	Bishop Noll Theology Office / Calumet College of St. Joseph, 626
<b>Phone Number:</b>	219.473.4351
<b>Email:</b>	kscalf@ccsj.edu
<b>Hours Available:</b>	<b>Scheduled appointments preferred.</b>
<b>Instructor Background:</b>	
<ul style="list-style-type: none"> <li>- MA, Biblical Studies, Mount St. Mary's Seminary, Cincinnati</li> <li>- MA, Theology, Xavier University, Cincinnati</li> <li>- MDiv, Divinity, Catholic Theological Union, Chicago</li> <li>- BA, Communication Arts, Mount St. Joseph University, Cincinnati</li> <li>- BA, Religious Studies, Mount St. Joseph University, Cincinnati</li> <li>- BA, Philosophy, Mount St. Joseph University, Cincinnati</li> </ul>	

<b>Course Time:</b>	Tuesday/Thursday, 7 <sup>th</sup> period and SRT; discussion sections 7 <sup>th</sup> period
<b>Classroom:</b>	Bishop Noll Institute, 308
<b>Prerequisites:</b>	None.
<b>Required Books and Materials:</b>	<ol style="list-style-type: none"> <li>1. One Bible. Most translations acceptable, <i>except</i>, King James Version.</li> <li>2. Sumney, Jerry. "The Bible: An Introduction." Second Edition. Minneapolis, MN: Fortress Press, 2014.</li> <li>3. LeDonne, Anthony. "A Study Companion to The Bible: An Introduction." Second Edition. Minneapolis, MN: Fortress Press, 2014.</li> </ol>

<b>Outcome</b>	<b>Bloom's Taxonomy Level</b>	<b>General Education Foundational Knowledge or Skill</b>	<b>Formative and Summative Assessment Methods</b>
To articulate Roman Catholicism's professed understanding of Revelation: Scripture, Tradition, and the theologies that undergird them.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To identify and explain structural features of both the OT and NT.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To analyze ancient biblical texts (exegesis) using the Historical-Critical method.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To recount in chronological order the biblical metanarrative , identifying major historical figures and events.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explain various factors that that influence Biblical interpretation.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To identify the various authors of the Biblical books, their concerns and strategies, genre, bias, dates, and social reality.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To describe how and why the Bible became an influential book (canonization).	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explore presuppositions of our culture toward the Bible.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To explain various Judeo-Christian methods of praying and meditating with Biblical texts.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.
To investigate Biblical texts and discover what each pericope has to say about God, one's self, and what it means to be a human person.	To comprehend...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, tests, signature assignment, final examination, oral examinations.

To critically study the theological issues raised within various texts from Catholic-Christian systematic theology.	To analyze...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.
To demonstrate the ability to engage in respectful dialogue with members of other faith traditions.	To apply...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.
To articulate her or his own beliefs <i>vis-à-vis</i> core beliefs associated with Roman Catholicism.	To synthesize...	Will be able to read, write, and speak more effectively and think critically.	Class discussions.
<p><b>Course Description:</b>  The Bible—both Hebrew and New Testament—is a complex and fascinating text, written by multiple authors and communities, in different languages, over a vast period of time, yet it nonetheless displays an overarching—or underlying—unity, which some attribute to divine inspiration and others to the human imagination. Our purpose in this course is to consider the Bible as both a collection of disparate books and as a unified whole, with special attention given to the inspiration, formation, and function of the canon and to the development of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.</p> <p>This course will explore the Bible's literary techniques and its enormous variety of genres -- everything from myth to history, from genealogy to poetry, from prophecy to biography—as well as the historical periods that produced and are reflected in it. We will also consider issues arising from the history of the translation of the Bible from its original Hebrew and Greek. Our goal is to understand and appreciate more fully both the richness and the complexity of the biblical texts, as well as the importance of those texts to our culture.</p>			
<p><b>Experiential Learning Opportunities:</b>  Since you will be in this class, you will experience learning. And that will be an opportunity.</p>			
<b>Assessment:</b>	Refer to “Course Calendar” below.		
<b>Quizzes:</b>	<p>Brief quizzes will occur at the beginning of each class. Quizzes will cover material from the previous class – <b>and</b>—the assigned material for that particular class. Content from the assigned readings, lecture notes, and discussions, are all subject to assessment.</p> <p>Format: Objective and short and answer. 20—30 points.</p> <p>Students who are absent for a quiz will <i>not</i> need to make-up the quiz; it will not hurt nor help the student, thus it will not be factored into the student’s grade. Graded quizzes (from the previous class) will be distributed and discussed at the beginning of each class.</p>		
<b>Tests:</b>	<p>Tests will periodically occur throughout the term and will derive from previous quiz questions, only. Essay questions will be part of these assessments. Students will be provided with the essay questions in advance.</p>		
<b>Reflection Questions:</b>	<p>Students will read specific biblical texts, according to the syllabus, and respond to three questions: (1) What did I learn about <b>God</b> in this text? (2) What did I learn about what it means to be <b>human</b> in this text? (3) What did I learn about <b>myself</b> in this text? (Be sure to cite one verse to support each of your three insights.) Format:</p>		

	Name, date, write out question followed by your response. Typewritten. One short paragraph for each of the three prompts.	
<b>Integration Papers:</b>	Two, 4-5 page personal experience papers that integrate the biblical texts. Details provided in class.	
<b>Small Group Discussion:</b>	Group Discussion: Students will be arranged into small groups and will discuss predetermined questions related to the content. There will be a self and group-assessment for each class.	
<b>Visual Art:</b>	Students will identify one episode from either testament then compose an imaginative reconstruction of the text twice during the semester. After, the student will compose a two page, double-spaced, reflection, identifying the text in question, why she/he selected that particular episode, and explain how the ancient world is reflected within the narrative. At least 1.5 hours should be invested in this assignment.	
<b>Participation:</b>	Includes asking questions in class, responding to presented questions, active listening, contribution within small group discussions, focused attentiveness. <b>One point deduction from one's semester average for sleeping in class</b> , i.e. eyes closed for more than three seconds; manifestation of slobber from non-emergency unconsciousness.	
<b>Recommended Preparation for Each Class:</b>	<ol style="list-style-type: none"> <li>1. Check syllabus</li> <li>2. Read biblical text(s)</li> <li>3. Read related Sumney text</li> <li>4. Check BB for Vocab, etc.</li> <li>5. Read related LeDonne text</li> <li>6. Check BB for vocab, etc.</li> <li>7. Complete Reflection Questions</li> <li>8. Complete any other assignments</li> </ol>	

<b>Responsibilities</b>	
<b>Professional Communication with Instructor:</b>	<b>Email communications with the instructor must begin, "Dear Fr./Rev./Professor..." Failure to begin with that format, or the use of "text message slang" throughout the message, will result in a "deleted" email.</b>
<b>Turning In Assignments:</b>	<p>If a student is absent on the day a test is given, the student should contact the instructor within 48 hours to re-schedule the test. A different test will be given from what was given in class – it will be essay format.</p> <p>Major assignments will be penalized 10 points per late day, per 24 hour period, which includes weekends. At this point, all assignments must be submitted in hard copy format; electronic submissions will not be accepted, unless otherwise indicated.</p>

<b>Using Electronic Devices:</b>	<p>Technology</p> <ul style="list-style-type: none"> <li>- <b>One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc. This would also include “checking one’s cell phone” during class.</b></li> <li>- <b>One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc., should laptops be used in class.</b></li> </ul>
<b>Attendance:</b>	<p>Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Students must be on-time unless previously approved by the instructor. <b>Each student will be penalized one point from her/his semester average for each unexcused tardy. A student must drop the class after FOUR late arrivals, regardless of how much time has elapsed after class has begun. A student will be required to drop the class after THREE absences, approved or not approved, without exception. This policy is non-negotiable.</b></p>
<b>Signing In:</b>	<p><b>A sign-in sheet will be distributed at the beginning of class. Students who arrive late, even one minute late, must sign the “tardy” section of this daily document in order to qualify for credit for that particular class. Failure to sign the sheet for any student will result in a missed class.</b></p>
<b>Class Format:</b>	<ol style="list-style-type: none"> <li>1. Quiz</li> <li>2. Prayer</li> <li>3. Small Group Discussion</li> <li>4. Lecture       <ol style="list-style-type: none"> <li>a. SmartBoard/ YouTube / PowerPoint</li> <li>b. Art / Music</li> </ol> </li> <li>5. Large Group Discussion</li> </ol>
<b>Statement of Plagiarism:</b>	<p>If an instructor or other Calumet College of St. Joseph personnel discovers that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p><b>PLEASE NOTE:</b> All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>
<b>Sources:</b>	<p>Certain sources can assist students in research but will <b>not</b> qualify for works cited in this class. Students will not receive credit for using the sources listed thus:</p> <ul style="list-style-type: none"> <li>- Wikipedia</li> <li>- Standard Dictionary (use only a biblical or theological dictionary)</li> <li>- Encyclopedia (use only a biblical or theological encyclopedia)</li> <li>- Any website not .edu (unless the site is accessed via a .edu; if the site is accessed via a.edu, students will need to add a footnote giving the link from the .edu)</li> </ul>
<b>Class Withdraw:</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.

**Appendix: Grading Rationales for Narrative Assessments:**

Students often ask how letter grades are conferred, and the criteria for letter grades. The following is an attempt to answer that question.

**“A” work** represents superior work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care, intelligence, and genuine insight. The written work displays a clear focus and method of approach, uses pertinent examples or "facts" to support its judgments, shows a distinct personal perspective which can be distinguished from others, makes a real argument, and can discern the strengths and weaknesses of other arguments. A work also displays spelling, punctuation, grammar, word usage, and syntax that is of high quality. On examinations, A work is demonstrated by an accurate and insightful knowledge of the material in question, judicious choices in the material used in essay questions, and clarity of expression.

**“B” work** represents very good work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care and intelligence. The written work displays a fairly clear focus and uses good examples. In general, B work also displays the lack of technical errors described for A work. On exams, B work is shown by a solid knowledge of the material involved, good choices used in essay questions, and clear expression. Often students ask what distinguishes B or B+ work from A work. The main difference is the distinctiveness, imagination, and ability to see the larger picture with intelligence and insight on the part of A work. A paper that follows the assignment exactly and does it well may well merit a B or B+ grade because it is very good, but it may not be superior if it does not include these further elements.

**“C” work** is satisfactory work. In the case of writing assignments and papers, this means that there is a basic, but not extensive, understanding of the assignment. Work will generally not demonstrate a clear focus (e.g., the paper may wander-around) or method of approach, but there is some attempt to do so. Its use of material to support judgments is adequate and will show some awareness of the strengths and weaknesses of other positions. C work demonstrates that there is sufficient knowledge of the material, but that there remain some deficiencies in understanding and expression. In exams, C work shows an adequate (but not more than adequate) knowledge of the material and on essay questions, will show the same characteristics listed above for written work. C work often displays a poor technical grasp of the conventions of writing (spelling, punctuation, etc.) and often lacks good organization.

**“D” work** is barely passing work. It is generally unsatisfactory but demonstrates a bare minimum of knowledge of the subject matter. There is little to no awareness of the strengths and weaknesses of other positions, little to no organization, and poor use of technical conventions. What saves D work from failure is a barely adequate grasp of the material.

**“F” work** does not meet any of the above listed criteria.

## PART I

**Tuesday 9/6:** CHAPTER 1: The Bible: A Gradually Emerging Collection –and–

**CHAPTER 2: From Then to Now: The Transmission of the Bible**

- Read: “Epilogue: The Bible Today,” pp. 385—388
- Read: “Alternative Reading Strategies,” Pp. 389—391.
- Read: Sumney, Chapter 1-2
- Read: LeDonne, Chapter 1-2
- Writing Due: LeDonne.
- See BlackBoard, “BB,” for questions and vocab.
- Quiz over above

**Wednesday 9/7:** Discussion

**Thursday 9/8:** Continuation  
- Quiz from previous class

**Friday 9/9:** Discussion

**Monday 9/12:** Discussion

**Tuesday 9/13:** **CHAPTER 4: The Pentateuch, Part 1: Genesis**

- Read: Sumney, Chapter 4
- Read: LeDonne, Chapter 4
- Writing Due: LeDonne.
- See BB for questions, vocab, and texts.
- Reflection Questions due
- Quiz over above

**Wednesday 9/14:** Discussion

**Thursday 9/15:** Continuation  
- Quiz from previous class

**Friday 9/15:** Discussion

**Monday 9/19:** Discussion

**Tuesday 9/20:** **Chapter 5: The Pentateuch, Part 2: Exodus through Deuteronomy**

- Read: Sumney, Chapter 5
- Read: LeDonne, Chapter 5
- Writing Due: LeDonne.
- See BB for questions and vocab and texts.
- Reflection Questions due
- Quiz over above

**Wednesday 9/21:** Continuation (7<sup>th</sup> period)  
- Fr. Kevin here; Quiz from previous class

**Thursday 9/22:** Discussion. Fr. Kevin away @ CCSJ Kairos  
- Reflection Questions due  
- Quiz from previous class  
- **Paper I Due to Ms. Bolakowski**

**Friday 9/23:** Discussion

**Monday, 9/26:** (7<sup>th</sup> period)  
- Continuation  
- Quiz from previous class

**Tuesday, 9/27:** Continuation  
- Quiz from previous class

**Wednesday 9/28:** Continuation  
- Quiz from previous class

**Thursday 9/29:** Free period. (Fr. Kevin / Ms. Bolakowski @ BNI Kairos)

**Friday 9/30:** Free period. (Fr. Kevin / Ms. Bolakowski @ BNI Kairos)

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## WEEK OF OCTOBER 3<sup>rd</sup>: CCSJ MID-TERM

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**Monday 10/3:** Discussion.

**Tuesday 10/4:** **CHAPTER 6: The Israelites Tell Their Story**  
- Read: Sumney, Chapter 5  
- Read: LeDonne, Chapter 6  
- Writing Due: LeDonne.  
- See BB for questions and vocab and texts.  
- Reflection Questions due  
- Quiz over above

**Wednesday 10/5:** Discussion

**Thursday 10/6:** Continuation  
- Quiz from previous class

**Friday 10/7:** Discussion

- Monday 10/10:** Discussion
- Tuesday 10/11:** **CHAPTER 7: "Thus Says the Lord": Israel's Prophetic Tradition**
- Read: Sumney, Chapter 7
  - Read: LeDonne, Chapter 7
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Reflection Questions due
  - **Visual Art Assignment #1 due**
  - Quiz over above
- Wednesday 10/12:** Discussion
- Thursday 10/13:** Continuation
- Quiz from previous class
  - **\*\*LAST GRADE FOR BNI FIRST QUARTER\*\***
- Friday 10/14:** Discussion
- Monday 10/17:** Discussion
- Tuesday 10/18:** **CHAPTER 8: An Alternative Worldview: Israel's Wisdom Literature and Esther**
- Read: Sumney, Chapter 8
  - Read: LeDonne, Chapter 8
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Reflection Questions due
  - Quiz over above
- Wednesday 10/17:** Discussion
- Thursday 10/20:** Continuation
- Quiz from previous class
- Friday 10/21:** Discussion
- Monday 10/24:** Discussion
- Tuesday 10/25:** **CHAPTER 9: Israel's Response to God: The Psalms and the Song of Solomon**
- Read: Sumney, Chapter 9
  - Read: LeDonne, Chapter 9
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Reflection Questions due
  - Quiz over above
- Wednesday 10/26:** Discussion

**Thursday 10/27:** Continuation  
- Quiz from previous class  
- **Paper II Due**

**Friday 10/28:** Discussion

**Monday 10/31:** Discussion

**Tuesday 11/1:** **CHAPTER 10: Between the Testaments: From Alexander the Great to Jesus**

- Read: Sumney, Chapter 10
- Read: LeDonne, Chapter 10
- Writing Due: LeDonne.
- See BB for questions and vocab and texts.
- Reflection Questions due
- Quiz over above

**Wednesday 11/2:** Discussion

**Thursday 11/3:** Continuation  
- Quiz from previous class

**Friday 11/4:** Discussion

**Monday 11/7:** **TEST II:** Old Testament (7<sup>th</sup> period)

## **PART II**

**Tuesday 11/8:** **CHAPTER 11: The Gospels: Their Composition and Nature**

- Read: Sumney, Chapters 10 and 11
- Read: LeDonne, Chapters 10 and 11
- Writing Due: LeDonne.
- See BB for questions and vocab and texts.
- Quiz over above

**Wednesday 11/9:** Discussion

**Thursday 11/10:** Continuation  
- Quiz from previous class  
- Reflection questions due

**Friday 11/11:** Discussion

**Monday 11/14:** Discussion

- Tuesday 11/15:**            **CHAPTER 12: Four Views of One Jesus: Mark, Matthew, Luke, John**
- Read: Sumney, Chapter 12
  - Read: LeDonne, Chapter 12
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Quiz from above
- Wednesday 11/16:**      Discussion
- Thursday 11/17:**        Continuation
- Quiz from previous class
- Friday 11/18:**            Discussion
- Monday 11/21:**           **CHAPTER 13: The Story Continues: Acts of the Apostles** (7<sup>th</sup> period)
- Read: Sumney, Chapter 13
  - Read: LeDonne, Chapter 13
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Quiz over above
- Tuesday 11/22:**           Continuation
- Quiz from previous class
  - Reflection Questions due
  - **Paper III Due**
- Wednesday 11/23:**      Discussion
- Thursday 11/24:**        No Class. Thanksgiving.
- Friday 11/25:**            No Class. Thanksgiving.
- Monday:**                    Discussion
- Tuesday 11/28:**           **CHAPTER 14: The Pauline Letters: Apostolic Advice to Early Christians**
- Read: Sumney, Chapter 14
  - Read: LeDonne, Chapter 14
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Reflection Questions due
  - Quiz from above
- Wednesday 11/29:**      Discussion
- Thursday 12/1:**           Continuation
- Quiz from previous class
  - **Visual Art assignment #2 due**

- Friday 12/2:** Discussion
- Monday 12/3:** Discussion
- Tuesday 12/6:** **CHAPTER 17: Revelation: John's Apocalyptic Vision**
- Read: Sumney, Chapter 17
  - Read: LeDonne, Chapter 17
  - Writing Due: LeDonne.
  - See BB for questions and vocab and texts.
  - Reflection questions due.
  - Quiz over above
- Wednesday 12/7:** Discussion
- Thursday 12/8:** Continuation
- Quiz from previous class
- Friday 12/9:** Discussion
- Monday 12/12:** Discussion
- Tuesday 12/13:** Continuation
- Quiz from previous class
  - Self-Evaluations due
- Wednesday 12/14:** Discussion
- Thursday 12/15: TEST III:** Final Examination, New Testament
- **\*\*LAST GRADE FOR BNI SECOND QUARTER/FIRST SEMESTER\*\***

*Syllabus is subject to change at the discretion of the instructor.*

# Team Assessment Rubric / Fr. Scalf

My name: \_\_\_\_\_

I am evaluating: \_\_\_\_\_

Total Points: \_\_\_\_\_

Date: \_\_\_\_\_

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**INDIVIDUAL ASSESSMENT: 1. Weak 2. Average 3. Strong**

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\_\_\_\_\_ **1. Strong Work Ethic**

- Motivated and dedicated to getting the job done, no matter what?
- Conscientious? Attentive to best effort?

\_\_\_\_\_ **2. Positive Attitude**

- Optimistic and upbeat?
- Generates good energy and good spirit?

\_\_\_\_\_ **3. Effective Communication Skills**

- Verbally articulate?
- Good listener?
- Makes case and express needs in a way that builds bridges with others?

\_\_\_\_\_ **4. Time Management Abilities**

- Keeps group on task?
- Prioritizes tasks?
- Uses time wisely?

\_\_\_\_\_ **5. Competence**

- Contributes relevant and useful ideas?

\_\_\_\_\_ **6. Problem-Solving Skills**

- Resourceful and able to creatively solve problems that will inevitably arise?
- Takes ownership of problems? (Or leaves them for someone else?)

\_\_\_\_\_ **7. Acts as a Team Player**

- Works well in the group?
- Cooperative and takes a leadership role, when appropriate?

\_\_\_\_\_ **8. Genuine Self-Confidence**

- Truly believes the job can be accomplished effectively?
- Projects a sense of calm and inspires confidence in others?
- Is courageous to ask questions that need to be asked and to freely contribute ideas?

\_\_\_\_ **9. Ability to Accept and Learn From Criticism**

- Able to handle criticism with maturity?
- Coachable and open to learning and growing as a person and as a professional?

\_\_\_\_ **10. Flexibility/Adaptability**

- Able to adapt well to new situations and challenges?
- Embraces change and is open to new ideas?

\_\_\_\_ **11. Works Effectively and Maturely Under Pressure**

- Effectively handles stress that accompanies the time deadline?
- Helps others in a time crunch?

*(Calculate **total points** now and write number on top left line.)*

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**COMPORTEMNT:** *Check those that apply.*

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- Taps pen too often. Makes distracting yawn(s). Lack of eye contact. Bad breath. Teeth need to be flossed. Cell phone is too distracting. Ignores what is being said. Excessive chatter about personal and non-work topics. Shakes legs in a way that distracts others. Emotional immaturity. Complains too much. TMI about personal issues. Drops or slams items on the desk or floor. Body language appears bored and removed. Cologne or perfume is too strong.

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**GROUP ASSESSMENT: 1. NO 2. SOMEWHAT 3. YES**

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1. We were task-oriented and overall effective. \_\_\_\_\_
2. We encouraged each other and cooperated. \_\_\_\_\_
3. We shared our ideas, then listened and valued each other's ideas.  
\_\_\_\_\_
4. One strength of our group:
  
  
  
  
5. Next time, we will improve upon:

**Class Sign-In Sheet**

Fr. Kevin Scalf, C.P.P.S.

DATE: \_\_\_\_\_

**YOUR SIGNATURE**

**LATE STUDENTS**