THST 540
DOCTRINE OF SALVATION
MARCH 25-29, 2012
InMinistry Center Intensive
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: THST 540
Class name: Doctrine of Salvation
Semester & year: Spring 2012
Class location: Forest Lake SDA Church/Southern Union
Class time/day: 7:00pm/9:00pm, Sunday
8:00am/12:00pm – 2:00pm/5:00pm, Monday-Thursday
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Dr. Woodrow W. Whidden, II/Professor of Historical and Systematic Theology
Telephone: 269-235-4809 (cell); 269-471-4809 (home)
Email: woodrow.whidden@gmail.com
Office location: Home (retired)
Office hours: TBA

BULLETIN CLASS DESCRIPTION

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:


3. Whidden Syllabus for Doctrine of Salvation. Each student is required to make his/her personal copy of the syllabus (print off the syllabus that is one the web-site or make a hard copy at the beginning of the class) and the procurement of the required books for the book reviews to be written. Erickson will be on reserve at the class site for reading of the section on salvation.

Recommended:

1. Ellen White:
   There are salvation-related comments scattered all through the writings of Ellen White. The books that are generally the most salvation-specific are *Steps to Christ*, *The Desire of Ages*, *Thoughts from the Mount of Blessings* and *Christ’s Object Lessons*. Yet there are a couple of compilations which contain very helpful selections of some of her most technically specific, theologically direct expositions of the dynamics of personal salvation. And these are 1) *Selected Messages: Book One*, especially pp. 176—184 and 300—400. The latter one hundred or so pages are just loaded with outstanding articles and extracts from her larger corpus of writings, especially those that arose in the context of the aftermath of 1888 and its great revival of salvation and Christ-centered emphases. Then the last volume of great value is the compilation entitled *Faith and Works*. No Seventh-day Adventist minister, working in any capacity, should be without these latter two volumes---*Selected Messages: Book One* and *Faith and Works*.

2. Seventh-day Adventist Authors:
   A. Books that offer a somewhat helpful overview of differing Adventist perspectives:
   B. Adventist Books with a more justificationist, “Gospel” or Reformationist orientation are:


C. Adventist Books with a more sanctificationist or perfectionistic orientation are:


D. Books That Treat the Life, Ministry and Writings of A. T. Jones and E. J. Waggoner and their theology and its alleged “1888 Message”:


E. Books from a Classic Lutheran and Reformed (Calvinistic) Perspective:


the relationship between the experience of justification and sanctification (faith and works) by leading contemporary Calvinistic scholars and teachers.


F. Books from a Classic Arminian Wesleyan Perspective:
a. Collins, Kenneth J. *The Scripture Way of Salvation: The Heart of John Wesley’s Theology*. Nashville, TN: Abingdon Press, 1997. This book is one of the most readable, yet authoritative and reliable presentations of John Wesley’s theology of Salvation. It will give the student excellent bibliographic entries into other major treatments of Wesley and his theology.

g. Books by John Stott that will give the students an excellent, readable introduction to the doctrine of salvation as unfolded in the thought of one of Bible-believing Christianity’s most outstanding contemporary spokespersons and writers. The first book gives wonderful selections from the breadth of Stott’s voluminous writings, including his most representative quotes on salvation. Then there follows his key expositions of Romans and Galatians and his great, classic treatment of the doctrine of the Atonement. These volumes are must-have keepers for any student’s biblical studies library, especially for those interested in the Biblical basis for the doctrine of salvation by grace through faith alone.

Criteria for Grades

Criteria is very simple: There will be 450 points possible: 100 points for the two book reports on the Whidden and Knight books (50 points apiece), 100 points for the final exam, 150 points for your Sermon or Prayer Meeting Series (See requirements below), 50 points for attendance (for those who miss fewer than 10 percent of the class meetings—anything above that will cost the students all the attendance points) and 50 points for turning in on-time the changes and updates on sermon/lecture scripts and outlines, especially explaining how the course changed or confirmed your theology or approach to teaching salvation.

The following are the Grading percentages:

- A—93 to 100%
- A minus—90 to 92%
- B plus—87 to 89%
- B—83 to 86%
- B minus—80 to 82%
- C plus—77-79%
- C—72-77%
- C minus – 68-71%

Assessment Submission

Submit the book reviews and the Sermon/Texts Outlines by hand on the first day of the class. The final exam will be taken in class and will be personally handed to the teacher at the end of the test period. The final updated Sermon/Lecture texts and reflective essays are to be mailed to the teacher in hard copy via US Postal service or one of the package services (UPS, FedEx, etc.) and are due on May 1 after class concludes.

Late Submission

The following penalties will be applied for late submission of assessment items due after class concludes on March 29:

- Assessments received by due date: (possible A grade)
- Delay up to 60 days: (no better than an A- grade)
- Delay up to 90 days: (no better than a B+ grade)
- After 90 days: (no credit on late items)
1. Do book reviews of the two textbooks, Whidden’s *Ellen White on Salvation* and George Knight’s *Sin and Salvation*. In doing each of these book reviews, follow the following “guidelines” in numbered order as they are given. These book reviews should be handed into the teacher in hard-copy during the first class meeting on **Sunday, March 25**.
   a. Begin with full bibliographical reference. Author (last name first). *Title*. Place of publication: Publisher, date of publication. Number of pages (Roman numerals + Arabic numerals).
   b. State the author’s main argument in very specific terms. See introduction, conclusion, and chapter beginnings.
   c. Describe and evaluate the sources from which the author derived his information (primary or secondary? Many or few?). See introduction, footnotes, and bibliography.
   d. Evaluate the development of the author’s argument. How well does he succeed in what he set out to do? This you learn by reading the body of the work after having completed the steps above. *List and comment on the book’s strengths and weaknesses*.
   e. Conclude the book review by giving your judgment on the general value of the book and the type of reader who will likely find it useful and what it brings to the field of study.
   f. Style.
      i. Please write in a style that allows the reader to distinguish your ideas from those of the author you are reviewing.
      ii. *Reviews should be 2 to 4 double-spaced typewritten pages*. No more than half the review should be used to describe the contents of the book; the rest should be used for evaluation and comment.
      iii. Quotations should be kept at a minimum and should be short. Paraphrase in your own words whenever possible.
      iv. Footnotes should not be used. References, etc. should be incorporated into the text in parentheses. Be sure to include the *exact page numbers* for direct quotations.

2. Prepare the text of four sermons or lectures on the following topics:
   a. Calling, Conviction of Sin, Repentance and Conversion
   b. The New Birth and Justification by Faith Alone
   c. Sanctification by Faith and its Relationship to Justification
   d. Perfection: How does perfection relate to Justification, Sanctification and Glorification?

These sermons/lectures should be in word-processed (typed, not hand written) manuscript form and should be at least ten pages, double-spaced in length, even though they can be as long as twenty pages double-spaced. They will be graded based on the following criteria:
   i. Bible based and the bible clearly interpreted;
   ii. Please work hard to show the integrated relationship of each key theme to the other major themes in the dynamics of personal salvation.
   iii. Make your theological case in a coherent manner, constantly asking yourself if your presentation makes sense and is not inherently contradictory.
   iv. After making your biblical case, feel free to confirm with appropriate Ellen White support. If you lead with any Ellen White support on any key issues, do your best to vindicate this line of support with Scriptural evidence. Then make up lecture outlines, based on the text of your sermons/lectures, to be handed out.
to your audience (be it a church worship or seminar setting). These lecture outlines should not be more than two to three pages for each topic. These manuscript sermons should be submitted to the teacher as hard-copy, along with hard-copy of the hand-out outlines of the sermons/lectures during the first class period on March 25.

**DURING CLASS REQUIREMENTS**

1. To prepare for the one and only final exam, the student should do the following:
   a. Be very faithful in class attendance (and on-time), and faithfully do the reading that the teacher suggests for each day of the class.
   b. Take appropriate notes as salient points are made during the class lectures and discussion periods. The best way to stay awake is to really be alive to the give and take of the dynamics of the class. There will be plenty of time for the students to interact with one another and the teacher as the classes unfold.
2. The possible exam questions for the final exam will be essay style questions which will be given to the students before the final exam. They will not require a lot of objective factual information or memory verses, but will be designed for the student to clearly articulate, in a biblically based and theologically coherent way, the core concepts which pertain to the dynamics of personal salvation.

**AFTER CLASS REQUIREMENTS**

1. Revise your Sermons/Lectures, based on new insights gained from participation in the class readings, lectures and discussions. Then attach to the revised sermons/lectures a two page essay (but not more than four pages), describing how your thinking has changed, or how some of your pre-conceived convictions have been profoundly confirmed.
2. These revised sermon/lecture texts are to be submitted **May 1, 2012** after the class ends and are to be submitted to the teacher in hard-copy via personal hand-delivery, US Postal service, or one of the courier services (FEDEX, UPS--“Brown,” or etc.). The mailing or shipping date should be no later than **May 1, 2012** after the last day of the class.
3. After these revised texts are received and graded, the teacher will then compute the final grades for the course.
Classroom Seating: no seating chart required. Students must sign in for each class on an attendance sheet that will be provided by the teacher.

Disability Accommodations
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.

Late Submission of Assessment
The following penalties will be applied for late submission of assessment items after class ends:

<table>
<thead>
<tr>
<th>Delay up to</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>30 days</td>
<td>(no better than an A- grade)</td>
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<tr>
<td>60 days</td>
<td>(no better than a C grade)</td>
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<tr>
<td>90 days</td>
<td>(no credit will be given for late submissions (after 90 days) and the grade will be computed only on the basis of previous attendance records and submissions)</td>
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</table>

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

Other Policies

No Eating in Class, but water, sodas and fruit juices are allowed unless prohibited by the rules of the host facility.

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments 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

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
## OUTLINE OF TOPICS AND ASSIGNMENTS

<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>March 25</td>
<td>Overview of the Class and requirements. Then we will begin with issues of the Atonement, the Great Controversy theme, the Godhead and how they relate to personal salvation</td>
<td>Book Reviews and Sermon/Lecture Texts and Outlines are to be turned in</td>
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<tr>
<td>2</td>
<td>March 26</td>
<td>Finish up with Introductory materials and begin to deal with a definition of sin, calling, conviction of sin, repentance, and conversion</td>
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<td>3</td>
<td>March 27</td>
<td>Will concentrate on justification by faith</td>
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<tr>
<td>4</td>
<td>March 28</td>
<td>Will concentrate on the issues of sanctification and perfection</td>
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<tr>
<td>5</td>
<td>March 29</td>
<td>Conclude discussions of on sanctification and perfection and practical issues of salvation and personal spiritual disciplines</td>
<td>Submit the final exam</td>
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<td></td>
<td></td>
<td>Will take an hour break after lunch and the final exam will be administered during the last two hours of the afternoon session</td>
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<td></td>
<td></td>
<td>The final submissions of the revised sermon/lecture texts and the reflective essay are due May 1, 2012</td>
<td>Revised Sermons/Lectures texts and reflective essay are due in hard-copy on May 1, 2012</td>
</tr>
</tbody>
</table>
Born in Orlando and raised in Titusville, Florida, Woodrow Whidden served the Seventh-day Adventist Church as a pastor in the South, East and Mid-west of the United States from 1969 until 1990. From 1990 until 2006 he taught applied, historical and systematic theology in the Religion Department of the College of Arts and Sciences of Andrews University. Dr. Whidden then served in the Seminary of the Adventist International Institute of Advanced Studies in the Philippines from August of 2006 until July of 2011 as Professor of Historical and Systematic Theology. He formally retired from full-time denominational employment in August of 2011 and currently resides in Berrien Springs, MI.

Trained for pastoral ministry at Southern Adventist University (BA in 1967) and Andrews University (MDiv in 1969), he felt a burden to do advanced studies in historical theology at Drew University (MPhil in 1987 and PhD in 1989). His areas of concentration were the soteriological developments in 18th and 19th century English and American Wesleyanism.

He has served on various Seventh-day Adventist General Conference Committees which have dealt with controverted doctrinal issues, especially those that concern questions of personal salvation (justification, sanctification, perfection, the human nature of Christ and the Trinity) and ecclesiology. Professor Whidden has also served on a dialogue team which represented the Seventh-day Adventist Church in its bilateral discussions with the Salvation Army in two meetings in 2004 and 2005. He has been a frequent contributor to Ministry Magazine and has published various articles in the Wesleyan Theological Journal, The Asbury Theological Journal, Spectrum and Andrews University Seminary Studies.
His book publications include *Ellen White on Salvation* (Hagerstown, MD: Review and Herald Publishing Association, 1995), *Ellen White on the Humanity of Christ* (Hagerstown, MD: Review and Herald Publishing Association, 1997), *The Trinity: Its Implications for Life and Thought* (Hagerstown, MD: Review and Herald Publishing Association, 2002; co-authored with Jerry Moon and John Reeve), and a biography of Seventh-day Adventist editor, writer, and revivalist Ellet Joseph Waggoner, entitled *E. J. Waggoner: From the Physician of Good News to Agent of Division* (Hagerstown, MD: Review and Herald Publishing Association, 2008). His latest book, *The Judgment and Assurance: The Dynamics of Personal Salvation* (Hagerstown, MD: Review and Herald Publishing Association,) is scheduled for release this spring of 2012 in the “Library of Adventist Theology” series. Professor Whidden is currently serving as the lead consulting editor for the Library of Adventist Theology and is the co-editor of the projected *festschrift* in honor of George Knight.

Professor Whidden is married to Margaret (Peggy) Gibbs Whidden and they have three grown children and six young grandchildren (all six years old and younger).
APPENDIX 1

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 fulfills 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 center, 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.
<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>Title and Paper</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 a 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>
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<tr>
<td>Presentation</td>
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<tr>
<td>Introduction</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>
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<td>and Thesis</td>
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<td>Development</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, some are unsound. 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 very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. 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>
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<tr>
<td><strong>Analysis</strong></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><strong>Communication and Language</strong></td>
<td>Is very interesting, thought provoking and exciting to read. Uses language appropriately and articularly. 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 articularly. 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><strong>Conclusion</strong></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>Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
</tr>
<tr>
<td><strong>Referencing/Bibliography</strong></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)