
Andrews University

THST 647 HUMAN NATURE AND DESTINY SUMMER 2026

Ricardo Bentancur (PhD)

CLASS & CONTACT INFORMATION

- **Class location:** North Pacific Union: 5709 N 20th Street, Ridgefield, WA
- **Class time/day:** 06:00 pm – 09:00 pm, Sunday 9,
August 9-13. 08:00 am -12:00 pm; 1:30– 5:30 pm, Monday-Thursday, 10-13.
- **Course Website:** <https://learninghub.andrews.edu/>
- **Instructor Tel.:** (208) 573-5587.
- **Instructor Email:** Ricardo.bentancur@pacificpress.com
- **Office location:** Pacific Press Publishing Association.
- **Credits offered:** 3

BULLETIN DESCRIPTION OF COURSE

The course prepares students to understand the various theories of human nature, originating from the classical worldviews of Western philosophy and theology. At the same time, the course aims to provide students with biblical and philosophical resources to understand the plan of redemption in the context of human history's development. Ultimately, the final purpose is to prepare students to understand the origin of humanity, the fall, and sin—its nature and effects—the nature of man, and the doctrine of immortality. Man and woman are the image of God. The Christian message confronts the world with the image of an actual human identity.

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help student achieve the Program Learning Outcomes basic to their chosen profession. The Learning Outcomes primarily addressed in the MAPM Program are:

1. Acquire knowledge and develop skills to interpret reality in the light of divine revelation. Demonstrate proper biblical interpretation skills in addressing philosophical questions concerning the relationship between God and humanity.
2. To develop the ability to understand the theological and ethical implications of a given philosophical thought.
3. To become familiar with classical theological and philosophical literature.
4. To become acquainted with the thought of the great Christian theologians and philosophers, particularly modern and contemporary thinkers.
5. Understand the historical-theological development of Christian thought.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
08/09 /26	<ul style="list-style-type: none"> • Reading report • Knowing each other • Syllabus review • Question and answer period about course requirements • Course introduction 	<p>30 hours from the required books below—Before the intensive (30 points of the final grade). <i>Six-point deduction</i> for late reading assignments.</p> <p><i>Pre-Intensive reading report. 30 hours</i> from the required books above—Report due August 8, 2026, before sundown—two days before the beginning of the intensive.</p>	
08/10/26	<ul style="list-style-type: none"> • Worldview of God and man in classical antiquity: Socrates, Plato, and Aristotle. 	Discussion and collaborative learning on the course’s main topic. Small group formation for collaborative learning. Identification of topics for small groups.	

Date	Topic	Assignment Due	CLOs Addressed
08/11/26	<ul style="list-style-type: none"> Worldview of God and man in the Middle Ages: Meister Eckhart. Worldview of God and man in modernity: Descartes and Kant. 	Small group discussion and collaborative learning on selected topics. Preparation for a 30-minute small group presentation during the last day of classes.	
08/12/26	<ul style="list-style-type: none"> Worldview of God and man in the XIX and XX centuries: Kierkegaard and Heidegger. Thesis of the Chair: Prayer as a way of revelation of the Word in the world. 	Small group discussion and collaborative learning on selected topics. Preparation for a 30-minute small group presentation during the last day of classes.	
08/13/26	<ul style="list-style-type: none"> Thesis of the Chair: Prayer as a way of revelation of the Word in the world. The Word without prayer is a dead letter. Prayer without the Word is blind. 	Small group discussion and collaborative learning on selected topics. Preparation for a 30-minute small group presentation during the last day of classes	
10/13/26		<p>The final project is due today, October 13, 2026. The project must be posted on LearningHub and emailed as an electronic MSW document before midnight to: ricardo.bentancur@pacificpress.com</p>	

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. Classwork missed may be

made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Reading –Read 30 hours from at least two of the following books.

1. Sherlock, Charles. *Doctrine of Humanity*. Downers Grove: InterVarsity Press, 1996.
2. Stevenson, L., D. Haberman. *Ten Theories of Human Nature*. Oxford University Press, 1998.
3. Bentancur, R. *Las oraciones de mi Maestro*. APIA, 2020.
4. Bentancur, R. *El Verbo: Las siete revelaciones de la encarnación*, PPPA, 2023.

Recommended Reading

- Asheim, I. *Christ and Humanity*. Philadelphia: Fortress Press, 1970.
- Balthasar, Hans Urs von, *Teodramática 3*, Editorial: Ediciones Encuentro Traductor: Bueno de la Fuente, Eloy Colección: Gloria-Teodramática-Teológica
- Barrett, C.D. *Understanding the Christian Faith*. Englewood Cliffs: Prentice Hall, 1980.
- Barth, K. *Mensch und Mitmensch*. Göttingen: Vandenhoeck & Ruprecht, 1958.
- Casper, B. *Das Ereignis des Betens, Freiburg/München*, Alber, 1998.
- . *Réalité de l'homme nouveau*. Geneva: Labor et Fides, 1949.
- Berkhof, L. *Systematic Theology*. Grand Rapids: Eerdmans, 1974.
- Berkouwer, G.C. *Sin*. Grand Rapids: Eerdmans, 1971.
- Brown, Warren C., et al. *Whatever Happened to the Soul?* Minneapolis: Fortress Press, 1998.
- Buber, M. *Between Man and God*. New York: McMillan, 1978.
- . *I and Thou*. New York: Charles Scribner's, 1955.
- Cairns, D. *The Image of God in Man*. London: SCM, 1953.
- Cairus, Aecio E. "The Doctrine of Man," in Handbook of Seventh-day Adventist Theology. Commentary Reference Series vol. 12, Raul Dederen ed. Hagerstown, MD: Review and Herald, 2000.
- Come, A.B. *Human Spirit and Holy Spirit*. Philadelphia: Westminster, 1959.
- Cosgrove, M.P. *The Essence of Human Nature*. Grand Rapids: Zondervan, 1977.
- Creencias de los Adventistas del Séptimo Día: una exposición bíblica de las doctrinas fundamentales de la Iglesia Adventista del Séptimo Día. Traducción de Armando Collins y Miguel A. Valdivia. Buenos Aires: ACES, 2006.
- Culbertson, P. New Adam. Minneapolis: Fortress Press, 1992.
- Cullmann, Oscar. *Immortality of the Soul and Resurrection of the Dead: the Witness of the New Testament*. New York: Macmillan, 1958.
- Custance, A.C. *The Mysterious Matter of Mind*. Grand Rapids: Zondervan, 1980.
- Davis, C. *Body and Spirit*. New York: Seabury Press, 1976.
- DeChardin, P.T. *The Future of Man*. New York: Harper & Row, 1964.
- . *Man's Place in Nature*. New York: Harper & Row, 1965.
- . *The Phenomenon of Man*. New York: Harper & Row, 1965.
- Dillett, E.S. *Why Were We Born?* Smithtown: Exposition Press, 1980.
- Eckhart, M. *Tratados y sermones*. Buenos Aires, Las Cuarenta, 2020.

- Fenn, R. K. *The Secularization of Sin*. Louisville: Westminster, 1991.
- Flyn, L.B. *What is Man?* Wheaton: Victor, 1978.
- Fox, D.A. *Buddhism, Christianity, and the Future of Man*. Philadelphia: Westminster, 1972.
- Frankl, V. F. *Man's Search for Meaning*. New York: Beacon Press, 1963.
- Franz Rosenzweig. *La Estrella de la Redención*, trad. M. García-Baró, Salamanca, Sígueme, 1997.
- Gaede, S.D. *Where God May Dwell*. Grand Rapids: Zondervan, 1985.
- Gafney, J. *Sin Reconsidered*. New York: Paulist Press, 1983.
- García Baró, M. *Del dolor, la verdad y el bien*, Salamanca, Sígueme, 2006.
- García-Baró, M. *De estética y mística*, Salamanca, Sígueme, 2007.
- Garrido-Maturano: "El origen de la oración. Notas sobre el carácter acontecimental de la oración en el pensamiento de Bernhard Casper", publicado en *La hospitalidad del pensar. Homenaje a Bernhard Casper*, Buenos Aires: SB Editorial, 2018. ISBN 978-987-4434-20-3, p. 230.
- Garrido-Maturano, "El susurro y la eternidad. La reivindicación filosófica de la infancia de M. García-Baró", publicado en: A. Serrano de Haro, I. Ortega y O. Belmonte (eds.), *El deber gozoso de filosofar. Homenaje a Miguel García-Baró*, Sígueme, Salamanca, 2018. ISBN 978-84-301-2012-3.
- Gulley, Norman R. *Systematic Theology. Creation, Christ, Salvation*. Berrien Springs, MI: Andrews University Press, 2012.
- Henry, M. : *C'est moi. La vérité. Pour une philosophie du christianisme*, Paris, Éditions du Seuil, 1996.
- Henry, M.: *Incarnation. Une philosophie de la chair*, Paris, Éditions du Seuil, 2000.
- Henry, M.: *Paroles du Christ*, Paris, Éditions du Seuil, 2002.
- Henry, M. : *L'essence de la manifestation*, Paris, Presses Universitaires de France, 1963.
- Johnsen, C. *Man--The Indivisible*. Oslo: Universitetsforlaget, 1971.
- Kierkegaard, S. *Los lirios del campo y las aves del cielo.*, trad. D. Gutiérrez Rivero, Madrid: Trotta, 2007.
- Kierkegaard, S. *La enfermedad mortal*, trad. D. Gutiérrez Rivero, Madrid: Trotta, 2008.
- Kierkegaard, S. *Una reflexión sobre la existencia humana*, México: Universidad Iberoamericana, 2009.
- Kierkegaard, S. *El instante*, trad. A. Albertsen, Madrid: Trotta, 2006.
- Kierkegaard, S. *Migajas filosóficas*, trad. D. González y O. Parceró, Madrid, Trotta, 2016.
- Kierkegaard, S. *Mi punto de vista*, trad. J. M. Velloso, Madrid, Aguilar, 1983.
- Kierkegaard, S. *Ejercitación del cristianismo*, trad. D. Gutiérrez Rivero, Madrid, Trotta, 2009.
- Kierkegaard, S. *Para un examen de sí mismo recomendado a este tiempo*, trad. A. Albertsen, Madrid, Trotta, 2011.
- Lavelle, L. *De L'Âme Humaine*. Paris: Aubier, 1951.
- Lewis, C.S. *The Abolition of Man*. New York: McMillan, 1955.
- Marcuse, H. *One-Dimensional Man*. Boston: Beacon Press, 1968.
- McDonald, H. D. *The Christian View of Man*. Westchester: Crossway, 1981.
- Menninger, K. *Whatever Became of Sin?* New York: Hawthorn, 1973.
- Meyer, Roland. *La vie après la mort*. Lausanne: Belle Rivière, 1989.
- Michaeli, F. *Dieu à l'image de l'homme*. Paris: Delachaux et Niestle, 1950.
- Moltmann, J. *Man: Christian Anthropology*. London: SPCK, 1974.

- Moore, A. *A Study of E.G.W.'s Concept of the Nature of Man*. M.A. Thesis. Walla Walla Univ, 1966.
- Murphy, Nancey. *Bodies and Souls, or Spirited Bodies?* Cambridge: Cambridge University Press, 2006.
- Niebuhr, R. *Man's Nature and His Communities*. New York: Charles Scribner's, 1965.
 . *Moral Man and Immoral Society*. New York: Charles Scribner's, 1960.
 . *Nature and Destiny of Man*. Vols. I & II. New York: Charles Scribner's, 1964.
 . *The Self and the Dramas of History*. New York: Charles Scribner's, 1955.
- Olsen, V. N. *Man, the Image of God: The Divine Design, The Human Distortion*. Hagerstown: Review and Herald, 1988.
- Olsen, V. N. *The New Relatedness for Man and Woman In Christ: A Mirror of the Divine*. Loma Linda: Center for Christian Bioethics, 1993.
- Padorano, A.T. *Original Sin and Christian Anthropology*. Washington: Corpus Books, 1969.
- Pannenberg, W. *What is Man?* Philadelphia: Fortress, 1970.
- Patočka, J. *Le monde naturel et le mouvement de l'existence humaine*, Dordrecht, Kluwer Academic Publishers, 1988.
- Patočka, J. "L'homme et le monde. Introduction à la phénoménologie de Husserl", en: *idem, Qu'est-ce que la phénoménologie?*, trad. E. Abrams, Grenoble, Éditions Jérôme Millon, 2002, pp. 83-127.
- Pittenger, W. N. *The Christian Understanding of Man*. Philadelphia: Westminster, 1964.
- Rahner, K. *Hominisation*. New York: Herder and Herder, 1965.
- Ramm, B. *Offense to Reason: The Theology of Sin*. San Francisco: Harper and Row, 1985.
- Roberts, D. E. *Psychotherapy and a Christian View of Man*. New York: Charles Scribner's, 1950.
- Scott, N.A. Jr. *Mirrors of Man in Existentialism*. Nashville: Abingdon, 1969.
- Shinn, R. L. *Man: The New Humanism*. Philadelphia: Westminster, 1968.
- Stevenson, L. *Seven Theories of Human Nature*. New York: Oxford University Press, 1980.
- Substantial, A.H. *Systematic Theology*. Valley Forge: Judson Press, 1976.
- Thiessen, H.C. *Introductory Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 1975.
- Vaucher, Alfred F. *La historia de la salvación. Teología sistemática*. Madrid: Editorial Safeliz, 1988.
- Wahlen, Clinton ed. *What Are Human Beings That You Remember Them?* Proceedings of the Third International Bible Conference, Nof Ginosar and Jerusalem. Silver Spring, MD: Review and Herald, 2015.
- Zurcher, J. *Nature and Destiny of Man*. New York: Philosophical Library, 1969.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic master’s (e.g., MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students who are weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and the AU Student Success office.

To achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Master’s Programs	
		2 Credits	3 Credits
Instructor Contact Hours	Blended Learning		35 hrs
Independent Learning Activities	Pre-Intensive Reading		30 hrs
	Small group presentation (10 points)		10 hrs
	20-page project/paper		60 hrs
Total Hours:			135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities listed below, which provide practice toward and an assessment of the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
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<p>Pre-Intensive reading report. 30 hours from the required books above—Report due August, 6, 2026, before sundown—two days before the beginning of the intensive. The report consists of one page with the following information: 1) Name of the student, 2) number of hours read, and 3) Author and titles of books from which the student invested their 30 reading hours—two books minimum.</p>	<p>30 points</p>
<p>Small-group presentation during the last day of classes. The professor will grade the 30-minute presentation based on 1) content, 2) investigation, and 3) quality of the PP slides.</p>	<p>10 points</p>
<p>Final paper/project—20 pages. The topic for the project must address issues related to the course content and must be approved by the professor. The student must select and submit to the professor an outline of the project during the intensive.</p> <ul style="list-style-type: none"> • The paper/project will need the following sections: 1) Title page. 2) Table of Contents. 3) Introduction. 4) Chapter 1—Biblical and theological foundations for teaching (discipleship)—include EGW writings. 5) Chapter 2—Teaching (discipleship) in current literature—minimum of 20 authors for the first two chapters—EGW counts as one author. 6) Chapter 3—Practical insights for teaching (discipleship) in the local church. 7) Conclusion. 8) Bibliography—Only sources used for the research. Except for EGW writings, sources cited must be from the past 15 years. • This report should follow <i>AU Standards for Written work:</i> (http://www.andrews.edu/GRAD/style.html). • This project must be submitted by October, 13, 2026, and will be graded according to the rubric that appears at the end of this syllabus. • Late submission will be penalized based on the stipulations indicated in the previous table. • Note: The final report must be submitted through our Learning Hub in ONE MSW file. 	<p>60 points</p>
<p>Total points</p>	<p>100 points</p>

Note. To ensure fairness in grading, grades will be assigned based solely on the above requirements. No individual arrangements will be made for those requesting a last-minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be submitted on the Learning Hub before the dates indicated in the Course Overview above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the due date will be worth a maximum of 50% of the possible points — for this course, see the penalties posted on the **Course Overview Table**. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be completed by the due date.

ABOUT YOUR INSTRUCTOR

Ricardo Bentancur (PhD) holds a B.A. in Theology from the Adventist University of Plata, Argentina, an M.A. in Theology from the Pontifical Catholic University of Argentina, an M.A. in Philosophy from the National University of Buenos Aires, and a Ph.D. in Philosophy and Letters from the National University of Cordoba, Argentina. For most of his forty-three years as an Adventist minister, he worked as a publisher. First at ACES, South America, and then at Pacific Press. Since 2013, I have been the director of the International Department. He taught Ethics at the Carl Rogers Institute in Buenos Aires and has been teaching at Andrews University since 2016. Prolific writer and preacher loves teaching and preaching.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity befitting ministry leaders who represent Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receiving a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or cancellation of the degree. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student has left the course, program, or university. The University maintains a record of academic integrity violations through the Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism is when one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or significant portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details, see: https://www.andrews.edu/academics/academic_integrity.html.

Academic Accommodations

If you qualify for accommodations under the Americans with Disabilities Act, please get in touch with Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

Learning Hub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course or to report a problem with Learning Hub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. You must follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course can be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D
				58-Below	F

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade, demonstrating a high level of knowledge, insight, critical competence, and professional presentation standards essential for an individual wishing to pursue a career as an experienced leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis, and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs from a B grade only in that the traits outlined above are not consistently applied. However, with diligence and by using feedback from your lecturer, the academic process can provide an opportunity for a student to improve their consistency and, hence, their grade.

THE D GRADE

The D grade indicates a limited level of knowledge, insight, and critique, as well as inadequate quality of written work. This may be due to a lack of time management on the part of the student, difficulty grasping the concepts being taught, using English as a second language, or a personal issue affecting one's concentration and motivation levels. With diligence, applying feedback from your lecturer and seeking services offered by the University, such as the writing lab or the counseling center, the academic process can provide a significant opportunity for students to improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution’s name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the seven components	Misses 2 of the seven components	Misses three components	Misses more than three components	
Introduction	The introduction is engaging, clearly states the main topic and purpose of the paper, and effectively previews its structure.	The introduction states the main topic and purpose of the paper and previews its structure.	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure.	There is no clear introduction or main topic, and the paper lacks a coherent structure.	
Project Description	The project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	The project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	The project is satisfactorily described and meets the paper length	The project is poorly described and does not meet the required page length.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	The report provides a table of contents and is organized using different subhead levels, following the AUSWW style. Subheadings are exceptionally well-written and effectively reflect the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflect the subject, but the wording can be improved.	The paper provides a table of contents and is organized using different subheading levels. However, does not follow the AU standards of written work.	The paper includes first-level headings, but they do not clearly reflect the subject matter. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	It does not include a table of contents and lacks clear headings and subheadings. Does not follow the organizational specifications stated in the syllabus and AUSWW	
Format/Style	All texts and references adhere to the specifications of AUSWW. Syntax and semantics are outstanding. Models language and	Consistently follows AUSWW with minor flaws. Syntax and	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. The syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient.	

	style. No errors in punctuation, spelling, and sentence formation	semantics are perfect. No significant errors in style				
Conclusion	The conclusion is engaging and provides an outstanding overview of the project, as well as personal reflections on the projected implementation. Exceeds expectations	The conclusion restates the purpose, provides a clear summary, and offers personal opinions about the outcome.	The conclusion restates the purpose and provides a satisfactory summary of the results. Lacks personal reflection on projected implementation.	The conclusion attempts to summarize the project's thrust but is somewhat ambiguous. Lacks personal reflection	The conclusion fails to summarize and to express personal reflection on the project.	

