NTST550

EXEGESIS OF THE NT: (ENGLISH):

REVELATION

November 4-8, 2012

Ranko Stefanovic, PhD

InMinistry Center Intensive
MA in Pastoral Ministry

Andrews University
GENERAL CLASS INFORMATION

Class acronym: NTST550
Class name: Exegesis of the New Testament (English): Revelation
Semester & year: Fall 2012
Class location: Southwestern Adventist University
Class time/day: Sunday 6-8 pm; Monday-Thursday 8-12 am, 2-5 pm.
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Ranko Stefanovic, PhD
Telephone: 269.471.3245
Email: ranko@andrews.edu
Office location: Seminary N126
Office hours: Tuesday 10:00-12:00 am; Wednesday-Thursday 2:00-3:15 am; and by appoint.

BULLETIN CLASS DISCRIPTION

Exegesis of selected portions of the New Testament. The same subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with a different subject matter.
CLASS OBJECTIVES

The primary objectives of this class are to:

- Acquaint the student with the historical background and setting, literary design, and the basic structure of the book of Revelation.
- Enable the student to develop workable hermeneutical tools for study and meaningful interpretation of Revelation’s theological ideas.
- Assist the student to get a broad-based knowledge of the contents and theology of Revelation from the historicist perspective of prophetic interpretation and with a Christ-centered emphasis.

Secondary objectives include:

- Assist the student to develop the ability for original thinking and critical judgment.
- Enable the student use the class material for preaching and teaching.

HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page
- Exam preparation 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Required reading (4 books)
  - Revelation (20 pp.) 1.5 hrs.
  - Stefanovic (429 pp.) 25 hrs.
  - Paulien (176 pp.) 10 hrs.
TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

1. The student is required to have his/her Bible with him/her in the class. Any modern translation is acceptable (rather than KJV or paraphrasing editions, such as The Clear Word). The instructor will be using the NASB. The student will read and know the content of the entire book of Revelation.

Recommended:


Class Bibliography:


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**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

**Criteria for Grades**
The student’s grade will be based on the percentage earned that he/she accumulates in the course. There will be two book reports on assigned readings (worth 13% for Stefanovic and 7% for Paulien on the 100% scale); one written examination (worth 50%); a word study paper (worth 20%); a reading of Revelation (worthy 5%); and a summary and analysis of Ellen White’s councils (worthy 5%). For the criteria that will be followed in assessing the various written assignments see the Appendix. The grading breakdown is as following:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exam</td>
<td>50%</td>
</tr>
<tr>
<td>2. Assigned readings</td>
<td>20%</td>
</tr>
<tr>
<td>3. Word-study paper</td>
<td>20%</td>
</tr>
<tr>
<td>4. Reading Revelation</td>
<td>5%</td>
</tr>
<tr>
<td>5. Reading Ellen White's counsels</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Percentage:**

- A 95-100%
- A- 90-94%
- B+ 85-89%
- B 80-84%
- C+ 75-79%
- B- 70-74%
- C 65-69%
- C- 60-64%
- D 50-59

**Passing Grades**
The student will only receive a passing grade for the class if he/she has attained passing grades on their final examination and research paper. A passing grade is also conditioned by the student’s attendance at the class and doing the reading assignments. Regular class attendance is assumed. If the student misses more than three class sessions he/she will not receive a passing grade.

**Assessment Submission**
All written assignments must be submitted as hard copies.

**Late Submission of Assessment**
Late submission will be penalized by incurring 10% penalty for each thirty days following the due date.

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**BEFORE CLASS REQUIREMENTS (DUE THE FIRST DAY OF CLASS)**

**Assessment Items**

To read the following:

1. **Reading Revelation** – the entire book of Revelation must be read in English and reported on a 3x5 card on the days specified in the class schedule; the report must include a statement that the assigned section was read in the following way: “Before God, I state that I have read the entire book of Revelation,” verified by the student’s signature.


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**DURING CLASS REQUIREMENTS**

3. **Reading Ellen White** – To read carefully Ellen White, *Counsels to Writers and Editors* (Southern Pub. Assoc., 1957), pp. 33-42 (found in the “Course Material,” pp. 13-17). A two-to-three page, single-spaced typewritten paper should be submitted on the first day of the class. Using a list format, the student must articulate in his/her own words any 12-15 points he/she finds important. Do not simply “copy” and “paste” from the text into your paper. After restating a point in a complete sentence, take the several lines to make personal comment on the point. The assignment is due on the third day of the class.

4. **Exams** – There will one exam on Revelation based on the class lectures on the last day of the class. The written objective type examinations may include completion statements, multiple choice questions, and short essays.
AFTER CLASS REQUIREMENTS (DUE BY APRIL 1, 2012)


6. **Research Paper** – The student will write a 8-10 page word-study paper on a passage of Revelation according to the instruction provided in the class and the course syllabus in Appendix 1. It will be graded on the basis of criteria that are outlined in the Appendix to this syllabus. If you want the paper to be returned to you with comments, send a hard copy and include an adequately stamped, self-addressed envelope. Otherwise send it as an email attachment in Microsoft Word or PDF format. But verify that I have received it.

CLASS POLICIES

**Classroom Seating**
To facilitate the instructor in learning each student’s name, please select a permanent seat in the classroom.

**Disability Accommodations**
Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students with documented disabilities are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the university might reasonably accommodate them. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

**Examinations**
“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.”

*Andrews University Bulletin 2010, page 29*

**Class Attendance**
“Regular attendance at all classes is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give 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 class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

*Andrews University Bulletin 2010, page 29-30*

**Excused Absence**
“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their
own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

Andrews University Bulletin 2010, page 30

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

Andrews University Bulletin 2010, page 30

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.”

Andrews University Bulletin 2010, page 30
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>November 4</td>
<td>Introduction to the class; schools of prophetic interpretation</td>
<td>Reading: The Book of Revelation/ Stefanovic’s Revelation</td>
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<tr>
<td>2</td>
<td>November 5</td>
<td>Symbolism of Revelation; structure of Revelation; Revelation 4-5; Revelation 6</td>
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<tr>
<td>3</td>
<td>November 6</td>
<td>Revelation 7-9</td>
<td>Summary of Ellen White, “Attitude Towards . . .”</td>
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<tr>
<td>4</td>
<td>November 7</td>
<td>Revelation 12-14</td>
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<td>5</td>
<td>November 8</td>
<td>Revelation 15-17</td>
<td>Exam</td>
</tr>
</tbody>
</table>
Ranko Stefanovic, Professor of New Testament

- MA Adventist International Institute of Advanced Studies (1990)
- PhD Andrews University (1995)

Membership in Scholarly Societies:
- Society of Biblical Literature since 1994
- Adventist Society for Religious Studies since 1996
- Adventist Theological Society since 2010

Awards:
- “The Daniel A. Augsburger Excellence in Teaching Award” – by the College of Arts and Sciences, Andrews University, 2003.

Ranko Stefanovic holds a PhD in the area of New Testament with an emphasis on the book of Revelation. Prior to joining the faculty at Andrews University, he served for eighteen years as an ordained SDA minister in his home country of what used to be Yugoslavia. After a contract teaching for a year and a half in the SDA Theological Seminary, he moved to Canadian University College, Canada, where he taught and chaired the Department of Religious Studies from 1996-1999. From 1999-2009, he taught at the Department of Religion, Andrews University where he also chaired the department in the period from 2006-2009. In 2009, he moved to the SDA Theological Seminary where he is currently teaching in the New Testament Department.

Stefanovic presented scholarly papers at professional societies including Society of Biblical Literature, Chicago Society for Biblical Research, Adventist Society for Religious Studies, and Adventist Theological Society. In addition to numerous scholarly and popular articles, he has authored Revelation of Jesus Christ, a 670-page commentary on the book of Revelation, which is the standard textbook in many Adventist colleges and universities. He is a sought-after speaker and lecturer at seminars, workers meetings, camp meetings, and churches across the globe. He and his wife Estera have two grown children.
APPENDIX 1

GUIDELINES FOR THE WORD-STUDY PAPER

The research paper is based on a word analysis of a chosen text from Revelation. It should be about 8-10 double-spaced pages in length in addition to the title and bibliography pages, with 1 inch margins, and typewritten in 11pt. or 12pt. Times New Roman fonts. At least 10 scholarly sources must be consulted (Bible lexicons/dictionaries/encyclopedia/commentaries and journal articles or other books) and to be referred to in the notes (either footnotes or end-notes) and listed in the bibliography. The students are expected to follow the format of the AU Standards for Written Work.

IMPORTANT: You do not write a paper because you know everything about a subject, but because we want to learn more. Writing the paper will help you learn more about a subject than we could have otherwise (Walter McConnell).

1. Title – the paper must have the title page containing the name of the institution, the title of the paper, the name of the class, the name of the student, and the date.

2. Main Body of the Paper
   1st Step – Choose the passage.
   2nd Step – Provide the text in three different translations.
   3rd Step – Mark the key words and phrases (8-10 of them) in the Greek text.
       a. Provide a grammatical analysis of the key words and phrases (grammar, syntax, playwords).
       b. Determine their meaning in the context of the time when the book was written in the light of its biblical, Jewish, and Greco-Roman backgrounds.
       c. Is the particular word/phrase figurative or literal?
       d. How is the word used by the same author in the book (unique vocabulary, frequency)?

   Use the tools (concordance, lexicons, Bible dictionaries, encyclopedias, Bible commentaries, other books, and journal articles).

   4th Step – Establish your translation of the text.

3. Summary and conclusions – this section consists of two parts: (a) it summarizes briefly the finding; and (b) it draws conclusion of the paper.

Bibliography – list of sources consulted in writing the paper.
APPENDIX 2

GUIDELINES FOR THE BOOK REVIEW

The student will read the assigned sections of the book carefully and underline the most important statements for review and future reference. After reading the assigned pages of the book, write at least two full page single-spaced typewritten review. The review must use one-inch margins, and typewritten in 11 or 12 pt. Times New Roman fonts. The book report must include:

1. The first page will provide the summary of the book.

   The first paragraph of the paper must be a twofold statement in the following way: “Before God, I testify (a) that this Book Review was done exclusively by me rather than copied from somebody else and that (b) I have read pages from _____ to _____ from ___[the book’s title]___.” This statement must be verified by the student’s signature...

2. The second page will provide the critical analysis of the book’s content. It will deal with the following questions:
   * What is the objective of the author? How were those objectives met?
   * List and describe briefly five to seven main ideas of the book?
   * What are strength and/or weaknesses of the book? (in terms of style of writings, logical progression, central ideas, and choice of material)
   * How has the book raised your interest in the subject?
   * Has the book affected you spiritually?

Keep in mind that a book review is not just your opinion of the book; it rather should be analytical and factual in content.

The paper will be read by the professor's reader and evaluated on the following criteria:

* Writing: clarity and style
* Content: analysis and factual data
* Research: description of the contents and central ideas of the book

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“They [ministers] might have done tenfold more work intelligently had they cared to become intellectual giants. Their whole experience in their high calling is cheapened because they are content to remain where they are. Their efforts to acquire knowledge will not in the last hinder their spiritual growth if they will study with right motives and proper aims.” (Ellen White, Testimonies to Ministers, 194)

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
APPENDIX 3
CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a 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 and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above 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 only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.

- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

**Plagiarism**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

**Language and Grammar**

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.
## CRITERIA FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Elements</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F – Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Paper</strong></td>
<td>The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.</td>
<td>The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard.</td>
<td>Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.</td>
<td>Describes little about the content. The appearance and word-processing in the document is poor.</td>
<td>Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.</td>
<td>Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.</td>
<td>The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.</td>
<td>The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.</td>
<td>The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.</td>
<td>Your thesis is frequently unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
<td>Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.</td>
<td>Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.</td>
<td>Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
<td>Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
</tr>
<tr>
<td>Communication and Language</td>
<td>Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.</td>
<td>Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.</td>
<td>Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.</td>
<td>Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.</td>
<td>Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.</td>
<td>Your conclusion is persuasive. It is evidence based and your inference is sound.</td>
<td>Your conclusion may have some merit but some of your evidence is weak or inference is questionable.</td>
<td>Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.</td>
<td>You conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
</tr>
<tr>
<td>Referencing/Bibliography</td>
<td>Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted.</td>
<td>Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.</td>
<td>Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.</td>
<td>Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.</td>
<td>Does not adhere to SBL Style or Andrews University Standards for Written work.</td>
</tr>
</tbody>
</table>

**Documents used to source criteria:**

- Derek Bok Centre for Learning for Teaching and Learning, Harvard University. [http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html](http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html)
- Nancy Langston and Steve Kantrowitz from the University of Wisconsin “Writing Across the Curriculum”. [http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4](http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4)