

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

NTST537

STUDIES IN ACTS &  
GENERAL EPISTLES

*The Epistle of James*

*March 25-29, 2018*

*Instructor: Teresa Reeve, PhD*

InMinistry Center Intensive  
Master of Arts in Pastoral Ministry



Andrews  
University

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# Andrews University

## NTST537 STUDIES IN ACTS & GENERAL EPISTLES *The Epistle of James*

MARCH 25-29, 2018  
InMinistry Center Intensive

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### GENERAL CLASS INFORMATION

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Class acronym: NTST 537  
Class name: Exegesis of the English New Testament: James  
Year & Semester: Spring, 2018  
Class location: Burman University, Lacombe, Alberta  
Class time/day: Sunday 5:30 pm – 8:30 pm  
Monday-Thursday 8 am – 12 noon, 1.30 – 5.30 pm  
Credits offered: 3

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### INSTRUCTOR CONTACT DETAILS

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Instructor: Teresa Reeve  
Telephone: (269) 471-3418  
Email: [treeve@andrews.edu](mailto:treeve@andrews.edu)  
Office location: Seminary Hall N227  
Office hours: By Appointment  
Course Webpage: <http://learninghub.andrews.edu/>

Administrative Assistant: Ada Mendez  
Telephone: 269-471-6941  
Email: [mendez@andrews.edu](mailto:mendez@andrews.edu)  
Office Location: Seminary Building Dean's Suite

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### BULLETIN CLASS DESCRIPTION

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Credits: 2–3

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 different topics

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### MORE ABOUT THE COURSE

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**B**ecause the Epistle of James speaks to an experienced Christian audience about a limited number of practical matters, it is often misunderstood. Many have accused James of being a legalistic letter advocating a kind of salvation by works. Martin Luther called it an “epistle of straw.” Rightly understood, however, James offers valuable counsel for Christian living that is just as pertinent today as it was in the 1<sup>st</sup> century. In this class we will dig deeply into the Epistle of James, building and refining our exegesis skills as we seek to interpret accurately James’ message.

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### SYLLABUS REVISION STATEMENT

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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### MAPM PROGRAM OUTCOMES

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#### *MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)*

1. Delivers effective biblically based sermons.
2. **Demonstrates proper biblical interpretation skills.**
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

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### STUDENT LEARNING OUTCOMES (SLO)

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#### **As a result of diligent participation in this course, the student will:**

- Use effectively the key tools for the exegesis of the New Testament;
- Value and commit to consistently using careful exegesis in their own ministry;
- Identify the historical context, purpose, and key themes of the epistle of James and use this information effectively in exegesis;
- Accurately exegete (interpret) any passage in James, seeking to hear the epistle’s message as the 1<sup>st</sup> century believers would have understood it;
- Apply the principles learned to their own lives and to the lives of those with whom they minister in the 21<sup>st</sup> century.

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## TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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### Required:

1. The best option, if possible, is to own **computer Bible software such as Logos or Accordance**, that includes such several English versions, including:
  - a. At least one (such as the NASB, ESV or NKJV) using a formal equivalence (more “word-for-word”) style of translation; and
  - b. A current version of the Greek New Testament (either the NA29 or the UBS5).

OR

If you do not have access to computer Bible software as stated above, you will need **several English versions of the Bible**, including at least one of those listed above. (Studying out of multiple versions is the next best thing to using the Greek text itself.)

2. Moo, Douglas J. *The Letter of James*. Pillar New Testament Commentary, ed. D. A. Carson. Grand Rapids: Eerdmans, 2000.
3. Erickson, Richard J. *A Beginner's Guide to New Testament Exegesis*. Downer's Grove, IL: Intervarsity Press, 2005.

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## PRE-INTENSIVE REQUIREMENTS

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*All pre-intensive assignments are to be uploaded to Learning Hub by the due date.*

### **Due March 1:**

1. **Read Erickson's *A Beginner's Guide to New Testament Exegesis*** and:
  - a. Post to your LearningHub forum a two-page analysis of Erickson giving at least three valuable points and three questions or possible disadvantages regarding Erickson's approach to Scripture study for an Adventist pastor or church member.
  - b. Respond to the posts of each of the other members of your small-group discussion forum with substantive feedback (of at least three sentences) regarding their analyses.
  - c. Create a simple one-page outline of Erickson's exegesis steps for your own future use in studying Scripture for Bible study and sermon preparation. Then create a 3-4 page annotated outline (based on the simple outline) identifying the aspects of each exegesis step would be valuable to teach to those to whom you minister. Post both outlines to Learning Hub.
  - d. Respond to the outlines of each of the other members of your discussion forum with substantive feedback (of at least three sentences).

*See rubric in Appendix 3 for grading criteria.*

### **Due March 25:**

2. **Study the epistle of James** closely in preparation for a **content quiz** to be given at the beginning of class on Sunday, March 25. This quiz will be comprised of portions of verses taken from James (NASB). For each sentence, you will need to identify the chapter of James to which it belongs.
  - a. e.g. 1. “If anyone lacks wisdom let Him ask of God” chapter \_\_\_\_\_

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## REQUIREMENTS DURING COURSE INTENSIVES

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*During the Week of Intensive Course, Meetings March 25 – 29, 2018:*

1. **Be on time and participate actively in all class activities.**
2. **Complete daily Scripture Study Assignments** using the epistle of James along with Moo's *Letter of James*, and other library and internet reference works.

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## POST-INTENSIVE REQUIREMENTS

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*Due by midnight April 16, 2018:*

**Exegesis Notes on James 5:19-20:** Exegete James 5:19-20, following the steps outlined in class and described in Erickson, in order to discover as specifically as possible the message the author is seeking to communicate in this passage. Take careful notes on what you discover in the course of completing each step. Think carefully about the various ways of interpreting this passage and what the exegetical evidence from Scripture and NT backgrounds points to as the accurate interpretation.

- An outline for the notes will be distributed in class at the time of the intensive.
- Notes should show your own independent exegetical work.
- This assignment is expected to take 30-40 hours. Notes should generally be at least 10-12 pages in length.
- If students submit their notes before the due date, they may request feedback on the assignment and resubmit final notes based on the feedback provided.
- All final notes are to be completed and turned in before beginning on the assignment below.

*See rubric in Appendix 3 for grading criteria.*

*Due by midnight April 30, 2018:*

**Application Essay on James 5:19-20:** On the basis of your notes and the feedback received, write a 2-3 page description of how this passage should be lived out in Christian life and ministry today, in accordance with the Principles for Scripture application provided in class.

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## COURSE TIME REQUIREMENTS & GRADE WEIGHTING

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### Credit-Hour Definitions

A professional masters level 3-credit course requires a total of 135 hours for course lectures, reading requirements and written assignments.

Course Interaction	Approx. Hours	Grade Weighting
Class Meetings during the Intensive	35 hrs	
Perfect Attendance w Participation		5%

Interactive Online Learning Activities	10 hrs	(weighted with Reading & Analysis of Erickson)
<b>Independent Completion of Assignments</b>		
Reading & Analysis of Erickson	30 hrs	20%
Quiz on the Content of James	5 hrs	10%
Daily Scripture Study Assignments	10 hrs	20%
Exegesis Notes on James 5:19-20	40 hrs	40%
Application Essay on James 5:19-20	5 hrs	10%
<b>Total</b>	<b>135 hrs</b>	<b>100%</b>

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**MAPM INTENSIVE CLASS SCHEDULE**

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<b>Schedule for class meetings: November 25-29, 2018</b>			
			Running total
Pre-session	Interactive Online Learning Activities	10 hours	45
Sunday	5:30 – 8:30 p.m.	3 hours	3
Monday	8:00-12:00 p.m. 1:30-5:30 p.m.	4 hours 4 hours	11
Tuesday	8:00-12:00 p.m. 1:30-5:30 p.m.	4 hours 4 hours	19
Wednesday	8:00-12:00 p.m. 1:30-5:30 p.m.	4 hours 4 hours	27
Thursday	8:00-12:00 p.m. 1:30-5:30 p.m.	4 hours 4 hours	35

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**OUTLINE OF TOPICS AND ASSIGNMENTS**

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<b>Date:</b>	<b>Topics Covered:</b>	<b>Assignments Due:</b>
<i>By March 1</i>		<i>Online Postings &amp; Discussion on Erickson Reading</i>
Sun, March 25	Introduction to James & the Art of Exegesis James 1:1 Salutation	James Content Quiz
Mon, March 26	James 1:2-18 Testing in the Christian Life James 1:19-27 Hearing and Doing the Word	Scripture Study Assignment
Tues, March 27	James 2:1-13 Favoritism James 2:14-26 Faith without Works	Scripture Study Assignment
Wed, March 28	James 3:1-12 Taming the Tongue James 3:13-18 Two Kinds of Wisdom James 4:1-10 Friendship with the World	Scripture Study Assignment

Thurs, March 29	James 4:11-5:6 On Seeking Riches James 5:7-12 Patience until the Lord's Coming James 5:13-18 The Prayer of Faith	Scripture Study Assignment
By April 16 By April 30		Exegesis Notes on James 5:19-20 Application Essay on James 5:19-20

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## GRADING CRITERIA AND ASSIGNMENT SUBMISSION INFORMATION

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### Criteria for Grades

The primary object of the course is personal growth and learning, as specified in the course objectives. Grades function as an indicator of how well you have reached these objectives. They can also help you organize your time and energy priorities during the semester.

#### LETTER GRADE PERCENTAGES

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

### Submission of Assignments

All assignments are to be submitted on the course webpage at <http://learninghub.andrews.edu/> as MS Word documents. (In case of a problem with the site, assignments may be emailed to [tlreeve@andrews.edu](mailto:tlreeve@andrews.edu).)

### Late Submission

Any assignment turned in after the date and time due will lose 10 percentage points for each day it is late, to a maximum of 50%.

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## CLASS POLICIES

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### 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

**Computer use** in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted.

### 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**

In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- falsifying official documents;
- plagiarizing, which includes copying others' published work without the use of quotation marks and citations, and/or failing to give credit properly for ideas and materials gathered from other authors and creators;
- misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- presenting another's work as one's own (e.g. placement exams, homework, assignments);
- using material during a quiz or examination other than those specifically allowed by the teacher or program;
- stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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. Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

*AU Bulletin*

*In this course students are expected to exhibit rigorous moral integrity appropriate to ministers of the gospel. Therefore any breach of academic integrity will be taken very seriously, and may result in expulsion from the course. Any such breach will be reported to the Andrews University Academic Integrity Council. Be particularly careful to assiduously avoid any appearance of plagiarism by giving credit every time use is made of another person's ideas whether in a formal paper or in submitted notes or assignments. In written work this must be done by using:*

- *Correctly designed and inserted footnotes used each time one makes use of another individual's research and/or ideas; and*
- *Quotation marks placed around any exact phrases or sentences taken from the text or speech of another individual.*



**About This Course Description:**

The terms outlined in this Course Description may be changed at any time during the class at the discretion of the teacher and with the consent of the class.

**Teresa Reeve** is Associate Professor of New Testament Contexts and Associate Dean at the Seventh-day Adventist Theological Seminary at Andrews University. She came to seminary teaching from a background in education (B.A. in Multiple Subjects/Elementary Education from Pacific Union College, 1978) and child and family ministries (M.A. in Developmental and Educational Psychology, 1990; M.Div. from Andrews University, 1997) after Scripture study grew from a Christian discipline to a joyful passion in her life. Her PhD is in Christianity and Judaism in Antiquity from the University of Notre Dame. Her special interests are in exegesis and the study of Luke-Acts. When she's not teaching or digging into Scripture, her first love is spending time with her husband and daughter, especially outdoors or exploring books and the arts. Her goal: to enjoy growing in joyful communion with Jesus every moment of every day.



# APPENDIX 1

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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 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 demonstrable competency has been observed.

## APPENDIX 2

# EXEGESIS OF JAMES SELECTED BIBLIOGRAPHY

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### *General Biblical Exegesis Resources:*

- Blomberg, Craig. *A Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010.
- Davidson, Richard M. "Biblical Interpretation." Pages 58-104 in *Handbook of Seventh-day Adventist Theology*, ed. Raoul Dederen. Hagerstown, MD: Review & Herald, 2000.
- Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 4<sup>th</sup> ed. Louisville: Westminster/John Knox Press, 2002.
- Green, Jay P. *The Interlinear Bible: Hebrew-Greek-English with Strong's Concordance Numbers*. Peabody, MA: Hendrickson, 2005.
- Kaiser, Walter. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids: Baker, 1998.
- Reid, George W., ed. *Understanding Scripture: An Adventist Approach*. Silver Spring, MD: Biblical Research Institute, 2005.
- Strong, James. *The Strongest Strong's Exhaustive Concordance of the Bible*. Edited by John R. Kohlenberger III and James A. Swanson. Grand Rapids: Zondervan, 2001.

Accordance Bible Software. (*Contact the seminary for the latest seminary student discounts available from Accordance.*)

Logos Bible Software. (*Contact the seminary for the latest seminary student discounts available from Logos.*)

The following websites have online Bibles, commentaries and/or other aids:

- <https://www.stepbible.org/> - provides Hebrew & Greek interlinears; searchable OT, NT, & Septuagint; Hebrew and Greek definitions, etc.
- <http://www.biblehub.com/> - provides Hebrew & Greek interlinears; searchable OT, NT; Hebrew and Greek definitions, etc.
- <https://www.biblegateway.com> - has Mounce's excellent Greek Reverse-Interlinear New Testament as a version option that allows you to find the Greek word, its NT uses, and its possible meanings
- <http://www.scripture4all.org/> - offers free interlinear Greek & Hebrew software for download

No doubt additional tools and websites have become available since the preparation of this bibliography

### *Resources for Groundwork for Exegesis*

Comfort, Philip Wesley. *A Commentary on the Manuscripts and Text of the New Testament*. Grand Rapids: Kregel, 2015.

### *Resources for Studying the Passage in Its Literary Context*

Beale, G. K. and D. A. Carson. 2007. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic.

Beale, G. K. 2012. *Handbook on the New Testament Use of the Old Testament: Exegesis and Interpretation*. Grand Rapids: Baker Academic.

Moyise, Steve. 2011. *Jesus and Scripture: Studying the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic.

Stein, Robert H. *A Basic Guide to Interpreting the Bible*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2011. –especially valuable on genre

*Resources for Studying the Passage in Its Historical Context*

Erickson, Richard. “History and Culture in Exegesis.” Pages 94-113 in *A Beginner’s Guide to New Testament Exegesis*. Downers Grove, IL: InterVarsity Press, 2005.

Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Backgrounds of Early Christianity*. Downers Grove, Ill: IVP Academic, 1999.

Strauss, Mark L. “When Cultures Collide: Discerning the Heart of God in Cultural Context.” Pages 207-244 in *How to Read the Bible in Changing Times*. Grand Rapids: Baker, 2011.

Yamauchi, Edwin M. and Marvin R. Wilson. 2016. *Dictionary of Daily Life in Biblical and Post-Biblical Antiquity*. Peabody, MA: Hendrickson.

[http://www.perseus.tufts.edu/cache/perscoll\\_Greco\\_Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco_Roman.html) is a free database of Greco-Roman primary literature in both Greek and English. It can be searched like any database or you can use it to look up primary sources mentioned in the secondary literature.

*Resources for Solving Puzzles in the Passage*

Arndt, William, Frederick W. Danker, and Walter Bauer. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. (BDAG)

*Useful Commentaries on James:*

Davids, Peter H. *The Epistle of James* New International Greek Testament Commentary. Grand Rapids, Mich.: Eerdmans, 1982.

Johnson, Luke Timothy. *The Letter of James*. Anchor Bible. New Haven: Yale University Press, 1995.

Johnson, Luke Timothy. *Brother of Jesus, Friend of God: Studies in the Letter of James*. Grand Rapids: Eerdmans, 2004.

Martin, Ralph P. *James*. Waco, Tex.: Word Books, 1988.

Maynard-Reid, Pedrito U. *James: True Religion in Suffering*. Edited by George R. Knight, The Abundant Life Bible Amplifier. Boise: Pacific Press, 1996.

Wall, Robert W. *Community of the Wise: The Letter of James*. Edited by Howard Clark Kee and J. Andrew Overman, The New Testament in Context. Valley Forge, Pa.: Trinity Press International, 1997.

Witherington, Ben. *Letters and Homilies for Jewish Christians: A Socio-Rhetorical Commentary on Hebrews, James and Jude*. Downers Grove, Ill: IVP Academic, 2007.

*Useful Commentary Series*

*Africa Bible Commentary*. Grand Rapids, Zondervan, 2006.

*Baker Exegetical Commentary on the New Testament*. Grand Rapids: Baker.

*New International Commentary on the New Testament*. Minneapolis: Fortress Press.

*Seventh-day Adventist International Bible Commentary*. Nampa, ID: Pacific Press.

*Tyndale Old Testament Commentaries*. *Tyndale New Testament Commentaries*. Carol Stream, IL: Tyndale House.

*Zondervan Exegetical Commentary on the Old Testament*. *Zondervan Exegetical Commentary on the New Testament*. Grand Rapids: Zondervan.

APPENDIX 3

ASSESSMENT RUBRIC FOR ONLINE ERICKSON FORUM

<b>Analysis of Erickson Reading</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
<b>Initial Post</b>	Includes one approx. 100-word introductory paragraph of analysis.	Includes one approx. 100-word introductory paragraph of analysis.	Includes an introductory analysis paragraph of less than 90 words.	Introductory paragraph and/or required points are not present
<i>Points Earned:</i> ____/15	Includes 3 valuable points from the course reading.  Includes 3 discussion questions or disadvantages based on the reading.	Includes 2 valuable points from the reading.  Includes 2 discussion questions/disadvantages based on the reading.	Includes 2 valuable points from the reading.  Includes 2 discussion questions/disadvantages based on the reading.	
<b>Analytical Thinking</b>	Post shows strong understanding and analytical and critical thinking concerning the material.	Post shows moderate understanding and analytical and critical thinking concerning the material.	Post shows moderate understanding and analytical and critical thinking concerning the material.	Limited understanding and thinking evident.
<i>Points Earned:</i> ____/15				
<b>Responses to Analyses of Erickson</b>				
<b>Response</b>	Response of at least 3 complete sentences to a question or point of discussion from each member of your discussion group.	Response of 2 complete sentences to a question or point of discussion from each member of your discussion group.	Response of 1 complete sentences to a question or point of discussion from each member of your discussion group.	Responses limited or lacking.
<i>Points Earned:</i> ____/10				
<b>Analytical Thought</b>	Responses show strong analytical and critical thinking concerning the material.	Responses show moderate analytical and critical thinking concerning the material.	Responses often show moderate analytical and critical thinking concerning the material.	Limited understanding and thinking evident.
<i>Points Earned:</i> ____/10				
<b>Outline and Annotated Outline of Erickson's Exegesis Steps</b>				
<b>Outlines</b>	Basic outline covers accurately in 1 page the main steps outlined by Erickson	Basic outline covers accurately in 1 page the main steps outlined by Erickson	First outline covers adequately in 1 page the main steps outlined by Erickson	1-page or annotated outline not present
<i>Points Earned:</i> ____/15	Annotated outline of 3-4 pages considers usefulness of each step for church members.	Annotated outline of 2 or 5 pages considers usefulness of each step for members.	Annotated outline considers usefulness of exegesis for members.	
<b>Analytical Thinking</b>	1-page outline covers Erickson's main steps clearly for consultation in future	One-page outline clearly covers Erickson's main steps	One-page addresses Erickson's main steps	Lacking in understanding and analysis.
<i>Points Earned:</i> ____/15	Annotated outline shows strong understanding and analysis of both Erickson's steps and the local church  <i>(see next page)</i>	Annotated outline shows understanding and analysis of both Erickson's steps and the local church  <i>(see next page)</i>	Annotated outline shows limited understanding and analysis of both Erickson's steps and the local church	

			(see next page)	
<b>Responses to Analyses of Erickson</b>				
<b>Response</b>  <i>Points Earned:</i>  <b>/10</b>	Response of at least 3 complete sentences to the outlines of each member of your discussion forum.	Response of at least 2 complete sentences to the outlines of each member of your discussion forum.	Response of at least 1 complete sentences to the outlines of each member of your discussion forum.	Responses limited or lacking.
<b>Analytical Thought</b>  <i>Points Earned:</i>  <b>/10</b>	Responses show strong analytical and critical thinking concerning the material.	Responses show moderate analytical and critical thinking concerning the material.	Responses often show moderate analytical and critical thinking concerning the material.	Does not complete the work at the 3 pt level.

	Details	A	B	C	D	F	Points
Analysis of Text	Analysis of Text (Selection of Scripture Versions, Handling of Variants) <i>Sb, 5</i>	Exceeds the basic standards (5)	Meets basic standards: knows how to identify difficulties in the translation of the text (4)	Does not meet the basic standards in some areas (3.5)	Does not meet the basic standards in many areas (3)	Does not meet the basic standards at all. (2.5-0)	Score: ___/5
	Analysis of Literary Structure and Context (Identify pericope, analyze discourse, consider context, word study, etc.) <i>SI-, 3, 5</i>	Exceeds the basic standards (25)	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. (20)	Does not meet the basic standards in some areas (18)	Does not meet the basic standards in many areas (15)	Does not meet the basic standards at all. (13-0)	Score: ___/25
	Analysis of Backgrounds (intertextuality, historical-cultural references, historical situation) <i>S4, 6</i>	Exceeds the basic standards (20)	Meets basic standards: Knows how to apply the information in primary and secondary historical sources to the text; no more than 3 errors in each type of analysis used. (16)	Does not meet the basic standards in some areas (14)	Does not meet the basic standards in many areas (12)	Does not meet the basic standards at all. (10-0)	Score: ___/20
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.) <i>S7</i>	Exceeds the basic standards (9-10)	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times examining the evidence presented. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (5-0)	Score: ___/10
Coherence of the Paper	Analysis (recognizing exegetical problems, analysis of message, conclusion, etc.) <i>S8, 9</i>	Exceeds the basic standards (15)	Meets basic standards: identifies the thesis/main message of the passage; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence (13)	Does not meet the basic standards in some areas (11)	Does not meet the basic standards in many areas (9)	Does not meet the basic standards at all. (8-0)	Score: ___/15
	Organization & Style (clarity, spelling, etc.)	Exceeds the basic standards (5)	Meets basic standards for clarity: organized according to instructions, no more than 3 spelling or grammatical errors (4)	Does not meet the basic standards in some areas (3.5)	Does not meet the basic standards in many areas (3)	Does not meet the basic standards at all. (2.5-0)	Score: ___/5
Relevance	Implications (Application to personal life & ministry, further research needed, etc.) <i>SI0</i>	Exceeds the basic standards (15)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (13)	Does not meet the basic standards in some areas (11)	Does not meet the basic standards in many areas (9)	Does not meet the basic standards at all. (8-0)	Score: ___/15
Overall Quality	Incisiveness, depth, integrity, and quality of reflection	Very Satisfactory (5)	Satisfactory (4)	Somewhat Satisfactory (3.5)	Barely Satisfactory (3)	Not Satisfactory (2.5-0)	Score: ___/5

## APPENDIX 4 – RUBRIC FOR EXEGESIS NOTES & APPLICATION ESSAY