



NTST 567 – Theology of the English NT: Love, Marriage and Divorce

Fall 2020

Thomas R. Shepherd, PhD, DrPH

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Taught remotely via Zoom
Class meeting times:	September 28 through October 1, 2020 Mon – Thurs: 8:30–11:30 a.m. 1:00–4:00 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 277-9488 (8 a.m. to 8 p.m. EDT)
Instructor Email:	trs@andrews.edu
Office location:	Andrews University; Seminary Room N124
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

NTST 567 – Theology of the English NT – 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.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

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

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.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Discuss key exegetical and theological concepts and themes of the NT teaching on love, marriage, sex and divorce.
2. Hone critical thinking skills through critique of articles on the passages we will study.
3. Obtain in-depth knowledge of scriptural passages through reading and critiquing commentaries on the passages we study.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due	CLO
Mon 9/7/20		McFarland article, commentary Eph 5	2–3
Mon 9/14/20		Gavrock article, commentary 1 Cor 6	2–3
Mon 9/21/20		Mackie article, commentary Matt 19	2–3
Mon 9/28/20	Intro to class, Biblical View of Love		1
Tue 9/29/20	Christian Marriage		1
Wed 9/30/20	Sex and the Christian	Miller article	1–2
Thu 10/1/20	Divorce and the Christian	Malick article	1–2
Mon 10/5/20	Take Home Final Exam Due	Final Exam	1

PRE-INTENSIVE COURSE REQUIREMENTS

1. **ALL ASSIGNMENTS ARE TURNED IN ON LEARNING HUB IN DROPBOXES PROVIDED THERE. THIS INCLUDES THE EXAM.**
2. **FACULTY DIRECTED Article Critiques** – During our time together in September we will work our way through important passages regarding love, marriage, sex and divorce. In preparation for these discussions you are assigned **articles to read and critique in one page reports**. Dr. Shepherd will explain how to do this in a video in which he explains the process and reads his critique of an article. **That first assignment, your only job is to read the**

article and write a brief summary of its points (1 page). A form for this is on Learning Hub. In the **next two weeks you will also read two other articles (one per week) and make a report that includes not only summary but thesis statement (what the author is trying to prove) and critique of the article with positives and negatives and several questions for discussion.** There is a form for these reports as well on Learning Hub. We will have **forums** set up where you will be graded on submitting at least **one question and responding to at least one question (only open during the week the assignment is due,** so don't wait to do the reading). The idea is to have a discussion on the article. Dr. Shepherd will be there as well. These forums are asynchronous, meaning you do not have to be online at the same time as everyone else. The forum for each week will **close on the due date at Noon EDT**, so get your questions and comments in before that. Watch the video Dr. Shepherd will have posted on Learning Hub to get the idea on how to do all this.

In the forum you get points for posting **a question and points for answering a question, 10 points for each.** That forms part of your grade for the article critique assignments. The **article critiques are each worth 50 points** with the points split up according to the rubric on Learning Hub (also found at the end of this syllabus). The first assignment has a separate form and rubric since it does not include all the critique details as the others. The total time allotted for this teacher directed learning experience is 21 hours of teacher contact time.

- a. **Commentary Reading Reports** – We are studying passages from 1 Corinthians 13 on love, Ephesians 5:21–33 on Christian marriage, 1 Corinthians 6:12–20; 7:1–6 and Romans 1:18–27 on sex, and Matthew 19:3–12 and 1 Corinthians 7:7–16 on divorce. Before we begin the intensive aspect of this course, you will read a minimum of 20 pages or 2 hours on three reports, one due each week. A form is on Learning Hub for these. These are **worth 50 points each** and there is a grading rubric for them on Learning Hub. You can access online commentaries at Biblehub.com. Be sure to read the NT ICC as one of your commentaries. You can substitute a scholarly article for one of the commentaries if you like. Find them on the Andrews University Library website: ATLA via Andrews University Library – <https://www.andrews.edu/library/merged.html> You can also find articles at Andrews University Seminary Studies – <https://digitalcommons.andrews.edu/auss/> and at Journal of the Adventist Theological Society – <https://www.atsjats.org/publications/jats-journal-online-archive> and at Biblical Research Institute – <https://adventistbiblicalresearch.org/materials>.

REQUIREMENTS DURING THE INTENSIVE

1. **Attendance** at Zoom lectures is expected, record is taken. Each 50 minute period counts for one class period. **More than 3 unexcused absences will result in a decrease in the final grade by one full letter, 4 tardies = 1 absence.** Excused absences are for illness or family emergency. For an absence to be excused send an e-mail to the professor with an explanation to trs@andrews.edu. If the number of unexcused absences exceeds 5, the student may be asked to drop the class.
2. **Article Critiques** – We will have two more article critiques due during the intensive. You will likely want to read these in advance since we will be meeting 6 hours a day during the intensive. We will discuss the articles in class (not read them in class) and you will be expected to participate in the discussion.

3. **In Class Exercises** – During the class we will break out at times for discussion of questions the professor raises. You get points for these exercises by being present with your attendance noted in the Chat section of Zoom. The professor will explain how this works.

POST-INTENSIVE COURSE REQUIREMENTS

1. **Take-Home Exam** – The exam for this course will be take-home. It will be emailed to you after our course intensive concludes on Thursday, October 1. The exam will involve reading an article the professor will send to you. In the exam you will carry out a critique of the article like you have been taught in the class. However, after that you will be asked to compare and contrast the article's concepts with those presented in class and give your assessment of both, using the critical thinking skills taught in class. **The exam will be worth 100 points. It will be due at 5 p.m. on Monday, October 5.** A drop box on Learning Hub will be present for you to upload it.

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) 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.

COURSE MATERIALS

Required Course Materials

1. An English Bible of word for word style of translation – ESV, NASB, RSV are good examples. Do not use KJV, NKJV or Clear Word for this class – ask me why.
2. Articles posted on Learning Hub for reading.
3. Commentaries either you have or available on Biblehub.com. Be sure to read the NT ICC as one of your commentaries.

Recommended Course Materials

1. Excellent commentaries include the following:
 - a. Zondervan Exegetical Commentary – one of the better Evangelical commentaries
 - b. Baker Exegetical Commentary – good Evangelical commentary
 - c. Word Biblical Commentary – Older middle of road commentary, much data on Greek
 - d. New International Greek Testament Commentary – Eerdmans, lots of useful data, plenty of Greek
 - e. New International NT Commentary – also Eerdmans, Greek only in footnotes

- f. Anchor Bible Commentary – critical, readable, Greek only in transliteration but translated
 - g. Pillar NT Commentary – critical, useful information, shorter
 - h. Seventh-day Adventist International Bible Commentary – just coming out, useful, SDA perspective
2. Here are several useful websites for finding articles and commentaries:
- b. Biblical Research Institute – <https://adventistbiblicalresearch.org/materials>
 - c. Journal of the Adventist Theological Society – <https://www.atsjats.org/publications/jats-journal-online-archive>
 - d. Bible Hub – <https://biblehub.com/commentaries/>
 - e. Andrews University Seminary Studies – <https://digitalcommons.andrews.edu/auss/>
 - f. ATLA via Andrews University Library – <https://www.andrews.edu/library/merged.html>

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters’ Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	24 hours
	Professor Directed Learning Experiences	21 hours
Independent Learning Activities	Reading Commentaries and Reports	20 hours
	Article Critiques	40 hours
	Take-home Exam	30 hours
Total Hours:		135 hours

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Article Critiques	30%
2. Commentary Reading Reports	20%
3. In Class Exercises	10%
4. Take-home Exam	40%
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Late Submission

Assignments are due on the due date listed above at the beginning of class. No late submissions are accepted except for illness or serious family emergency.

ABOUT YOUR INSTRUCTOR

Thomas R. Shepherd, PhD, DrPH, is Professor Emeritus of New Testament at the Seminary. From 2011 to 2019 he was Director of the PhD in Religion and ThD programs. He has taught at the Theological Seminary since 2008. Before that he taught at Union College in Lincoln, NE for 13 years as a professor in the Religion Division. He and his family have been missionaries to Brazil in South America (1992-1994) and to Malawi in Africa (1979-1985). Dr. Shepherd has been active in leadership within the national Society of Biblical Literature, writing proposals establishing the Mark and Methodology Consultation, the Mark Group, the Sabbath in Text, Tradition and Theology Consultation, and the Mark Passion Narrative Seminar which he co-chairs. He has presented scholarly papers at the annual meetings of the Society of Biblical Literature and the Adventist Theological Society. He was co-convenor of the international conference *Resurrection of the Dead: Biblical Traditions in Dialogue* held in Louvain-la-Neuve in Belgium, April 2010. The papers of that conference were published in 2012 by the academic publisher, Peeters, in Belgium. Dr. Shepherd has authored peer reviewed articles and edited books and is the author of the Gospel of Mark and 1 Peter 1-2 commentaries for the new Seventh-day Adventist International Bible Commentary. He is the editor of the forthcoming *The Genesis Creation Account and Its Reverberations in the New Testament* to be published by Andrews University Press. Dr. Shepherd is a Past President of the Adventist Theological Society. He is head elder of the Eau



Clair SDA Church where in 2012 he held an evangelistic series with Pastor Ted Toms and was emcee for another series in 2016.

Dr. Shepherd has been married for 45 years to his best friend, Sherry Shepherd, M.D. They have two grown children (Amy and Jonathan), and six grandchildren (Malachi, Nadia, Isaiah and Nathaniel, Samantha and Alexandra). Dr. Shepherd speaks English, Portuguese and Spanish and enjoys walking, cycling and weight lifting. He is a cellist and has organized numerous classical concerts at the Seminary.

Academic Publications by Thomas R. Shepherd, PhD, DrPH

Academic Professional Books Published (refereed)

Markan Sandwich Stories: Narration, Definition, and Function, Andrews University Seminary Doctoral Dissertation Series, vol. 18, (Andrews University Press: Berrien Springs, 1993).

Book/Volume Edited

Biblical Parables: Essays in Honor of Robert M. Johnston, eds. Thomas R. Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016).

Resurrection of the Dead: Biblical Traditions in Dialogue, eds. Geert Van Oyen and Tom Shepherd, *Bibliotheca Ephemeridum Theologicarum Lovaniensium*, vol. CCIL (Leuven: Peeters, 2012).

Interpreting Scripture: Bible Questions and Answers, Associate Editor. Ed. Gerhard Pfandl, Biblical Research Institute 2. Silver Spring, MD: Biblical Research Institute, 2010.

The Trial and Death of Jesus: Essays on the Passion Narrative in Mark, eds. Geert Van Oyen and Tom Shepherd, *Contributions to Biblical Exegesis & Theology*, vol. 45 (Leuven: Peeters, 2006).

Refereed Journal Articles

Joel E. Lisboa and Thomas R. Shepherd, "Comparative Narrative Analysis as a Tool in Determining the *Lectio Difficilior* in Mark 1:40-45: A Narrative Analysis of Codices Bezae, Vaticanus, and Washingtonianus," *Neotestamentica* 49.1 (2015): 75-89.

"'We Thank God for You' How Thanksgiving Transforms Our Walk: A Study in the Theology of Colossians," *Journal of the Adventist Theological Society* 25/2 (2014): 29-42.

"The Scholar and the Word of God: Reflections on 2 Peter 1:16-21," in *Journal of the Adventist Theological Society* 24/2 (2013): 3-17.

"Narrative Analysis as a Text Critical Tool: Mark 16 in Codex W as a Test Case," *Journal for the Study of the New Testament* 32.1 (2009): 77-98.

"The Narrative Function of Markan Intercalation," *New Testament Studies* 41 (1995): 522-540.

Chapters Contributed to Book/Volume (refereed)

"Welcoming Sinners: Redeeming the Past and Future in the Parable of the Prodigal Son (Luke 15:11-32)" in *Biblical Parables: Essays in Honor of Robert M. Johnston*, eds. Thomas R.

Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016), 168-184.

“Facing Evil and Finding Atonement: The Crossroad of Jesus’ Passion in 1 Peter 2,” in *The Great Controversy and the End of Evil: Biblical and Theological Studies in Honor of Ángel Manuel Rodríguez in Celebration of His Seventieth Birthday*. Edited by Gerhard Pfandl (Silver Spring, MD: Biblical Research Institute; Review and Herald Publishing Association, 2015), 173-182.

“Resurrection, Rebirth, and the Human Being in 1 and 2 Peter,” in “*What Are Human Beings that You Remember Them?*” *Proceedings of the Third International Bible Conference, Nof GInosar and Jerusalem, June 11–21, 2012*. Edited by Clinton Wahlen (Silver Spring, MD: Biblical Research Institute, 2015), 165-182.

“The General Epistles” in *Servants and Friends: A Biblical Theology of Leadership*, ed. Skip Bell (Berrien Springs: Andrews University Press, 2014), 211-226.

“Promise and Power: A Narrative Analysis of the Resurrection Story in Mark 16 in Codex Vaticanus and Codex Washingtonianus,” in *Resurrection of the Dead: Biblical Traditions in Dialogue*, eds. Geert Van Oyen and Tom Shepherd, Bibliotheca Ephemeridum Theologicarum Lovaniensium, vol. CCIL (Leuven: Peeters, 2012), 159-182.

“Do the wicked burn forever in hell? Matthew 25:46.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 293-296.

“Does 1 John 3:9 teach that converted Christians do not sin?” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 422-424.

“Does Paul teach that all things are lawful for the Christian? 1 Corinthians 6:12.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 360-362.

“Does the Parable of the rich man and Lazarus teach the immortality of the soul? Luke 16:22, 23.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 309-312.

“Has the law of Moses been replaced by the grace of Jesus? John 1:17.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 316-320.

“Is Peter the rock on which Jesus built the church? Mathew 16:18.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 273-276.

“What does Jesus mean when he says we are to be ‘perfect’? Matthew 5:48.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 265-266.

“The Irony of Power in the Trial of Jesus and the Denial by Peter – Mark 14:53-72,” in *The Trial and Death of Jesus: Essays on the Passion Narrative in Mark*, eds. Geert Van Oyen and Tom Shepherd, Contributions to Biblical Exegesis & Theology, vol. 45 (Peeters: Leuven, 2006), 229-245.

“The Narrative Role of John and Jesus in Mark 1.1-15,” in *Biblical Interpretation in Early Christian Gospels, Vol 1: The Gospel of Mark*, ed. Thomas Hatina, Library of New Testament Studies, no. 304 (formerly *The Journal for the Study of the New Testament Supplement Series*) (T & T Clark: London, 2006), 151-168.

“The Interpretation of Types, Allegories, and Parables” in *Understanding Scripture: An Adventist Approach*, ed. George Reid, Biblical Research Institute Studies, vol. 1 (Review and Herald Publishing Association: Hagerstown, MD, 2005), 223-244.

“Give the Poor Wretch a Drink,” in *Creation, Life, and Hope: Essays in Honor of Jacques B. Doukhan*, ed. Jiri Moskala (Old Testament Department, Seventh-day Adventist Theological Seminary, Andrews University: Berrien Springs, MI, 2000), 139-145.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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

- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout 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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-85%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
86-89%	B+	70-74%	C+	55-59%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: FORMS AND RUBRICS

Commentary Reading Report Form NTST 567 Love, Marriage and Divorce 2020

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be 1 page single-spaced, not more.

Bibliographic Information:

Summary:

Positives:

Negatives:

Application:

Commentary Reading Report Grading Rubric
NTST 567 Love, Marriage and Divorce 2020

Name _____ Total _____/50

Notes

Provides complete bibliographic information of commentaries read including pages read _____/5

Minimum of 20 total pages of commentary reading OR 2 hours _____/10

Summarizes commentaries well _____/15

Provides reasoned positive and negative review of commentaries _____/15

Application to church included _____/5

Article Reading Report Form
NTST 567 Love, Marriage and Divorce 2020
McFarland Article

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be 1 page single-spaced, not more.

Bibliographic Information:

Thesis:

Summary:

Questions:

Article Reading Report Grading Rubric
NTST 567 Love, Marriage and Divorce 2020
McFarland Article

Name _____ Total _____/50

Notes

Provides complete bibliographic
information of article
read _____/10

Includes thesis and
summarizes article well _____/30

Includes 2-3 useful questions _____/10

Article Reading Report Form
NTST 567 Love, Marriage and Divorce 2020

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be 1 page single-spaced, not more.

Bibliographic Information:

Thesis:

Summary:

Positives:

Negatives:

Questions:

Article Reading Report Grading Rubric
NTST 567 Love, Marriage and Divorce 2020

Name _____ Total _____/50

Notes

Provides complete bibliographic information of article read _____/5

Includes thesis and summarizes article well _____/20

Provides reasoned positive and negative review of article _____/20

Includes 2-3 useful questions _____/5