

Reminder of how & when to turn in this assignment: Resource Page #2 is due by 10:00 a.m. Saturday, February 24 on Moodle, under activities for Feb. 24. Turn it in as a .pdf or .docx file to ensure that Dr. Kelto Lillis can view it.

The **goal** of this assignment is to create a one-page resource that explains an issue, provides important texts and scholarly insights on the issue, and offers concluding guidance for a reader. For Resource Page 2, concluding guidance can be your position on the question, a recap of plausible answers you've discussed, or another "takeaway" (a key point for readers to keep in mind) that would help them draw a conclusion about the issue. As your **audience**, picture someone outside our course who is interested in the topic; you may choose a specific audience if you wish (such as peers in a graduate-level program, laypeople in a Bible study, or members of a community you belong to or serve) and add a header or note to explain this. Use a writing tone/style appropriate to your audience and include the amount of orientation they would need to understand the issue and scholarly insights. **The material you include can be drawn entirely from inside our course and must fit on a single page, either on one side or on both sides at most**, with a visual layout that would be easy for an audience to read. **No bibliography is needed**, though parentheses or notes should be used for crediting specific persons/publications if quoting them.

TOPIC: Why was sexual renunciation valuable to second- and third-century Christians? Scholars have discussed various historical-contextual factors and possible reasons that celibacy became prominent, with early communities taking divergent stances on whether Christian faith requires renunciation of marriage and sex. What do they say about why such renunciation was valuable?

Key texts include the Acts of Thecla and the earlier text 1 Corinthians 7; incorporate historical background and feel free to include other primary sources, such as Gospel passages, the Acts of Thomas, or Christian gnostic texts.

A **grading rubric** is on the next page.

Grading rubric for Resource Page

| | NC | MC | CR | CD |
|--|---|---|---|--|
| Clarity of explanation summarizing the issue (including key texts) | summary of issue and key texts is missing | provides a somewhat clear summary of the issue | provides a clear summary of the issue | provides an exceptionally clear and concise summary of the issue |
| Inclusion and comprehension of scholarly insights & positions | scholarly insights/positions are missing or very unclear | demonstrates a partial grasp of at least two scholarly insights/positions | demonstrates a good grasp of multiple scholarly insights/positions | demonstrates sophisticated grasp of multiple scholarly insights/positions |
| Success in communicating concluding guidance | concluding thoughts on the issue are missing | provides a reflection or alludes to possible takeaways with little clear guidance | provides a clear position, “takeaway,” or other closing guidance | provides a very clear & nuanced “takeaway,” persuasive position, or other closing guidance |
| Likelihood the page would be accessible & useful to an audience | shows little attention to how the resource page can be useful for an audience | shows some attention to how the resource page can be useful for an audience | shows skill & thoughtfulness in shaping the resource page for an audience | excels in special features like creativity, accessibility, or stating of relevance |