



THST 630

DOCTRINE OF CHRIST

SPRING 2026

Ricardo Bentancur (PhD)

CLASS & CONTACT INFORMATION

- **Class location:** • North Pacific Union Headquarters, 5709 N 20th St., Ridgefield, WA
- **Class date/ time/day:** 06:00 – 09:00 pm, Sunday, February 8, 2026.
- 08:00 am -12:00 pm; 1:30– 5:30 pm, Monday-Thursday, February 9-12, 2026.
- **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 the student to know the systematic and historical study of the unique person of Christ: His pre-existence, divinity, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His life and death.

PROGRAM & COURSE LEARNING OUTCOMES

Master of Divinity (MDIV) Program Outcomes

1. Demonstrate spiritual growth using spiritual disciplines.
2. Explain Scripture exegetically and theologically soundly from an Adventist perspective.
3. Engage in biblical and theological reflection as the basis for ministry.
4. Design and lead biblically, theologically sound, and contextually relevant public worship services that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church community.
5. Apply the principles of pastoral care to all aspects of ministry.
6. Organize, equip, and mobilize congregations for practical, ethnic, and cross-cultural mission and ministry.
7. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history, theology, and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

Student Learning Outcomes (SLO)

Upon the completion of this course, students should be able to:

1. Have a general understanding of the issues relating to the person of Christ and exhibit a sharpened ability to articulate in some detail the central tenets of Biblical Christology (Assessment through exams).
2. Increase their ability to think critically (analyze and evaluate), creatively (design and create), and practically (apply knowledge and solve problems) (Assessment through teamwork and class presentations).
3. Know significant historical-theological controversies that impacted Christological developments (Assessment through exams).
4. Identify major Biblical and historical factors that influenced the development of modern Adventist Christology (Assessment through exams).
5. Be familiar with a range of key theological terms, which constitute a necessary technical theological vocabulary (Assessment through exams).
6. Be able to critically analyze and evaluate the selected writings/student presentations dealing with the person of Christ (Assessment through teamwork and class presentation made to other students in a group).
7. Learn how to prepare an oral presentation for other students (Assessment through the class presentation).

Note: The outline will be presented during the first class.

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
02/08/26	<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 February 8, 2026, before sundown—two days before the beginning of the intensive.</p>	
02/09/26	<ul style="list-style-type: none"> • Analysis of the central problem of Christology in the light of the history of Theology and Philosophy. 	Discussion and collaborative learning on the course's main topic. Small group formation for collaborative learning. Identification of topics for small groups.	
02/10/26	<ul style="list-style-type: none"> • The incarnate relation of His divinity and humanity. • Incarnation and Christology in Scripture. • Introduction to the Christological revelations in the Prologue of the Gospel of John. 	Small group discussion and collaborative learning on selected topics. Preparation for a 30-minute small group presentation during the last day of classes.	
02/11/26	<ul style="list-style-type: none"> • Thesis of the Chair: The Christological revelations in the Prologue of the Gospel of John. 	Small group discussion and collaborative learning on selected topics. Preparation for a 30-minute small group presentation during the last day of classes.	
02/12/26	<ul style="list-style-type: none"> • Thesis of the Chair: The Christological revelations in the Prologue of the Gospel of John. • Incarnation and Prayer: Prayer is a way of revealing 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	
04/08/26		Final project is due today: April 8, 2026. After this date will receive an "F" and must repeat the class. The	

Date	Topic	Assignment Due	CLOs Addressed
		project must be posted on LearningHub and emailed as an electronic MSW document before midnight to: ricardo.bentancur@pacificpress.com	

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. The missed class work may be made up only if the teacher allows it. Three tardinesses are equal to one absence.

COURSE MATERIALS

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

Bentancur, Ricardo. *Las oraciones de mi Maestro*, APIA, 2020.

Bentancur, Ricardo. *El Verbo: Las siete revelaciones de la encarnación*, PPPA, 2023.

Boff, L. Jesucristo el Libertador. Ensayo de cristología crítica para nuestro tiempo, Editorial Sal Terrae, 1985.

Ellen G. White. *Desire of Ages*. Nampa: Pacific Press Publishing Assn., 1995.

. *Steps to Christ*. Mountain View: Pacific Press Publishing Assn., 1921.

MacLeod, Donald. *The Person of Christ*. Downers Grove: InterVarsity Press, 1998.

Millard J. Erickson, who is *Tampering with the Trinity*. Grand Rapids: Kregel, 2009.

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, and Mitmensch*. Göttingen: Vandenhoeck and Ruprecht, 1958.

Casper, B. *Das Ereignis des Betens, Freiburg/ München*, Alber, 1998.

. *Realite 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*, París, Éditions Du Seuil, 1996.
- Henry, M.: *Incarnation. Une philosophie de la chair*, París, Éditions du seuil, 2000.
- Henry, M.: *Paroles du Christ*, París, Éditions du Seuil, 2002.
- Henry, M.: *L'essence de la manifestation*, París, 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'Ame 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 a 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: ídem, *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 independent learning activities per credit.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students 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 below, which provide practice toward and an assessment of this course's learning outcomes. 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
<i>Pre-Intensive reading report. 30 hours</i> from the required books above—Report due February 5, 2023 , before sundown— 3 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.	30 points
<i>Small-group presentation</i> 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.	10 points
<i>Final paper/project—20 pages</i> . The topic for the project must deal with issues associated with the contents of the course and must be approved by the professor. Students must select and submit an outline of the project to the professor during the intensive. <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 April 8, 2026, and will be graded according to the rubric 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. 	60 points

Total points	100 points
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Note. To ensure fair grading for everyone, grades will be assigned based on the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustments or extra credit.

Submission of Assignments

Assignments are to be turned in on 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 time they are due will be worth a maximum of 50% of the possible points--for this course, see 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 rare and accompanied by a valid reason why the work could not be done 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, a 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. He worked as a publisher for most of his forty-eight years as an Adventist minister. First at ACES, South America, and then at Pacific Press. Since 2013, is the director of the International Department. He taught Ethics at the Carl Rogers Institute in Buenos Aires, and since 2016, he has taught at Andrews University. Prolific writer and preacher loves teaching and preaching.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing 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 receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program, or university. The University Student Academic Integrity Council maintains a record of academic integrity violations. 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 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 are 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 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 the instructor's permission, 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 accommodation 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 to arrange accommodations.

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 regularly checking their Andrews University e-mail, Moodle, and iVue alerts.

LearningHub 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 the Learning Hub	dlit@andrews.edu	(269) 471-3960

Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
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Emergency Protocol

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will guide and direct students in the classroom in case 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 class's consensus, at any time during the semester to benefit the learning process. The up-to-date Course Description for this course may 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 assessment or competency evaluation requirements. It is an excellent grade and demonstrates 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 fulfills the criteria for a B grade and 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 only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying 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 points to a limited level of knowledge, insight, and critique and to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue affecting one's concentration and motivation levels. Again, the academic process can allow students to improve their performance significantly with diligence, applying feedback from their lecturer, and seeking services offered by the University, like the writing lab or the counseling center.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed, or 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. It states the main topic and purpose of the paper and 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 structure of the paper is missing.	
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 the project's protocols, organization, implementation, and evaluation are missing. Meets length	The project is satisfactorily described and meets the paper length	The project is poorly described and does not meet the number of pages.	The report misses entire sections of the project description. Does not meet the paper length.	
Organization	The report provides a table of contents and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and 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 wording can be improved.	The paper provides a table of contents and is organized using different subheading levels. However, does not follow AU standards of written work.	The paper provides first-level headings, but the headings do not reflect the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided into headings and subheadings. Does not follow the organizational specifications stated in the syllabus and AUSWW	
Format/Style	All texts and references follow specifications from 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. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient.	

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

