

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

OTST 520
INTRODUCTION TO OLD
TESTAMENT THEOLOGY
JULY 7-11, 2013

Eriks Galeniks, Ph.D.

InMinistry Center Intensive
MA in Pastoral Ministry



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THEOLOGY

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GENERAL CLASS INFORMATION

Class acronym: OTST 520
Class name: Introduction to Old Testament Theology
Semester & year: Summer 2012
Class location: Seminary Hall, Room N310
Andrews University, Berrien Springs, MI 49104
Class time/day: 6:00pm – 9:00pm, Sunday
8:00am – 12:00am, Monday-Thursday
2:00pm – 5:00pm, Monday-Thursday
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Erik Galeniaks, Ph.D.
Telephone: 626-616-4606 (cell)
Email: egalen@andrews.edu
Office location: Seminary Building, N107
Office hours: 5:00pm-6:00pm Monday-Thursday

BULLETIN CLASS DISCRIPTION

Introduction of Old Testament Theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. Normally offered off-campus for the MA Ministry students and others who have not taken Hebrew. Not applicable for MDiv credit.

CLASS OBJECTIVES

The primary objectives of this class are to:

- Assess the importance of the study of Old Testament theology for the pastor and his ministry.
- Integrate the contents of Old Testament theology with personal experience and make a practical application of class materials and personal research to pastoral ministry.

Secondary objectives include:

- Survey the historical path of Old Testament theology
- Analyze the nature of Old Testament theology, with particular attention to crucial issues in recent discussion (method, relationship to history, the center of the Old Testament, the relationship between the Testaments, etc.).
- Develop procedures for doing Old Testament theology.
- Examine distinctive theological concepts of selected Old Testament books.
- Trace major theological themes through the whole Old Testament.

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 (2 books, 801 pages) 44 hrs.
- Two reaction papers (2-3 pages each) 8 hrs.
- 10-15-page paper or two 10-15 page sermons 45 hrs.
- Hours spent in class 30 hrs.
- Exam preparation 8 hrs.

Total hours for class 135 hrs.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

- 1 Bible (Old Testament)
- 2 William Dyrness, *Themes in Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1979.
- 3 Paul R. House, *Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1998.

Recommended:

1. Hasel, Gerhard F. *Old Testament Theology: Basic Issues in the Current Debate*. Grand Rapids, MI: Eerdmans, 1991.
2. Martens, Elmer A. *God's Design: A Focus on Old Testament Theology*. Grand Rapids, MI: Baker Book House, 1981.
3. Sailhamer, John A. *Introduction to Old Testament Theology: A Canonical Approach*. Grand Rapids, MI: Zondervan, 1995.

Class Bibliography:

- Brueggemann, Walter. *Theology of the Old Testament: Testimony, Dispute, Advocacy*. Pbk. ed. Minneapolis, MN: Fortress Press, 2005.
- Goldingay, John. *Old Testament Theology: Israel's Gospel*. Vol. 1. Downers Grove, IL: InterVarsity Press, 2003.
- Greidanus, Sidney. *Preaching Christ from Genesis: Foundations for Expository Sermons*. Grand Rapids, MI: William B. Eerdmans, 2007.
- Hayes, John H. and Frederick C. Prussner, *Old Testament Theology: Its History and Development*. London, SCM Press, 1985.
- Hubbard, Robert L., Jr.; Johnston, Robert K.; Meye, Robert P., ed. *Studies in Old Testament Theology*. Dallas, TX: Word, 1992.
- Kaiser, Walter C., Jr. *Toward an Old Testament Theology*. Grand Rapids: Zondervan, 1991.
- Mead, James K. *Biblical Theology: Issues, Methods, and Themes*. 1st ed. Louisville, KY: Westminster John Knox Press, 2007.
- Ollenburger, Ben C., Elmer Martens, & Gerhard F. Hasel, eds., *The Flowering of Old Testament Theology: A Reader in Twentieth Century Old Testament Theology, 1930-1990*. Winona Lake, IN: Eisenbrauns, 1992.
- Waltke, Bruce K., and Charles Yu. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. 1st ed. Grand Rapids, MI: Zondervan, 2007.
- Youngblood, Ronald F. *The Heart of the Old Testament: A Survey of Key Theological Themes*. 2nd ed. Grand Rapids, MI: Baker Books, 1998.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Grading

Grading will be based on the exam (40%), paper or two sermons (40%), and reading reports (20%).

A	94-100%	B	83-86%	C	65-74%
A-	90-93%	B-	80-82%	C-	60-64%
B+	87-89%	C+	75-79%	D	50-59%

Criteria for Assessment Guidelines

GRADE A is only given when a student not only fulfills the criteria stipulated below 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.

GRADE B 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.

GRADE C 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.

GRADE D exhibits a limited level of knowledge, insight, 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 is given when very limited or no demonstrable competency has been observed.

PRE-INTENSIVE REQUIREMENTS:

1. Reading:

All students will read two textbooks, William Dyrness' *Themes in Old Testament Theology* and Paul R. House's *Old Testament Theology*, before the beginning of the course.

2. Reaction Papers:

Students will write a reaction paper **on each book** two to three pages in length, typed (double spaced). These papers will declare that all the materials related to the report have been read and will present an evaluation of the reading. In this evaluation the student will address questions such as: What is your overall impression of your reading--positive or negative? What insights did you gain? What areas did you find most helpful and why?

Which were disappointing and why? What issues would you have liked to see the author(s) address? What questions or difficulties arose from your reading? The reading reports are due by **Thursday, July 11 2013, 8:00 am.**

DURING THE INTENSIVE

Exam. A final examination will be given on **Thursday, July 11, 2013** which will cover material discussed in class. See class schedule.

POST-INTENSIVE REQUIREMENTS:

PAPER OR TWO SERMONS (*CHOOSE ONLY ONE OPTION*)

Paper

Choose an Old Testament book and prepare a 10–15 page paper where you explore the introductory questions (such as authorship, date, historical background, structure, theme(s), message, and theology) relevant to the particular chosen Old Testament book. **Compare liberal and conservative** views of different scholars. The theological message of the Old Testament book must be clear. The application of your main thought must be relevant. Your own position with reasons must be stated. This paper is due by **Monday, October 7, 2013.**

Conservative *Introductions to the Old Testament* to be consulted:

1. Gleason L. Archer, *A Survey of Old Testament Introduction* (Chicago, IL: Moody Press, 1994). Revised and Expanded Edition.
2. William S. LaSor, David A. Hubbard, Frederic W. Bush, *Old Testament Survey: The Message, Form, and Background of the Old Testament* (Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1996)
3. Andrew E. Hill and John H. Walton, *A Survey of the Old Testament* (Grand Rapids: MI: Zondervan Publishing House, 1991).
4. Raymond B. Dillard and Tremper Longman III, *An Introduction to the Old Testament* (Grand Rapids: MI: Zondervan Publishing House, 1994).

In addition to these key conservative Introductions and Surveys, consult Dictionaries and/or Encyclopedias about your “book”, and various commentaries on the particular book you have chosen to write about.

OR

Two Expository sermons on one biblical OT book (10-15 pages; double spaced). The theological message of the OT book must be clear. Answer the following questions: (1) What

picture of God is presented in the book? (2) How does the particular book reflect the creation-Fall-re-Creation mega-frame? (3) What are the main themes/concepts in the book (e.g., humanity, sin, covenant, salvation, judgment, etc.)? Emphasize relevant theological points, and use contemporary illustrations. This sermon is due by **Monday, October 7, 2013**.

Study Guide for Paul House's *Old Testament Theology*, Chapter 1: "History and Methodology"

- A. Identify the "Hall-of-Famers" in these "Pivotal Moments" in Old Testament theology:
1. The modern beginning of the specific discipline of biblical theology—exact date, place, person, and occasion!
 2. The first Old Testament theology—date and author and basic presuppositions
 3. The first to separate Old and New Testament theology—date and author
 4. The first to write an OT theology in the form of a "history of religion" approach
 5. The first to combine philosophy (built on Kant) with OT theology
 6. The first to combine the philosophy of Hegel with OT theology
 7. The first major conservative scholar to challenge liberal OT theologians (19th century)
 8. The first to coin the term "salvation history" as part of OT theology
 9. The scholar whose *Prolegomena to the History of Ancient Israel* ushered in the triumph of the history of religion approach to OT theology—date and author
 10. The first to have his OT theology translated into English
 11. The first to write an OT theology in English (1904)
 12. The first to usher in the "Golden Age" of OT theology with his landmark 3 volume "cross-section" approach (vol 1, 1933)—arguably the most important OT Theology of the 20th century.
- B. What is the "center" of the OT? Identify the "center" of OT theology according to the following "Big Gun" OT theologians, and indicate whether or not (and why) you agree with their choice:
1. Hermann Schultz
 2. Walther Eichrodt
 3. T. C. Vriezen
 4. George Ernest Wright
 5. Walther Zimmerli
 6. Georg Fohrer
 7. Walter Kaiser, Jr.
 8. Samuel Terrien
 9. Elmer Martens
 10. Walter Brueggemann

C. How do you *do* OT theology? Be able to list (and briefly describe and illustrate with at least one representative OT theologian) the ten major methodologies of OT theology in the history of the discipline (according to Hasel –see House, pp. 54-55). What do you see as the strengths and weaknesses of each approach? Is there any consensus on this question today? What would *you* suggest as the best approach(es) to doing OT theology?

D. What is the methodological approach of Paul House? What is his “center”? How does he justify his choices? (Discuss, with attention to strengths and weaknesses!)

Late Submission

The following penalties will be applied for late submission of assessment items:

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

OTHER GUIDELINES

Before Class Requirements

Read of the required textbooks as much as possible. This will help reduce stress during or after the intensive course and assist in submitting your requirements on time.

During Class Requirements

Focus on presentations in order to understand, not to memorize. Be prepared to jot down ideas born during the presentations. Instruction is focused on developing skills necessary to approach the Biblical text on its own terms.

After Class Requirements

Papers, presentations, and reports need to be given early consideration. If after class help is needed, do not hesitate to contact the instructor.

CLASS POLICIES

Classroom Seating

To facilitate the instructor in learning each student's name, please select a permanent seat 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.

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

Include additional statements about any other policies relevant to your class.

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

Day	Date	Class Topic	Assignments Due
1	July 7	Get acquainted; Syllabus/requirements	
		Survey of OT Theology	
2	July 8	Issues in OT Theology: Methodology. History. The Center.	
		Hebrew Thought	
		Preliminary Proposals for Doing OT Theology	
3	July 9	Case Studies (some aspects) Genesis	
		Job	
		Exodus	
4	July 10	Psalms	
		Jonah	
		Daniel	
5	July 11	Theological Motifs: Creation-Fall-re- Creation, holiness, etc.	
		The Relationship between the Testaments	
		Examination	Reading reports

INSTRUCTOR PROFILE

Dr. Erik Galenieks began his career as a pastor, and then Latvian Conference treasurer. He earned both His MDiv and Ph.D. degrees at Andrews University. Currently he teaches Old Testament Theology and Exegesis at Adventist University of Africa (AUA), Nairobi, Kenya. He has participated in various international Bible Conferences and Seminars in Europe and the United States. Erik is married to Anna Galeniece, who also works as a professor of Applied Theology at AUA. They are proud parents of two grown up children: son Andrejs and daughter Estere married to Guillermo.

His selected publications include *The Nature, Function, and Purpose of the Term Sheol in the Torah, Prophets, and Writings: An Exegetical-Intertextual Study* (Published by Adventist Theological Society); *In the Light of Your Word* (To be published in spring of 2012 by East-Central Africa Division Publishing Association); contribution for *A Daily Devotional Book for African Readers*, etc.



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 demonstrable 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

Elements	A Range	B Range	C Range	D Range	F – Fail
Title and Paper Presentation	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.	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.	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.	Describes little about the content. The appearance and word-processing in the document is poor.	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.
Introduction and Thesis	Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.	Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.	The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.	The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.	The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.
Development	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.	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.	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.	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.	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.

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 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>
- Nancy Langston and Steve Kantowitz 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
- Chris Mayda from the Eastern Michigan University, "Grading Criteria". <http://www.emich.edu/public/geo/geography/Mayda/gradcriteria.htm>