CHIS674
DEVELOPMENT OF
SDA THEOLOGY
July 8-13, 2012
Dr. Trevor O'Reggio
InMinistry Center Intensive
InMinistry Master of Divinity

Andrews University
CHIS674
DEVELOPMENT OF SDA THEOLOGY
JULY 9-13, 2012
InMinistry Center Intensive
InMinistry Master of Divinity

GENERAL CLASS INFORMATION

Class acronym: CHIS674
Class name: Development of SDA Theology
Semester & year: Summer 2012
Class location: Seminary, Room N150
Class time/day: 8:00 – 12:00pm, Monday
              8:00 – 12:00pm, 1:00 – 5:00pm, Tuesday - Thursday
              8:00 – 12:00pm, Friday
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Trevor O'Reggio, PhD
Telephone: 269.471.3572, ofc
Email: toreggio@andrews.edu
Office location: Seminary Hall, N328
Office hours: By appointment

BULLETIN CLASS DISCRIPTION

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS570 or equivalent.
The objectives of this class are:

- **Knowledge** – upon successful completion of this course the student will:
  1. Know the historical theological development of major SDA doctrines
  2. Understand the various stages of Adventist theology since its inception
  3. Be familiar with the historical context that gave rise to Adventist theology
  4. Provide an understanding of the contemporary theology tensions in Adventism in light of their historical roots

- **Skills** – upon successful completion of this course the student will:
  1. Learn the Adventist hermeneutics that undergirds its theology
  2. Read, understand and critique primary sources of Adventist theology
  3. Research, evaluate and analyze major theological ideas of Adventism.

- **Attitudes, Values and Commitments** – upon successful completion of this course the student will:
  1. Foster an attitude towards Adventism that is both courteous and critical.
  2. Value the significance of Adventist theology to the mission of the church.
  3. Appreciate the work of the founders of Adventism and their role in establishing the theology of the church
  4. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.
TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

4. Knight, George Source Materials for CHIS 674; purchase from Church History Suite, N327

Recommended:

Criteria for Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>75-79</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
</tr>
<tr>
<td>C-</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>45-59</td>
</tr>
</tbody>
</table>

Late Submission

The following penalties will be applied for late submission of assessment items:
ALL papers or assignments MUST be turned in on time in order to get full credit.
LATE PAPERS WILL NOT BE ACCEPTED for full credit. See also In-ministry late policy

Other Guidelines
List any other guidelines relevant to assessment you may wish to disclose to the student.

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Book summaries</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Power Point Presentation</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Video reaction</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

BEFORE CLASS REQUIREMENTS

1. Read the following books by George Knight in preparation for the class:
   - *Search for Identity*
2. Three-page summary of EACH book
3. **DUE July 9, first day of class.**
4. Learning Outcome #3-B
   - Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
     - Description
       - Identify central issues, and understand historical-theological development of SDA beliefs
     - Evidence
       - Book summaries

DURING CLASS REQUIREMENTS
1. View one video:
   • The Midnight Cry: William Miller and the End of the world.
   • Write a two-page reaction on video.
2. **DUE Thursday, July 12.**
3. Final exam.
   • **July 13, last day of class.**
4. Learning Outcome #3-B
   • Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
     • Description
       o Identify central issues, and understand historical-theological development of SDA beliefs
     • Evidence
       o Video
       o Exam

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**AFTER CLASS REQUIREMENTS**

1. Project: Write a power point presentation with slides and script on the development of Adventist teachings on each of the following:
   • Sabbath
   • State of the dead
   • Sanctuary atonement
   • Tithing
2. **DUE Dec 1, end of Fall semester**
3. Learning Outcome #3-G
   • Engages in Biblical and theological reflection as the basis for ministry.
     • Description
       • Demonstrates clear argumentation of specific aspects of SDA historical-theological development
     • Evidence
       • Project paper
<table>
<thead>
<tr>
<th>Competencies Addressed</th>
<th>Assessment Methods</th>
<th>Portfolio Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Developing Theologian</td>
<td>Power point presentation</td>
<td>Book summaries</td>
</tr>
<tr>
<td></td>
<td>Final Examination</td>
<td>Class notes and handouts</td>
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<tr>
<td></td>
<td>Book summaries</td>
<td>Project paper</td>
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<td></td>
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<td>Final Examination</td>
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<tr>
<td>G Engages in biblical and theological</td>
<td>Power point presentation</td>
<td>Book summaries</td>
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<tr>
<td>reflection as the basis for ministry</td>
<td>Final exam</td>
<td>Class notes and handouts</td>
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<tr>
<td></td>
<td></td>
<td>Project paper</td>
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<tr>
<td></td>
<td></td>
<td>Final Examination</td>
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</tbody>
</table>
### MASTER OF DIVINITY COMPETENCY CHECKLIST

**P = Primary Competencies  S = Secondary Competencies**

| 1. Maturing Christian | Knowing | a. Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life.  
| | b. Knows how to use the biblical spiritual disciplines, especially prayer and the study of Scripture.  
| | Being | c. Values his/her call to ministry and personal spiritual gifts.  
| | d. Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics.  
| | Doing | e. Cultivates the harmonious development of the mental, physical, spiritual and social dimensions of life.  
| | | f. Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family.  
| | | g. Interacts positively with people of other cultures and religions.  

| 2. Perceptive Student of the Bible | Knowing | a. Demonstrates advanced understanding of Bible contents.  
| | b. Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation.  
| | c. Demonstrates advanced understanding of Bible history, doctrines, and theology.  
| | Being | d. Values regular Bible study and deep reflection upon it.  
| | | e. Values the principle of Sola Scriptura and the need for the Holy Spirit in interpreting Scripture.  
| | Doing | f. Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics.  

| | b. Demonstrates advanced understanding of Adventist history, theology, doctrines, lifestyle, and practices.  
| | c. Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry.  
| | Being | d. Embraces an Adventist theology, identity, and mission informed by the Great Controversy theme.  
| | | e. Is conversant with major world religions and can communicate biblical truth cross-culturally.  
| | Doing | f. Values scholarship, professional growth, and lifelong learning.  
| | | g. Engages in biblical and theological reflection as the basis for ministry.  

| 4. Inspiring Biblical Preacher and Worship Leader | Knowing | a. Knows how to design public worship that is biblically and theologically sound and contextually relevant.  
| | b. Knows how to use different styles of preaching to engage diverse hearers.  
| | Being | c. Places high value on preaching Scriptural truth including the distinctive beliefs of Seventh-day Adventists.  
| | | d. Values congruence between the message preached and his/her life.  
| | Doing | e. Preaches with clarity and persuasiveness.  
| | | f. Is able to design and lead theologically-based, culturally and cross-culturally sensitive corporate worship of the Creator God.  

| 5. Discipling Pastor | Knowing | a. Knows how the principles of pastoral care influence all aspects of ministry.  
| | b. Recognizes the dynamics and complexity of human nature.  
| | Being | c. Respects the individual’s uniqueness and God-given ability to address life’s issues.  
| | | d. Values the power of faith and intercessory prayer.  
| | | e. Is able to inspire and mentor members in spiritual growth.  
| | Doing | f. Demonstrates ability to build community and nurture positive relationships.  
| | | g. Disciplines individuals through passionate Bible teaching.  

| | b. Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds to Christ.  
| | Being | c. Has a passion for lost people and calls individuals to a decision for Christ and the church in the context of the three angels’ messages.  
| | | d. Is sensitive to all cultures and faiths in presenting the gospel.  
| | Doing | e. Defends the faith with a Christocentric emphasis.  

| 7. Transforming Leader | Knowing | a. Embraces the biblical and theological principles of servant leadership.  
| | b. Understands leadership and organizational theory as they apply to the church and its administration.  
| | Being | c. Appreciates the importance of leadership and church polity in facilitating Seventh-day Adventist mission.  
| | | d. Values Christian education and other forms of youth ministry.  
| | Doing | e. Has the ability to organize, equip, and mobilize congregations effectively for mission and ministry.  

| 8. Prophetic Change Agent | Knowing | a. Understands the Scriptural and theological basis for the church’s moral engagement in the world.  
| | b. Values a sense of justice and advocates for equity, fairness, and religious liberty for all.  
| | Being | c. Is an agent of the reconciling ministry of Christ and a peacekeeper.  
| | | d. Is able to analyze, interpret, and critique contemporary social, cultural, and political issues in the light of biblical truth.  
| | Doing | e. Identifies social needs and responds in ways that incarnate the Gospel in the world.  

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**Seventh-day Adventist Theological Seminary**

8
CLASS POLICIES

Classroom Seating
To facilitate the instructor in learning each student’s name, please select a permanent seat (for at least the first half of the semester) in the classroom.

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:

- Assignments 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)
- Delay up to 120 days: (no better than a B grade)
- Delay up to 150 days: (no better than a C grade)

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
ABSOLUTELY no food or drink is allowed in the classroom.
There are NO make up quizzes.
ALL assignments are expected to be turned on the due date.
Please note in the calendar the withdraw and add/drop dates for classes.

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.”

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;

Andrews University Bulletin 2010, page 29-30
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>COURSE OUTLINE</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE OUTLINE</strong></td>
<td><strong>READINGS</strong></td>
</tr>
<tr>
<td><strong>Search for Identity = SI</strong></td>
<td><strong>Sourcebook = SBook</strong></td>
</tr>
<tr>
<td><strong>1. Background of Adventist Theology –up to 1844</strong></td>
<td><strong>SI, Chapter 1-3</strong></td>
</tr>
<tr>
<td>A. Historical and theological roots of Millerism</td>
<td><strong>Sbook, p. 1-29</strong></td>
</tr>
<tr>
<td>B. William and his call to service</td>
<td><strong>Sbook, p. 30-56</strong></td>
</tr>
<tr>
<td>C. Millerite Sabbatarianism</td>
<td><strong>Sbook, p. 57-90</strong></td>
</tr>
<tr>
<td>D. 1844 Disappointment and the division of Millerite Adventism</td>
<td><strong>Sbook, p. 91-141</strong></td>
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<tr>
<td><strong>II. The Development of Sabbatarian Theology</strong></td>
<td><strong>SI, Chapter 4</strong></td>
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<tr>
<td>–What is Adventist in Adventism, 1844-1866</td>
<td><strong>Sbook, p. 89</strong></td>
</tr>
<tr>
<td>A. Sanctuary and the Atonement</td>
<td><strong>Sbook, p. 142-168</strong></td>
</tr>
<tr>
<td>C. The Sealing Message</td>
<td><strong>Sbook, p. 226-228</strong></td>
</tr>
<tr>
<td>D. The Shut Door view</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>E. The Role of Spiritual Gifts and the Great Controversy theme</td>
<td><strong>Sbook, p. 259-268</strong></td>
</tr>
<tr>
<td>F. Church Organization and Tithing</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td><strong>III. Theological Conflicts and Refocusing</strong></td>
<td><strong>SI, Chapter 5</strong></td>
</tr>
<tr>
<td>–What is Christian in Adventism, 1886-1919</td>
<td><strong>Sbook, p. 142-168</strong></td>
</tr>
<tr>
<td>A. Minneapolis Conference</td>
<td><strong>Sbook, p. 169-194</strong></td>
</tr>
<tr>
<td>B. Adventist’s Understanding of the Trinity &amp; the Divinity of Christ</td>
<td><strong>Sbook, p. 226-228</strong></td>
</tr>
<tr>
<td>C. Fundamentalism versus Modernism</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>D. The Kellogg Crisis</td>
<td><strong>Sbook, p. 259-268</strong></td>
</tr>
<tr>
<td>E. The 1919 Bible Conference</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>F. The Human Nature of Christ</td>
<td><strong>Sbook, p. 259-268</strong></td>
</tr>
<tr>
<td>IV. Theological Unity and Retrenchment</td>
<td><strong>SI, Chapter 6</strong></td>
</tr>
<tr>
<td>–What is fundamentalist about Adventism, 1920-1950</td>
<td><strong>Sbook, p. 229-241; 259-268</strong></td>
</tr>
<tr>
<td>A. Theology of M. L. Andreasen</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>V. Theological Divisions within Adventism 1950–Present</td>
<td><strong>SI, Chapter 7-9</strong></td>
</tr>
<tr>
<td>A. Evangelical Conferences, 1955-1956</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>B. Publication of Questions on Doctrines</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
<tr>
<td>C. Desmond Ford crisis</td>
<td><strong>Sbook, p. 242-258</strong></td>
</tr>
</tbody>
</table>
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 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.
EXTRACURRICULAR 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 plagiarising 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>Title and Paper Presentation</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>Introduction and Thesis</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>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. 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 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 improvement. Your paragraphs have topics but often deviate from them.</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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</table>

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
| Analysis | 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. | Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work. | 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. | 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. | 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. |
| Communication and Language | 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. | Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page. | 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. | 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. | Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page. |
| Conclusion | Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound. | Your conclusion is persuasive. It is evidence based and your inference is sound. | Your conclusion may have some merit but some of your evidence is weak or inference is questionable. | Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable. | Your conclusion is not very persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable. |
| Referencing/Bibliography | Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted. | Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted. | Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted. | Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted. | Does not adhere to SBL Style or Andrews University Standards for Written work. |

**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)

**SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY**