

NTST567
THEOLOGY OF THE
ENGLISH NEW
TESTAMENT: LUKE-ACTS
February 10-14, 2019

Instructor: Teresa Reeve, PhD

Andrews University

NTST567 THEOLOGY OF THE ENGLISH NEW TESTAMENT: LUKE-ACTS

February 10-14, 2019
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN567
Class name: Theology of the English New Testament: Luke-Acts
Year & Semester: 2019, Spring Semester
Class location: Oklahoma Conference Office, 4735 NW 3rd St., Oklahoma City, OK
Class time/day: Sunday 5 pm – 8:30 pm
Monday-Wednesday 8 am – 12:30 noon, 1:30-6 pm
Thursday 8 am – 1 pm
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Teresa Reeve
Email: treeve@andrews.edu
Course Webpage: <http://learninghub.andrews.edu/>

Administrative Assistant: Ada Mendez
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Office Location: Seminary Building Dean's Suite

BULLETIN COURSE DESCRIPTION

Credits: 2–3

Study of selected NT topics. The 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

MORE ABOUT THE COURSE

T*he books of Luke and Acts make up almost 30% of the New Testament. Though separated by the Gospel of John in the traditional order of the New Testament canon, the two works are woven together by an artfully integrated structure of parallels and developing themes that present an awe-inspiring picture of God's work on earth through Jesus and His ongoing work through Holy Spirit in the lives of the early believers. In this course we will explore the key themes presented in the Luke-Acts and how the theology of these two books speaks to the church today. We will also learn skills for discovering the theology of a New Testament book or section for use in preparing your sermons and teaching.*

SYLLABUS REVISION STATEMENT

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

MAPM PROGRAM OUTCOMES

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.

STUDENT LEARNING OUTCOMES (SLO)

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

1. Describe the historical context and purposes of Luke and Acts;
2. Understand the themes of Luke and Acts, the concerns they address, and how they are worked out in the narrative;
3. Develop skills for exploring the theology of a New Testament book;
4. Interpret specific passages in Luke-Acts accurately by grounding interpretation in an accurate understanding of their historical context, purpose, and themes;
5. Recognize and deal with significant issues in the study of Luke-Acts;
6. Apply the teachings of Luke-Acts to their own life and ministry in ways that are faithful to God's word in Scripture.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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 at least one (such as the NASB, ESV or NKJV) using a formal equivalence (more "word-for-word") style of translation, as well as a current version of the Greek New Testament (either the NA29 or the UBS5).

If you do not have access to a 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. Marshall, I. Howard. *Luke: Historian & Theologian*. 3rd ed. Downers Grove, IL: InterVarsity Press, 1998. (252 pages)

PRE-INTENSIVE REQUIREMENT DETAILS

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

1. *Using a Bible without section or story titles, **read Luke and Acts** attentively from beginning to end. As you read, **give your own two-part title to each story or sermon**. The first part of the title should identify what the story/sermon is about. The second part of the title should identify the main message that the story/sermon is intended to communicate. (i.e. In the second part, do not simply list what the stories are about, instead think about what Luke wanted his audience to learn (besides history) by hearing or reading what he wrote.)*

Example:

Luke 3:1-19 John's Ministry: Repentance as the Way to Prepare for Jesus' Coming

At the bottom of your outline state whether you have thoroughly read all of Luke and Acts from a Bible without section or story titles. Typing your name at the end of your statement is your word that your statement is accurate.

Due January 11-18

(25 hours / 20% of the grade)

2. **Read Luke: Historian and Theologian** and **participate in the online discussion** of your readings.

We will read and discuss the book in three sections as described below.

- a. First, read the assigned chapters (See below);
- b. Next, create and submit your initial post on the reading. The initial post is to contain:
 - 1) An approximately one hundred word paragraph summarizing the reading
 - 2) Three points you found most valuable about the reading
 - 3) Three questions or points of disagreement about the reading
- c. Finally (for due dates February 1 and 8), post a response of at least 3 complete sentences to a question or point of agreement/disagreement from each member of your discussion group.

It is very important that you read and post by the due dates below because everyone in your group is dependent on your diligence in order to complete their own assignments.

For details on discussion posts, see the Online Discussion Assessment rubric in Appendix 3 below.

(25 independent hours + 5 interactive online hours=30 hours / 20% of the grade)

The due dates for this reading and discussion are:

- a. **January 25:** Read chapters 1-3 and submit your initial post for these chapters.
- b. **February 1:** Post your responses to your group's initial posts on chapters 1-3. Read chapters 4-6, and Submit your initial post for chapters 4-6.
- c. **February 8:** Post your responses to your group's initial posts on chapters 4-6, Read chapters 7-9, and submit your initial post for chapters 7-9.

DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

1. **Be on time and participate actively in all class activities**, February 10-14.
(35 hours / 5% of the grade)
2. **Prepare for Daily Quizzes** over material presented in class, as identified at the end of each lecture.
(5 hours / 25% of the grade)

POST-INTENSIVE COURSE REQUIREMENT DETAILS

Due on or before April 30, 2019. (Earn 5 points extra credit for turning this in by April 15.)

1. **Theology in Action Project: Create and execute a plan** for *one single specific way* in which the Holy Spirit is leading you to apply what you have learned in class regarding a theological theme in Luke-Acts. This plan is to be one you created as a result of this class, and which you immediately begin to put into practice in your own life and/or ministry. You will write a **5-7 page** report on your project, working with a feedback partner to critique each section of each other's project before it is turned in. Keep a log of the number of hours you spend on each step of the project.
 - a. **Due by March 1:** Write an opening paragraph describing the specific project you will carry out. Exchange your draft paragraph with your partner and give each other feedback and suggestions. Then edit your paragraph on the basis of the feedback. Post on Learning Hub your draft paragraph, the feedback you received, and the revised paragraph by March 1.
 - b. **Due by March 15:** Use 2-3 pages to show how this plan faithfully builds on one of the theological themes of Luke-Acts. Exchange your draft with your partner and give each other feedback and suggestions. Then edit your work on the basis of the feedback. Post on Learning Hub your draft, the feedback you received, and the revised work by March 15.
 - c. **Due by April 1:** Use 2-3 pages to describe the steps needed to carry out this plan successfully. Exchange your draft with your partner and give each other feedback and suggestions. Then edit your work on the basis of the feedback. Post on Learning Hub your draft, the feedback you received, and the revised work by April 1.
 - d. **Due by April 15:** Conclude the report by describing and assessing your implementation of the plan. Exchange your draft with your partner and give each other feedback and suggestions. Then edit your work on the basis of the feedback. Post on Learning Hub your draft, the feedback you received, and the revised work by April 15.
 - e. **Due by April 30:** Post your final draft on Learning Hub, including a final page indicating the number of hours you spent on each step of this project.

(If feedback partners choose to work together on a single project the required length of each section of the report would be double. For more details on assessment of this project, see appendix.)

(35 independent hours + 5 interactive online hours=40 hours / 30% of the grade)

MAPM Intensive Class Schedule

MAPM Intensive Class Schedule			
Schedule for class meetings: February 10-14, 2019			
			Running total
Sunday	5:30 – 8:30 p.m.	3 hours	3
Monday	8:00-12:00 p.m.	4 hours	11
	1:30-5:30 p.m.	4 hours	
		8	
Tuesday	8:00-12:00 p.m.	4 hours	19
	1:30-5:30 p.m.	4 hours	
		8	
Wednesday	8:00-12:00 p.m.	4 hours	27
	1:30-5:30 p.m.	4 hours	
		8	
Thursday	8:00-12:00 p.m.	4 hours	35
	1:30-5:30 p.m.	4 hours	
		8	
Pre/Post-session	Interactive Online Learning Activities	10 hours	45
		10	

Estimated Time for this Class:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class meeting during the Intensive	35	45 hours total
Interactive Online Learning Activities	10	
Independent Completion of Assignments		
Reading & Analysis	50 hours	
Quizzes	5 hours	
Theology in Action Project	35 hours	
Total Hours	135 hours	

OUTLINE OF TOPICS AND ASSIGNMENTS

Date:	Topics Covered:	Assignments Due:
Sun, Feb 10	Introduction to the Class Biblical Theology and Ministry	Luke-Acts Reading & Outline Reading and Critical Analysis of <i>Luke: Historian & Theologian</i>
Mon, Feb 11	Introduction to Luke-Acts God's Purpose Prevails in History	Quiz
Tues, Feb 12	Salvation For All Who is This Jesus?	Quiz
Wed, Feb 13	The Way of Discipleship Prayer The Holy Spirit	Quiz
Thurs, Feb 14	Jesus Reaches Out to the Marginalized Wealth & Poverty The Church	Quiz Take-Home Quiz
<i>By April 30, 2019</i>		Theology in Action Project

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Weighting of Assignments for Final Grade

The following list details weight given each assignment.

1.	<i>Luke</i> and <i>Acts</i> reading and outlining	20%
2.	<i>Luke: Historian and Theologian</i> reading and discussion board	20%
3.	Daily Quizzes	25%
4.	Attendance & Active Participation	5%
5.	Theology in Action Project	30%
	Total	100%

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

Passing Grades

All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

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.)

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%. Assignments due during the intensive must be turned in before the beginning of class on the date due.

CLASS POLICIES

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.

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.

INSTRUCTOR PROFILE

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

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

THEOLOGY OF LUKE-ACTS SELECTED BIBLIOGRAPHY

General Information on the Gospels

Green, Joel B. et al. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: Intervarsity Press, 1992.

General Information on Doing Biblical Theology

Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, Ill. : InterVarsity Press, 2004 BS2397 .M37 (Introductory Sections)

Stuhlmacher, Peter. *How to do Biblical Theology*. Allison Park, Pa.: Pickwick Publications, 1995.

Theology of Luke-Acts

Bock, Darrell L. *A Theology of Luke-Acts*. Grand Rapids, Zondervan: 2012.

Bovon, François. *Luke: The Theologian*. 2nd ed. Waco, Texas: Baylor, 2006.

Cadbury, H. J. *The Making of Luke-Acts*. London, SPCK, 1961.

Conzelmann, H. *The Theology of St. Luke*. transl. by Geoffrey Buswell. New York, Harper, 1960.

Green, Joel B. *The Theology of the Gospel of Luke*. New Testament Theology. Cambridge; New York: Cambridge University Press, 1995.

Karris, Robert J. *What Are They Saying About Luke and Acts?: A Theology of the Faithful God A Deus Book*. New York: Paulist, 1979.

Kee, Howard Clark. *Good News to the Ends of the Earth: The Theology of Acts*. London: SCM, 1990.

Spencer, F. Scott. *The Gospel of Luke and Acts of the Apostles*. Nashville: Abingdon, 2008.

Strauss, Mark L. *The Davidic Messiah in Luke-Acts: The Promise and its Fulfillment in Lukan Christology*. Edited by Stanley E. Porter, JSNT 110. Sheffield: Sheffield Academic Press, 1995.

Maddox, R. *The Purpose of Luke-Acts*. Edinburgh, Clark, 1982.

Marshall, I. H. *Luke: Historian & Theologian*. Downers Grove, Ill., InterVarsity Press, 1998.

Talbert, C. *Literary Patterns, Theological Themes and the Genre of Luke-Acts*. Missoula, MT, Scholars Press, 1974.

Tannehill, R. C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. (2 vols.) Fortress: Philadelphia, 1986.

Thompson, Alan J. *The Acts of the Risen Lord Jesus: Luke's Account of God's Unfolding Plan* New Studies in Biblical Theology. Downers Grove: InterVarsity, 2011.

Commentaries on Luke

For Reference

Bock, D. L. *Luke*. 2 vols. Baker Exegetical Commentary. Grand Rapids, MI, Baker Books, 1994.

Bovon, F. *Luke: A Commentary on the Gospel of Luke*. 2 vols. Hermeneia. Minneapolis, Fortress, 2002.

Fitzmyer, J. A. *The Gospel According to Luke*. 2 vols. New York, Doubleday, 1981.

Garland, David E. *Luke*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2011.

Green, J. B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids, Eerdmans, 1997.

Marshall, I. H. *The Gospel of Luke*. New International Greek Testament Commentary. Exeter, Paternoster Press, 1978.

Nichol, Francis D., ed. *Seventh-day Adventist Bible Commentary*. vol. 5. rev. Edition. Washington, D.C.: Review and Herald, 1976.

Nolland, J. *Luke*. Word Biblical Commentary. Dallas, Word Books, 1989.

Plummer, A. *A Critical and Exegetical Commentary on the Gospel According to Saint Luke*. International Critical Commentary. Edinburgh, T & T Clark, 1922.

For Reading

Talbert, Charles. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroad; 1982.

Commentaries on Acts

Barrett, C.K. *A Critical and Exegetical Commentary on the Acts of the Apostles*. Vol. 1. 2 vols. Edinburgh: T & T Clark, 1994.

Bruce, Frederick Fyvie. *The Acts of the Apostles: The Greek Text with Introduction and Commentary*. 3rd ed. Grand Rapids: Eerdmans, 1990.

Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary* The Anchor Bible. New Haven: Yale University Press, 2008.

Witherington, Ben. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids, MI: Eerdmans, 1998.

For Reading

Talbert, Charles. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. New York: Crossroad; 1997.

APPENDIX 3

ONLINE DISCUSSION ASSESSMENT RUBRIC

Reading Journal and Online Discussion Rubric				
Initial Post	10pts	8pts	6pts	0pts
Post	Includes one approx. 100-word paragraph summary. Includes 3 valuable points from the course reading. Includes 3 discussion questions or points of disagreement based on the reading.	Includes one 100-word paragraph summary. Includes 2 valuable points from the course reading. Includes 2 discussion questions or points of disagreement based on the reading.	Includes a paragraph summary of less than 90 words. Includes 2 valuable points from the course reading. Includes 2 discussion questions or points of disagreement based on the reading.	Does not complete the work at the 6 pt level.
Critical and Analytical Thought	Initial post shows strong understanding and analytical and critical thinking concerning the material.	Both initial posts and responses show moderate understanding and analytical and critical thinking concerning the material.	Either initial posts or responses show moderate understanding and analytical and critical thinking concerning the material.	Does not complete the work at the 6 pt level.
Responsive post	5pts	4pts	3pts	0pts
Response	Post response of at least 3 complete sentences to a question or point of discussion from each member of your discussion group.	Post response of at least 2 complete sentences to a question or point of discussion from each member of your discussion group.	Post response of at least 1 complete sentence to a question or point of discussion from each member of your discussion group.	Does not complete the work at the 3 pt level.
Critical and Analytical Thought	Both initial posts and responses show strong analytical and critical thinking concerning the material.	Both initial posts and responses show moderate analytical and critical thinking concerning the material.	Either initial posts or responses show moderate analytical and critical thinking concerning the material.	Does not complete the work at the 3 pt level.

APPENDIX 4

THEOLOGY IN ACTION PROJECT ASSESSMENT RUBRIC

Descriptions	A	B	C	D	F	Grade
Opening paragraph identifies a single, specific, and doable project that flows out of your study of Luke-Acts.	Outstanding on all levels (10)	Meets basic standards (8)	Lacking in some areas (7)	Lacking in many areas (6)	Does not meet minimum standards for a graduate project (0-5)	Score: _____
An explanation is given as to how this plan fits into the theology of Luke-Acts and faithfully builds on one of its themes. (2-3 pages)	Outstanding on all levels (20)	Meets basic standards (17)	Lacking in some areas (15)	Lacking in many areas (13)	Does not meet minimum standards for a graduate project (0-10)	Score: _____
Each step necessary for the completion of this plan is listed and described. (2-3 pages)	Outstanding on all levels (20)	Meets basic standards (17)	Lacking in some areas (15)	Lacking in many areas (13)	Does not meet minimum standards for a graduate project (0-10)	Score: _____
Progress in the implementation of the plan is both clearly described and thoughtfully assessed. (1 page)	Outstanding on all levels (20)	Meets basic standards (17)	Lacking in some areas (15)	Lacking in many areas (13)	Does not meet minimum standards for a graduate project (0-10)	Score: _____
Organization (insightfulness, development and integration of ideas, clarity of thought, etc.)	Outstanding on all levels (10)	Meets basic standards (8)	Lacking in some areas (7)	Lacking in many areas (6)	Does not meet minimum standards for a graduate project (0-5)	Score: _____
Style (spelling, grammar, footnotes)	Outstanding on all levels (10)	Meets basic standards (8)	Lacking in some areas (7)	Lacking in many areas (6)	Does not meet minimum standards for a graduate project (0-5)	Score: _____
Work with Feedback Partner	Excellent feedback supplied to partner; feedback from partner wisely implemented (10)	Good feedback supplied to partner; feedback from partner implemented (8)	Some feedback supplied to partner; some feedback from partner implemented (7)	Lacking in reasonable feedback or implementation (6)	Does not meet minimum standards for a graduate project (0-5)	Score: _____

TOTAL: _____