

**OT501 PENTECOSTAL EXPLORATIONS OF THE OLD TESTAMENT**  
**(updated 7/7/11)**

(3 Hours Credit)

**Fall 2011 Aug. 23-Dec. 6, 2011**

Tuesdays 8:00-10:45 AM, Room A202

Professor: [Lee Roy Martin](http://www.leeroymartin.com) ([LMartin@ptseminary.edu](mailto:LMartin@ptseminary.edu))

Phone: (423) 478-1131

Office Hours: Wed. 1:30-3:30 PM; Thurs. 9:00-11:00 AM

Note-taking is the only acceptable use of computers in the classroom. Other technology, such as PDAs and cell phones (including texting) may not be used during class.

**WEBSITES:**

Professor's website: <http://www.leeroymartin.com>

Seminary website: <http://www.ptseminary.edu/>

**COURSE DESCRIPTION**

This course is the seminary's introductory course for Old Testament study. It focuses on exploring the Old Testament from a Pentecostal perspective in dialogue with other critical approaches. The individual books and the main divisions of Hebrew Scriptures are viewed with primary attention to their literary shape, theological thrust, and canonical role. Key matters of scholarly debate, historical background, authorship, sociological context, etc. are also addressed.

**TEXTBOOKS (required)**

Walter Brueggemann, *The Creative Word: Canon as a Model for Biblical Education*. Philadelphia: Fortress, 1982. ISBN 978-0800616267

Martin, Lee Roy, *The Unheard Voice of God: A Pentecostal Hearing of the Book of Judges* (JPTSup, 32; Blandford Forum, UK: Deo Publishing, 2008). ISBN: 978-1905679072.

McQueen, Larry R., *Joel and the Spirit: The Cry of a Prophetic Hermeneutic* (Cleveland, TN: CPT Press, 2009). ISBN: 9780981965123

Land, Steven J., Rickie D. Moore, and John Christopher Thomas (eds.), *Passover, Pentecost and Parousia: Studies in Celebration of the Life and Ministry of R. Hollis Gause* (JPTSup, 36; Blandford Forum, UK: Deo Publishers, 2010). ISBN 9781905679126 (also available in the business office)

**Recommended but not required:**

William S. LaSor, David A. Hubbard, and Frederick W. Bush, *Old Testament Survey: The Message, Form and Background of the Old Testament*. 2<sup>nd</sup> ed. Grand Rapids: Eerdmans, 1996. ISBN: 978-0802837882 (paperback version is available)

**Recommended guides for writing the term paper:**

Gorman, Michael J., *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* (Peabody, MA: Hendrickson Publishers, rev. and expanded edn, 2009). ISBN 9781598563115

For those who plan to do their paper from the Hebrew text, use the following:

Stuart, Douglas K., *Old Testament Exegesis: A Handbook for Students and Pastors* (Louisville, KY: Westminster John Knox Press, 4th edn, 2009). ISBN-13: 978-0664233440

*Students should order textbooks early enough to receive them before the class begins.*

**Student Learning Outcomes**

1. In this course students will experience and give priority to encounter with God through His Word, particularly the Old Testament.

2. As a result of this course students will be able to demonstrate knowledge of the Word of God by showing familiarity with the structure, content, theological emphases, canonical context, and Pentecostal context of the Old Testament.
3. As a result of this course students will be able to rightly divide (interpret/discern) the Word of God, in particular the OT, by means of a Pentecostal approach to Scripture that utilizes critical appropriation of spiritual and academic resources.
4. This course will enable students to practice and foster community of faith relationships around the Word of God, specifically around the OT.
5. As a result of this course students will be able to bring a knowledge of the OT to bear upon Pentecostal faith and practice.
6. As a result of this course students will be able to produce ministry of the Word, specifically of the OT, through writing, speaking, and enacting the Word in relation to various gifts of ministry.
7. This course will facilitate the students' ability to discern the Spirit of the Word that attends the Word of the Spirit through reverential recognition and response to the presence and voice of the Holy Spirit in and through the OT, assessed in the context of Pentecostal community.
8. This course will further the students' growth as persons of the Word by ingesting the Word to the point that it is embodied in their life and witness.

#### COURSE REQUIREMENTS

1. PRAYER & STUDY comprise the core of weekly preparation as well as regular attendance (note the attendance policy as set forth in the Seminary catalog) and participation in course sessions.
2. EXEGETICAL RESEARCH PROJECT: (The body of the paper must be no less than 10 pages and no more than 15 pages, typewritten, double-spaced), conforming to the instructions, format, and guidelines below, is due at the beginning of the 12<sup>th</sup> class session. 50% of course grade. Late papers will be penalized one letter grade per week.
3. MID-TERM & FINAL EXAMINATIONS (see dates below) covering the content of course sessions and assigned readings; each exam worth 25% of course grade.

Each class session will include up to four instructional components:

1. A reading from the biblical text
2. Reading(s) from the primary textbooks
3. Reading(s) from journal articles or other helpful writings
4. Multimedia presentation(s)
5. Lectures
6. Class discussions

Class discussions are designed primarily to evaluate the students' spiritual formation, ability to reflect theologically, and their relationships in the community of faith.

Examinations are designed primarily to evaluate the students' mastery of the textbooks and other reading materials.

The term paper is designed primarily to evaluate the students' ability to do quality research and writing, to think critically, to approach the text theologically from a Pentecostal perspective, and to communicate effectively. The term paper should be the culmination of your work this semester, demonstrating your ability to do constructive Pentecostal biblical scholarship.

COLLECTING ONE'S WORK from the professor after it is graded is the responsibility of each student. It is recommended that each student provide a large, self-addressed envelope (sufficiently stamped, if worked is to be mailed somewhere besides the student postal box). Graded work not collected by the end of the following semester will be discarded.

\* If you are unable to complete the assignments by the end of final exam week, you should apply for an extension of time for for an incomplete. Applications for extension of time and for incompletes are available on the Seminary website. Incompletes will be allowed only in exceptional circumstances and will be administered in adherence to the Seminary policy, as set forth in the Seminary catalog. If you do not finish your course work and you do not file for an incomplete you will receive a failing grade (F).

### EXEGETICAL RESEARCH PROJECT INSTRUCTIONS

1. The term paper component should conform to a standard research paper form and style (e.g. Turabian Style: cf. K. Turabian's *Manual for Writers*) and should include a bibliography and footnotes. WARNING: You must adhere to the guidelines below as regards proper footnoting and quoting. Due to the concise nature of this paper, direct quotes should be used sparingly. In representing a source, you should instead rely primarily upon summarization and paraphrase. Late papers will be subject to a penalty reduction in grade and must be accompanied by a written statement indicating the cause of lateness.
2. Use 12 point type, with margins of one inch.
3. The finished paper must include the following parts, in this order:
  - Title Page
  - Table of Contents
  - Body of the paper
  - Bibliography
  - Sermon/Teaching outline
4. Please keep a copy of your work in case your paper is accidentally lost.
5. Do NOT put your paper in a binder of any kind. Use one staple in the upper left corner.

This project calls for the student to choose an Old Testament passage from the list below and present a concise overview of the biblical book together with a more detailed analysis of the specific passage. The research paper should be presented in the following format.

### EXEGETICAL RESEARCH PAPER FORMAT

The project consists of five sections:

1. Introduction (approx. ½ page)
2. Overview of an Old Testament Book (2-3 pp)
3. Analysis of a specific passage in that book (5-7 pp)
4. Conclusion showing specific intersections with Pentecostal theology (1-2 pp)
5. Preaching/teaching outline on the passage (1-2 pp)

### DETAILED INSTRUCTIONS FOR RESEARCH PROJECT

- I. The Overview of an Old Testament Book should consider primarily the structure, context, and theological purpose of the book.
  - A. For example, you might consider the following questions: What is the book's outline, i.e. what are the major sections and their themes? What are the key literary styles, forms, techniques, etc. and their import for the book? What is known and pertinent concerning when the book was written, where it was written, to whom and by whom it was written? What period(s), event(s), and situation(s) of Israel's history are important to the proper

understanding of the book and why? In view of the foregoing, what is the apparent message or distinctive aim of the book as a whole?

B. This overview should be informed by:

1. Course textbooks,
2. Other O.T. introductions (see library reserves and resources),
3. Introductory sections in commentaries on the given book,
4. Other related books, and
5. Periodical articles.

**II.** Analysis of a Specific Passage in the biblical book that you have overviewed. The structure of your discuss may vary, depending on the biblical passage. You should pay attention to structure, literary features, ancient context, theological function, and implications for Pentecostal theology in your ministry context. (For examples of relating a text to Pentecostal Theology, see my articles on Psalm 1 and the Exodus theme in Judges as well as the articles by Rickie Moore and ch. 5 of McQueen's book on Joel). (Non-Pentecostal students are allowed to offer their theological reflections based upon their own Church context.)

A. Consider the following questions: What is the outline, that is the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, or symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.? What is the progression, development, climax, focal point, etc.? How does the passage reflect, respond, or relate to the surrounding verses and chapters? To the book as a whole? To the surrounding historical and sociological situations? To the themes, patterns, and traditions found elsewhere in the Old Testament or in the ancient world? What audience is being addressed? What response is being called for? How might this passage be speaking beyond its own day even unto our own? In light of the foregoing considerations, how is Pentecostal faith and practice informed, formed, or transformed by this passage? How does your Pentecostal faith impact your interpretation of this passage, and how does the passage speak to our faith community?

B. This analysis should be attempted on your own before you turn to research resources.

Then you should seek help in:

1. Commentaries,
2. Other books, and
3. Periodical articles.

C. This analysis will be evaluated in terms of how well it shows:

1. Balanced and persuasive interpretation of the passage,
2. Integration of your insight with that of biblical scholarship, and
3. Clarity, coherence, and cogency of discussion.

D. Bibliography

1. The research bibliography must include at least Old Testament Introductions, scholarly commentaries, journal articles, and monographs. LaSor's *OT Survey* may serve as one of the introductions. Other introductions include Dillard/Longman, Birch/et al., Harris/et al., Boadt, Bandstra, and Childs. Acceptable commentaries are: Word Biblical Commentary, Old Testament Library, Interpretation, New International Commentary on the OT, Tyndale OT Commentary, International Critical Commentary, The Bible Speaks Today, The New Interpreter's Bible, Expositor's Bible Commentary, New International Biblical Commentary, International Theological Commentary, Anchor Bible, International Theological Commentary, Westminster Bible Companion, Berit Olam, Continental Commentary, JPS Torah Commentary. Journal articles may be located using the library's ATLAS and JSTOR data bases. You may also want to consult Hebrew theological dictionaries.
2. A graduate level paper of this type should have from fifteen to thirty citations of sources in the footnotes.

3. In addition to the pages of text, the paper must include a title page and bibliography.
- III. Preaching/teaching outline (1-2 pages, does not count as part of the body of the paper)
- A. Purpose: One of the core practices of the Seminary is "Witness", and one of the Student Learning Outcomes for this course calls for the student to be able to communicate the message of the Bible. Your writing of the paper demonstrates your ability to communication to the academic audience. Although the Seminary's courses in preaching and teaching are designed to be the primary context where students bridge the gap between academic and practical writing, your preaching /teaching outline should demonstrate your ability to communicate to the the local church audience.
  - B. Method: The preaching/teaching outline should embody a practical approach that exemplifies your own vision for communicating the message of the passage you have studied.
  - C. Structure: The preaching/teaching outline should include the following elements:
    1. Title, Scripture Reference, Introductory statement (1 or 2 sentences),
    2. Thesis statement,
    3. Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,
    4. Concluding statement (1 or 2 sentences),
    5. Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

#### TERM PAPER GUIDELINES FOR USING FOOTNOTES AND QUOTATIONS

1. Footnotes should be used whenever you employ an idea or words that belong to someone else. A footnote may also be used to certify a given fact or statistic or to give an editorial word of elaboration or explanation.
2. A footnote must be used immediately after the quotation, statement, or word that you wish to document. A footnote refers only to the statement or word it follows. It cannot be made to refer at the same time to previous sentences in the same paragraph or previous paragraphs, unless all the material lies within the same direct citation or quotation. In other words, when a footnote number is inserted the paper, what the footnote refers to (whether the previous word, phrase, sentence, etc.) should be obvious to the readers, without them having to guess.
3. Any time you duplicate the words of another in the same sequence, even if it is only a short phrase within a sentence, you are quoting. You must designate this as a quotation. Footnoting the exact resource and page number of the quotation is mandatory, but footnoting alone does not designate a quotation. There are two ways of designating a quotation, as the following two statements indicate and illustrate. As grammatical experts have often said, "Quotations less than four lines long should be so designated by being placed within quotation marks." Furthermore, Quotations four lines long or longer are so designated by being placed in an indented, single spaced block. When this is done, quotation marks should not be used. The blocked form is sufficient by itself to indicate that the material is quoted.
4. It is often expedient to introduce a quotation in order to avoid confusing or distorting the context of the quoted author. This is usually done with such phrases as "according to X" or "X says."
5. Quotations should always serve the paper and should not include material that is not germane to the immediate argument.
6. Too much quoting, especially from the same source, will cause you to be over-dependent on your resources and unable to synthesize your research into an organized and logical presentation of your own making.

#### STEP-BY-STEP GUIDE TO WRITING YOUR PAPER

1. Choose the biblical passage from the list that is provided by the professor.
2. Read the text several times and record your observations.

3. Read the OT introductions and commentary introductions to gain an understanding of the biblical book as a whole. Attempt to outline the structure of the book.
4. Collect books and journal articles.
5. Read the text again, locating it within the overall plan of the book.
6. Create a provisional plan for your paper.
7. Read the commentaries, books, and articles, making notes of important ideas, especially as they relate to your own observations.
8. Revise your plan for the paper. Locate any sources that may clarify any questionable issues in the text.
9. Write the paper, integrating and interacting with all the sources that you have consulted.
10. Revise and proofread the paper.

**Writing guides for Turabian, APA and MLA styles are available on the Squires Library website.**

## COURSE OUTLINE AND SCHEDULE

<u>DATE</u>	<u>OUTLINE</u>	<u>REQUIRED READINGS</u>
Aug. 23	INTRODUCTION	2 Kings 22-23 Course Syllabus
Aug. 30	Canonization	Moore "A Pentecostal Approach to Scripture"
	Text Criticism	Martin ch. 1; Brueggemann 1-13
Sept 6	Historical Criticism	<b>(Research Choice due)</b> Muilenburg, "Form Criticism and Beyond"
	Beyond Historical Criticism	JPT Editorial from Issue 1 Martin chs. 2-3
Sept 13	TORAH	Brueggemann 14-39
	Genesis	Gen. 32; Petersen, "Family Values in Genesis" Martin "Where are the Generations of Abraham?"
Sept 20	Exodus & Leviticus	Exod. 14-15 Ellington "Who Shall Lead Them Out?"
Sept. 27	Numbers & Deuteronomy	<b>(Bibliography due)</b> Deut. 5; Moore, "Canon and Charisma in Deut." Moore, "Deut. and the Fire of God"
<b>Oct. 3-5</b>	<b>Fall Break</b>	
<b>Oct 11</b>	<b>MID-TERM EXAM (first half of class)</b>	
	FORMER PROPHETS	2 Kings 25
	Joshua	Sherwood, "A Leader's Misleading ..."
Oct 18	Judges	Judg. 10.6-16, Martin, <i>The Unheard Voice</i> , ch. 4 Martin, "Tongues of Angels" in <i>P, P, &amp; P</i> Martin, "Where are all his wonders?"
	Samuel	2 Samuel 7
	Kings	2 Kings 2
Oct 25	LATTER PROPHETS	Brueggemann 40-66
	Isaiah	Isaiah 6; Moore, "Prophetic Calling" Goldingay, "The Breath of Yahweh"
Nov. 1	Jeremiah	Jeremiah 1
	Ezekiel	Ezekiel 1-3; Moore, "Ezekiel" in <i>P, P, &amp; P</i>
	The Twelve	Hosea 1-3; Moore "Intro. to the 12 Prophets", McQueen, ch. 5 Recommended: Martin, "Jonah"
Nov 8	THE WRITINGS	Brueggemann 67-90
	<i>Poetry</i>	
	Psalms/Lamentations	Brueggemann 91-117; Martin, "Delight in the Torah"
	<i>Wisdom</i>	
	Proverbs, Job/Ecclesiastes	Moore, "Raw Prayer and Refined Theology" Okorie, "Understanding the Book of Ecclesiastes"
Nov 15	<i>Narrative</i>	<b>TERM PAPER DUE</b>
	Chronicles	Endres, "The Spiritual Vision of Chronicles"
	Ezra-Nehemiah	
	Ruth/Esther	
Nov 22	<i>Apocalyptic</i>	Asen, "Reflections on Daniel"
	Daniel	Daniel 1-2
<b>Dec 6</b>	<b>FINAL EXAM</b>	

## COURSE SUPPLEMENTAL READINGS

- Bonino, José Miguez. "A Covenant of Life: A Meditation on Genesis 9.1-17"
- Ellington, Scott A. 'The Costly Loss of Testimony'
- Haraguchi, Takaai. 'A Rhetorical Study of the Deuteronomic Decalogue (Deut 5:1-33)'
- Johns, Jackie David, and Cheryl Bridges Johns. 'Yielding to the Spirit: A Pentecostal Approach to Group Bible Study'
- Martin, Lee Roy. "Power to Save!?: The Role of the Spirit of the Lord in the Book of Judges"
- Moore, Rickie D. "The Prophet as Mentor: A Crucial Facet of the Biblical Presentations of Moses, Elijah, and Isaiah"
- Petersen, David L. "Genesis and Family Values"
- Tinker, George E. 'The Integrity of Creation: Restoring Trinitarian Balance'
- Tutu, Desmond M. Abp. 'Some African Insights and the Old Testament'
- Childs, Brevard. *Biblical Theology in Crisis*. (BS 543/C45)
- Kaiser, Walter. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*.
- Longman, Tremper III. *Old Testament Commentary Survey*. (BS 1151.2/L 65)
- McQueen, Larry R. *Joel and the Spirit: The Cry of a Prophetic Hermeneutic*.
- Muilenburg, James. "Form Criticism and Beyond." *JBL* 88(1969) 1-18.
- Stuart, Douglas. *A Guide to Selecting and Using Bible Commentaries*.
- Wink, Walter. *The Bible in Human Transformation*. (BS 600.2/W57)

## OTHER OLD TESTAMENT INTRODUCTIONS:

- Alter, Robert and Frank Kermode, ed. *The Literary Guide to the Bible*. (BS 535/L54/1987)
- Anderson, Bernard W., ed. *The Books of the Bible*, vol. I. . (Ref. BS 540/B62/1989/v. 1)
- Brueggemann, *Introduction to the Old Testament*.
- Childs, B. S. *Introduction to the Old Testament as Scripture*. (BS 1140.2/C48)
- Crenshaw, James L. *Story and Faith*. (BS 1140.2/C74/1986))
- Dillard, Raymond B. and Longman, Tremper III. *An Introduction to the Old Testament*. (BS 1140.2 D55 1994)
- Harrelson, Walter. *Interpreting the Old Testament*. (BS 1140.2/H297)
- Harrison, R. K. *Introduction to the Old Testament*. (Ref. BS 1140.2/H35)
- Hummel, Horace D. *The Word Becoming Flesh*. (BS 1140.2/H85)
- Newsom, C. A. and S. H. Ringe, eds. *The Women's Bible Commentary*.
- Rendtorff, Rolf. *The Old Testament: An Introduction*. (BS 1140.2/R3913/1986)

## LIST OF PASSAGES FOR TERM PAPER

Your research term paper must focus on one of the following Old Testament passages. These texts have been selected in light of the Student Learning Outcomes that are designated for this course.

	<b>SCRIPTURE TEXT</b>	<b>GENERAL DESCRIPTION</b>
1.	Genesis 2:18-25	Creation of Adam and Eve
2.	Genesis 20:1-18	Healing of Abimelech
3.	Exodus 12:1-27	Passover
4.	Exodus 15:1-21	Song of Moses
5.	Leviticus 10:1-11	Story of Nadab and Abihu
6.	Leviticus 19:1-4	Be holy
7.	Numbers 11:16-29	Gift of the Spirit
8.	Numbers 21:4-9	Healing by the brazen serpent
9.	Numbers 27:12-23	Anointing of Joshua
10.	Deuteronomy 18:9-22	A prophet like Moses
11.	Joshua 3:1-6	Sanctify yourselves
12.	Judges 4:4-24	Deborah the prophet
13.	Judges 16:4-22	Samson and Delilah
14.	1 Samuel 10:1-13	The anointing of Saul
15.	2 Samuel 23:1-7	The Spirit speaks through David
16.	1 Kings 17:8-24	Elijah raises the dead
17.	2 Kings 5:1-27	The healing of Naaman the Syrian
18.	2 Kings 20:1-11	The healing of Hezekiah
19.	2 Chronicles 7:1-3	God's glory fills the temple
20.	Psalms 51:6-12	David's penitence
21.	Psalms 96	Coming king
22.	Psalms 103:1-5	Bless the Lord
23.	Isaiah 11:1-5	Seven-fold Spirit
24.	Isaiah 53:1-12	Suffering servant
25.	Isaiah 61:1-4	Anointed one
26.	Jeremiah 20:7-12	Fire in my bones
27.	Ezekiel 36:16-36	Sanctification of God's name
28.	Ezekiel 47:1-12	River from the temple
29.	Daniel 9:1-19	Fasting and repentance
30.	Joel 2:28-29	Promise of the Spirit
31.	Amos 7:1-17	Called to prophesy
32.	Micah 3:1-12	Full of power
33.	Zechariah 4:1-9	By my Spirit
34.	Malachi 3:1-4:6	The day of his coming

**THE FOLLOWING TERMS ARE EXAMPLES OF WHAT YOU SHOULD EXPECT TO SEE ON THE MID-TERM EXAM.**

Pentateuch	JEDP	<i>lex talionis</i>
Torah	Traditions Criticism	W.M.L. de Wette
<i>hagiographa</i>	Gerhard von Rad	Tetrateuch
<i>ketubim</i>	Hexateuch	the <i>shema</i>
canon	Deuteronomist	Mosaic Covenant
James A. Sanders	Primeval Prologue	progressive revelation
Semitic languages	<i>toledoth</i> formula	<i>Heilsgeschichte</i>
Masoretes	<i>Enuma Elish</i>	Deuteronomic History
Targums	Akkadian	Former Prophets
Septuagint	Ugaritic	Latter Prophets
Vulgate	Abrahamic Covenant	George E. Mendenhall
Julius Wellhausen	Sea of Reeds	Norman K. Gottwald
Martin Noth	Tetragrammaton	<i>habiru</i>
Yahweh	Messenger Formula	<i>herem</i>
Elohim	Passover	Walter Brueggemann
Documentary Theory	suzerain-vassal treaty form	
Herrmann Gunkel	Book of the Covenant	
<i>Formgeschichte</i>	Decalogue	
<i>Sitz im Leben</i>	Holiness Code	

**THE FOLLOWING TERMS ARE EXAMPLES OF WHAT YOU SHOULD EXPECT TO SEE ON THE FINAL EXAM.**

Tetrateuch	antithetical parallelism	Sigmund Mowinckel
<i>Heilsgeschichte</i>	synthetic parallelism	complaints
Deuteronomic History	parallelism of specification	thanksgiving psalms
Former Prophets	alliteration	royal psalms
Latter Prophets	assonance	psalms of historical recital
Martin Noth	paronomasia	Walter Brueggemann
Gerhard von Rad	figures of speech	Claus Westermann
George E. Mendenhall	Deutero-Isaiah	Hermann Gunkel
Norman K. Gottwald	Trito-Isaiah	wisdom psalms
<i>habiru</i>	Suffering Servant	Amenemope
Holy War	Servant Songs	Qoheleth
<i>herem</i>	Jeremiah's Book of Comfort	Purim
seer	Confessions of Jeremiah	Chronicler
<i>nabi</i>	apocalyptic	Edwin R. Thiele
Sons of the Prophets	hymn	stratigraphy
poetic parallelism	enthronement psalms	messiah
synonymous parallelism		Davidic Covenant

ONLINE RESOURCES FOR RESEARCH AND WRITING:

Purdue University Writing Lab, Especially all nine pages under "General Academic Writing":

<http://owl.english.purdue.edu/owl/resource/589/01/>

Strunk and White, Elements of Style: <http://www.bartleby.com/141>

Critical Thinking Resources: <http://www.criticalthinking.org/estore/bookstore.cfm/>

## **TERM PAPER EVALUATION CRITERIA**

Your term paper will be graded based upon the categories of research, originality, integration, organization, and style.

### **The Grade of “A” will be given to your paper if it meets the following qualities:**

You have followed the instructions found in the syllabus for the course. Your research shows that you have consulted sources of both high quality and quantity, with excellent documentation. You have accurately and thoroughly presented the important critical issues.

Your paper demonstrates creativity, insight, and cogency. You have fresh, new insights into the subject, the methodology, and the application. This appears to be YOUR paper.

Your work is an excellent example of integration, critical thinking, and the blending of research with your own independent ideas. You show very good interaction with your sources. Your critical thinking is apparent. You have integrated the results of your research with your own ideas.

The structure of your paper is excellent. It is clear and logical, and your thesis is well supported. Your organization of the paper fits the topic very well.

Your English prose is well polished, with superior style and vocabulary. You use excellent transitions and summaries. Finally, you have produced a superior, professional looking paper, with superb analysis and evaluation. Virtually no weaknesses are visible.

### **The Grade of “B” will be given to your paper if it meets the following qualities:**

You have followed most of the instructions found in the syllabus for the course. Your research shows a good use of sources of some quality. Perhaps more or better sources could have been used, or you overlooked some important questions. You do not seem to be fully aware of critical issues.

Your paper demonstrates some creativity. Your insights are good but not outstanding. It appears that you could have given a bit more thought to the topic.

You have not shown enough interaction with sources. However, some critical thinking is evident. More evidence of integration (the blending of research with your own ideas) is needed.

The structure of your paper is good, but not excellent. It is coherent, but no striking insights are developed.

Your paper shows good English prose for seminary work. Major problems are not apparent in your writing style, but there is room for improvement as you gain experience.

Finally, you have produced a good paper that includes above average analysis and evaluation. Only a few weaknesses are apparent. You should do well in Seminary work, and I believe that you can move up to a higher level as you gain more experience in research and writing.

### **The Grade of “C” will be given to your paper if it meets the following qualities:**

You may not have followed the instructions found in the syllabus for the course. Your research shows that your use of reference material is no more than adequate for the assignment. You need to work on your skills in research and the use of the library. You are not aware of the scholarly issues surrounding your topic.

Your paper demonstrates little evidence of insight, and the content is somewhat lacking in originality. Invest more time in your own study of the topic.

You show some interaction with sources. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is acceptable, but needs improvement.

Your writing style shows some flaws and needs to be improved. Please focus some of your time and attention on improving your writing. Finally, you have produced a paper with some good qualities, but with several obvious imperfections. I believe that you can move up to a higher level as you gain more experience in research and writing.

### **The Grade of “D” will be given to your paper if it meets the following qualities:**

You probably did not follow the instructions found in the syllabus for the course. Your research appears to be inadequate for acceptable seminary work. You need to learn how to find sources and/or how to document them.

Your paper demonstrates very little evidence of originality. Have you thought about this topic at all?

You show very little interaction with sources and little integration with critical scholarship. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is not clear, and your thoughts are not well organized. Please spend more time thinking through your presentation.

Your writing style shows many errors, such as sentence fragments, comma faults, misspelled words, and other such grammatical problems. Finally, for whatever reason, you have produced a weak paper with many imperfections. However, you should not get discouraged. This paper should serve as a learning experience for you, and you can improve your research and writing skills if you will work at it.

### **Absence Policy**

Please observe the following statement from the Seminary catalog:

Regular attendance of all classes is required. Absences in excess of one for each hour of credit must be specifically excused by the professor. Unexcused absences in excess of two for each hour of credit will normally require that the student be dropped from the class or have his/her grade reduced for the course. In the case of those receiving VA benefits, the Veterans Administration will be promptly notified of any change in status.

Absences are excused for such things as personal illness, severe illness in the family, death in the family, and other such crises. These are not the only reasons for granting an excused absence but they are illustrative.

Excused absences permit a student to make up tests that have been missed as a result of the absence. Tests taken promptly after the absence will be given full value of the grade received. The student is responsible to contact the teacher and arrange for a test date. If an unexcused absence is taken on an announced test day, a make up test can be taken only on the recommendation of the Dean of the Seminary. Three tardies equal one unexcused absence.

### **Policy on Incompletes**

Please take note of the following policy concerning incompletes:

***An Incomplete is not lightly given.*** It is designed for the rare occasion when the student has been seriously ill or suffered some other hardship beyond one's control (procrastination is not an acceptable reason). Permission to receive an "I" must be requested on forms which are available in the Academic Dean's office and must be approved by the respective teacher and the Academic Dean, ***not later than the last regularly scheduled day of class.*** Under extraordinary circumstances beyond the student's control, the student may apply to the Academic Dean and the instructor and with their approval register for an incomplete and pay the appropriate fee. **Application must be made within one month from the end of the course.**

If the "I" is not removed by one year from the date of enrollment in the course, it becomes an "F". **The student will then need to repeat the course.** No "F" resulting from an "I" may be changed to a passing grade. In such cases the course must be repeated to attain a passing grade and/or academic credit for the course. No "F" resulting from the failure to file for an incomplete may be changed to a passing grade.

In order for this instructor to give permission for taking an Incomplete, the following terms must be met:

1. The request must be based on an emergency which developed at a time and for a length of time that it interrupted work already in progress.
2. The student must describe the nature of the emergency. Matters of a private nature will be received as confidential material.

3. The student must present to the instructor the work that has already been completed. The instructor will evaluate the work in relation to the request.
4. The student must propose a completion date.
5. If the student does not submit the required work on the agreed upon date of completion, a grade of zero for that assignment will be entered on the student's record.

### **Grading System (excerpted from the Seminary Catalog)**

Factors considered in assessing work and assigning grades:

1. Information Gained - demonstration of useable knowledge of pertinent data, accurately assembled and organized (to include: terms, ideas, theories, dates, names, events, people, places, institutions, processes, documents, etc.).
2. Ability to use Methodology - demonstration of ability to use advantageously the tools and resources of that particular discipline in a way that is fruitful for that course.
3. Ability to Communicate - demonstration of ability to organize and communicate material pertinent to that subject area, including written and, where applicable, verbal skills.
4. Evidence of Originality - demonstration of fresh and new insights into the subject matter and/or its methodology and application.

### **Details of Grading System:**

The Church of God Theological Seminary uses letter grades. They are to be interpreted by the following guidelines:

**A =** EXCELLENT - represents a high level of information gained. ability to use methodology, ability to communicate and evidence of originality.

**B =** ABOVE AVERAGE - represents an above-average grasp of the information and methodology, a commensurate ability to communicate, an industrious attitude and thoroughness.

**C =** AVERAGE - represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or ability to demonstrate insight into material studied.

**D =** BELOW AVERAGE - represents unsatisfactory achievement in all areas! but is passing.

**F =** UNACCEPTABLE - represents work that fails to meet the requirements for a seminary course or failure of the student to file for an incomplete. If the course is repeated and successfully passed the new grade, rather than the "F", will be used in calculating the student's G.P.A. and the first course will be expunged from the transcript. **The course must be repeated if it is over a year old and the grade received was an "F".**