

NTST 538 Studies in Hebrews

Spring 2025

Tim B. Kwon, PhD Candidate

A study of the message of Hebrews with in-depth analysis of significant and of difficult passages.

CLASS & CONTACT INFORMATION

Class location:	Burman University
Class meeting times:	February 22-26 Sunday: 5 p.m. – 7 p.m. Monday – Thursday: 8:30 a.m. – 12:30 p.m.; 2 p.m. – 5 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	
Instructor Email:	beett@andrews.edu
Office location:	N/A
Office hours:	N/A

BULLETIN DESCRIPTION OF COURSE

Study of Hebrews. Greek not required. Not applicable to MDiv credit.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- **MAPM:** Demonstrate proper biblical interpretation skills. (CLOs 1, 2, &3)

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. Elucidate the structure and main themes of the Letter to the Hebrews and how these are developed and

- nuanced within the work.
2. Discover what the meaning of Hebrews probably was for the original audience, which is the work of the exegete. This work can be summarized as an attempt to answer the following question, regarding Hebrews: “What did really happen?” Every attempt to answer this question implies, at the least, the following skills:
 - a. Analysis of grammar and syntax.
 - b. Analysis of the literary context (including intertextual relations).
 - c. Analysis of words.
 - d. Analysis of the historical and cultural contexts.
 - e. Evaluation of research literature on the passage.
 3. Synthesize exegetical findings in an essay of 1500–3000 words.
 4. Apply knowledge acquired through the exegetical process in the following ways:
 - a. MAPM: (1) Relate findings with at least another aspect of Adventist theology, (2) Identify at least one implication for the practice of pastoral ministry and (3) for the student’s personal life.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Two or three versions of the Bible
2. Cortez, Felix H. *Within the Veil: The Ascension of the Son in the Letter to the Hebrews*. Studies in Jewish and Christian Literature. Fontes, 2020. ISBN 978-1948048378.
3. One of the commentaries from the list below.
 - a. Koester, Craig R. *Hebrews: A New Translation with Introduction and Commentary*. Anchor Yale Bible 36. New Haven, CT: Yale University Press, 2001.
 - b. Cockerill, Gareth Lee. *The Epistle to the Hebrews*. The New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 2012.
 - c. Peeler, Amy. *Hebrews*. Commentaries for Christian Formation. Grand Rapids, MI: Eerdmans, 2024. (e-book available in Library website through Proquest)
 - d. Johnson, Luke Timothy. *Hebrews: A Commentary*. New Testament Library. Louisville, KY: Westminster John Knox, 2006. (e-book available in Library website through Proquest)
 - e. Grindheim, Sigurd. *The Letter to the Hebrews*. The Pillar New Testament Commentary. Grand Rapids, MI: Eerdmans, 2023. (e-book available in Library website through Proquest)
 - f. Lane, William L. *Hebrews*. 2 Vols. Word Biblical Commentary 47; Dallas, TX: Word, 1991.

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

PRE-INTENSIVE COURSE REQUIREMENTS

1. Read *Within the Veil* by Félix H. Cortez (300 pp) and write a 3–4 page analysis of thesis of the work (25 hours)
2. Read one of the commentaries from the previous page and write a book report (see appendix, 35 hours).

REQUIREMENTS DURING THE INTENSIVE

1. Class Notes (See appendix)

POST-INTENSIVE COURSE REQUIREMENTS

1. Write a research paper (See appendix)

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

Lesson (Week)	Topics	Course Objectives & Assignments
1 (February 22: 5–7 pm)	The Historical Background of Hebrews 1. Introduction to class 2. The Historical Context of Hebrews (Author, Audience, Date) 3. The Message of Hebrews (Genre, Structure, Worldview)	
2 (Feb 23: 8:30–10:30 am)	The Theology of Hebrews 4. The story at the Local Level. 5. The story at the national Level. 6. The story at the cosmic level.	Class notes
3 (Feb 23: 10:30 am–12:30 pm)	Hebrews 1: Jesus – Enthroned at the right hand of God 7. Heb 1:1-4 God has spoken to us 8. The Divinity of Jesus 9. Heb 1:5-14 The enthronement of the Son	Class notes
4 (Feb 23: 2–5 pm)	Hebrews 2: Jesus – The Captain of our Salvation 10. Heb 2:1-4 “We must pay closer attention” 11. Heb 2:5-9 The Son of Man 12. Heb 2:10-18 The captain of salvation	Class notes
5 (Feb 24: 8:30–10:30 am)	Hebrews 3–4: Jesus – The Leader into the Rest of God 13. Heb 3:1-6 Jesus and Moses’ faithfulness. 14. Heb 3:7-19 The Unfaithfulness of the Desert Generation. 15. Heb 4:1-16 Entering into God’s rest.	Class notes

Lesson (Week)	Topics	Course Objectives & Assignments
6 (Feb 24: 10:30 am–12:30 pm)	Hebrews 5, 7: Jesus – The more Perfect Priest (High Priest) 16. Heb 5:1-10 The Appointment of Jesus as priest. 17. Heb 7:1-10 Jesus and Melchizedek 18. Heb 7:11-28 Jesus, guarantor of the new covenant.	Class notes
7 (Feb 24: 2–5 pm)	Hebrews 6: Jesus – The Anchor of the Soul (High Priest) 19. Heb 5:11-6:3 The need to grow 20. Heb 6:4-8 The Impossibility of restoration 21. Heb 6:9-20 Jesus the anchor of our hope.	Class notes
8 (Feb 25: 8:30–10:30 am am)	Hebrews 8–10: Jesus – The mediator of a Better Covenant 22. Heb 8:1-6 The earthly and heavenly sanctuaries 23. Heb 8:7-13 The Old and New Covenants 24. Heb 9:1-10 The Sanctuary as a parable of transition	Class notes
9 (Feb 25: 10:30 am–12:30 pm)	Hebrews 8–10: Jesus – The mediator of a Better Covenant 25. Heb 9:11-14 He entered once for all in the sanctuary 26. Heb 9:15-22 Blood and the inauguration of the covenant 27. Heb 9:23-28 Blood and the ascension of Jesus	Class notes
10 (Feb 25: 2–5 pm)	Hebrews 8–10: Jesus – The mediator of a Better Covenant 28. Heb 10:1-10 Jesus' obedience and the purification of conscience 29. Heb 10:11-18 The abolition of sacrifices 30. Heb 10:19-31 Invitation and warning	Class notes
11 (Feb 26: 8:30–10:30 am am)	Hebrews 11: Jesus – The Perfecter of our Faith 31. Heb 10:32-39 The righteous will live by faith 32. Heb 11 The Heroes of Faith 33. Heb 12:1-11 Jesus, author and perfecter of faith	Class notes
12 (Feb 26: 10:30 am–12:30 pm)	Hebrews 12: Jesus – The Voice of God at Mount Zion 34. Heb 12:12-17 See to it that no one fails to obtain the grace of God 35. Heb 12:18-24 Mt Sinai and Mt Zion 36. <u>Personal Meetings with students</u>	Class notes
13 (Feb 26: 2–5 pm)	Hebrews 13: Jesus – The One Who Bore our Reproach 37. Heb 12:25-29 "I will shake once more not only the earth but also the heaven." 38. Heb 13:7-17 We have an altar where we offer sacrifices 39 Heb 13:1-6, 18–25 Brotherly love and Final exhortations and comments.	Class notes

MORE ABOUT THE COURSE

In this space, describe the course more specifically and tell how it will benefit students toward their chosen vocation, as well as personally and spiritually. Consider briefly sharing your teaching and learning philosophy that underlies the course so students know what to expect in 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	30 hrs
	Reading assignments (pre-intensive class assignments)	60 hrs
Independent Learning Activities	Research paper	45 hrs
Total Hours:		135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

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.

Describe the assignment, giving its relevance and any information necessary for the student to understand teacher expectations. (e.g. specific items to be covered in a case study, page numbers to be read in books, etc.)

Assignment Description	Weighting
1. Class Notes	30%
2. Commentary Book Report	30%
3. Research Paper	40%

* 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.

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

Resubmission of Assignments

There is no resubmission of assignments.

ABOUT YOUR INSTRUCTOR

Tim B. Kwon is a PhD Candidate in New Testament studies at the Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, MI. He completed his BA in Theology at Columbia Union College (now Washington Adventist University) in 2007 and his MDiv at Andrews University in 2013. He has been pastoring for 13 years and he is currently pastoring in Lombard, IL. He is married to Janelle, and they are parents to 11-year-old Gracie and 8-year-old Yune.

OTHER COURSE-RELATED POLICIES

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.

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 *(optional)*

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: MEANING OF LETTER GRADES

Letter Grades and Percentages

Insert the grade scale used for this course. For example:

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

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: WHY HEBREWS?

“The document known as the Epistle to the Hebrews is the most elegant and sophisticated, and perhaps the most enigmatic, text of first-century Christianity ... a masterpiece of early Christian rhetorical homiletics.”¹ In the original language, the prose of this epistle is elegant, often rhythmical. An abundance of rhetorical figures and a variety of metaphors adorn its argument. Its vocabulary is the richest and most varied among the documents of the New Testament. It is not only, however, its beauty and sophistication that has intrigued and fascinated biblical scholars, but the depth of its theology² and the mystery that surrounds it.

Hebrews sets forth both an impressive theological analysis of who Jesus is, what his death meant, and what he is doing after his ascension, and a powerful exhortation—sometimes disturbing—to a life of faith in the face of discouragement and malaise. During the Trinitarian debates of the fourth and fifth century, Hebrews became a bastion of orthodoxy. Its majestic Christology presents Jesus as one equal with God, “the exact imprint of God’s very being” (Heb. 1:3 NRSV) who rules over the “world to come” (2:5), and a true human being, who shared “flesh and blood” (2:14) and was tempted “in all points,” in order to become the heavenly high priest (4:14–16).

The exhortation to a life of faith is robust. It contains the most famous definition of faith (11:1), the most celebrated list of examples of faith (11:2–12:4), and probably the strongest warning against apostasy (6:4–8; 10:26–31; 12:25–29) in the Bible. The description of believers as the people of God in pilgrimage to the heavenly homeland is enlightening and inspiring (3:7–4:11; 10:35–12:13).

For Seventh-day Adventists the Epistle to the Hebrews has unusual significance. As a people who wait for the second coming of Jesus and observe the seventh-day Sabbath, Hebrews speaks to them in a distinctive voice. The author confronts the readers, with the message that they are living in the “last days”, and that at this crucial moment of history God “has spoken” to them “in *His* Son” (1:2, NASB). He reminds his readers time and again that judgment is looming in the horizon and that destiny will be decided according to the response readers give to the message heard (12:25–28; cf. 2:1–4; 4:12–13). It is this sense of urgency that reveals the document’s true character, its essential purpose. Thus, the author himself describes it as a “word of exhortation” (13:22); that is, both a word of encouragement and warning. The author explains as well with clarity and urgent tones what the true nature of the seventh-day Sabbath rest in the era of the gospel is (4:1–11).

The Epistle to the Hebrews speaks also to other important beliefs of Seventh-day Adventists. It is the only document of the New Testament that refers explicitly to Jesus as high priest and explains His ministry in the heavenly sanctuary.³ Hebrews also discusses the perpetuity of God’s law in view of Jesus’s perfect sacrifice on the cross (7:1–10:18). It provides a solid affirmation of God’s creation of the universe

¹ Harold W. Attridge, *The Epistle to the Hebrews* (ed. Helmut Koester; Hermeneia; Philadelphia, Pa.: Fortress, 1989), 1.

² Barnabas Lindars, *The Theology of the Letter to the Hebrews* (New Testament Theology; Cambridge: Cambridge University Press, 1991), 1.

³ Gerald O’Collins and Michael Keenan Jones, *Jesus Our Priest: A Christian Approach to the Priesthood of Christ* (Oxford: Oxford University Press, 2010), 45.

including the most famous affirmation in the Bible (11:2). It also upholds the unity of both testaments by quoting the Hebrew Bible more than any other book in the New Testament does.⁴

Hebrews is, however, shrouded in mystery. After almost two millennia of study, scholars will not agree on the answer to six of its most basic questions: who wrote it? To whom it was written? When it was written? Is it a letter or a sermon? What is its structure? How should we understand its symbolic language? The bewildering array of theories that have originated from this riddle only deepens in us the sense that the final answer is beyond our reach.

The Epistle to the Hebrews, however, is more than an enigma to be solved. Though the historical question must be addressed and settled to some degree for the message to have any sense, this commentary does not approach the Epistle to the Hebrews as a sort of literary Rubik's Cube—a six-faced historical puzzle. Its task cannot be reduced to suggesting the winning combination that would align the six faces in perfect symmetry. Instead, it considers this intriguing document a treasure trove that we may have stepped into unwittingly or, better, inherited as part of Scriptures. We may not know who hid it in the New Testament field in the first place or who were the original beneficiaries, but as soon as we recognize its value we will be unwilling to let it go.

Owning the treasure, however, has its own costs. Though valuable to us, it was created in a time and culture not of our own. Hebrews speaks to the challenges of rejection, weariness and decreasing faith that Christians have faced through the centuries and continue to face today (10:32–12:13); yet, its language of sacrifice, cleansing, and priesthood—among others—is foreign to us. It may not be possible to satisfactorily elucidate the meaning of some difficult passages but only to lay open their challenges. We may find that Hebrews does not answer some questions we may have; yet, the questions it does answer may turn out to be far more important. As a result, we may need to sell our preconceptions and cherished topics in order to buy a field we do not own but contains the treasure we want.

⁴ George H. Guthrie, "Old Testament in Hebrews," *DLNT* 841–2.

APPENDIX 3: CLASS NOTES INSTRUCTION

This assignment is NOT taking notes while you are listening to the lecture. The notes required for this class is to listen to the lecture for 20-30 minutes, and to write for 5-10 minutes anything and everything that you remember from the lecture. Think of it as a “brain dump” if you will. You do not need to worry about the grammar of the sentence or how well you write. The point of this exercise is for you to actively recall and retrieve as much as you can from the lecture that you have just listened to. You will not be graded on the quality of the writing. However, if the notes are too short, there will be a penalty. A sample of class notes will be provided on Learning Hub.

APPENDIX 4: BOOK REPORT INSTRUCTIONS

Choose one of the commentaries from below. For each chapter of Hebrews, you will collect key quotes that either highlight the most important points or contain information you deem valuable for future reference. The required number of quotes is 8 per chapter of Hebrews and the introductory section of the commentary. Please note:

1. Quotes should be selected from throughout the entire chapter, not just from a single section.
2. Multiple consecutive sentences from the same paragraph count as one quote.
3. Include page numbers for reference.
4. Underline the most significant phrases or sentences from the quote. Do not underline the whole quote.
5. Within the underlined section, highlight the keywords or make them **bold**. What I want to see is two layers of emphasis.

Also, list from each chapter one sentence or paragraph you disagree with. Your research papers will be rebuttals of a selection of two of those sentences, so choose sentences with which you have substantial disagreements.

Recommended Commentaries

1. Koester, Craig R. *Hebrews: A New Translation with Introduction and Commentary*. Anchor Yale Bible 36. New Haven, CT: Yale University Press, 2001.
2. Cockerill, Gareth Lee. *The Epistle to the Hebrews*. The New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 2012.
3. Peeler, Amy. *Hebrews*. Commentaries for Christian Formation. Grand Rapids, MI: Eerdmans, 2024. (e-book available in Library website through Proquest)
4. Johnson, Luke Timothy. *Hebrews: A Commentary*. New Testament Library. Louisville, KY: Westminster John Knox, 2006. (e-book available in Library website through Proquest)
5. Grindheim, Sigurd. *The Letter to the Hebrews*. The Pillar New Testament Commentary. Grand Rapids, MI: Eerdmans, 2023. (e-book available in Library website through Proquest)
6. Lane, William L. *Hebrews*. 2 Vols. Word Biblical Commentary 47; Dallas, TX: Word, 1991.

APPENDIX 5: RESEARCH PAPERS

Instructions:

You will write two research papers (3-5 pages each). Each research paper will be your rebuttal of a statement that you disagree with from the book report.

Each paper will have the following characteristics:

1. Format: Follows Andrews University Standards for Written Work and the Turabian Style.
2. Length: see instructions above according to credit hours.
3. Bibliography: 5 or more quality, research-based sources.
4. Suggested outline (please use the “paper template” I have offered after the rubric):
 - a. Introduction: Includes the statement you disagree with and the significance.
 - b. Thesis statement: Describes in explicit and clear terms the solution suggested by the author
 - c. Arguments: The author supports his interpretation with exegetical arguments (paragraph analysis, grammar and syntax analysis, word analysis, historical and cultural background, etc.)
 - d. Conclusion: Summarizes the argument, identifies the implications of the research (personal, for the church, for further research, etc.).

The paper has a total of 40 possible points and it will be graded according to the rubric in the next page.

Paper Learning Outcomes for MAPM and MA Religion

NTST 535,6,7,8,9							
	Descriptions	A	B	C	D	F	Grade
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic standards ()	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	_____ Score:___
Coherence of the Paper	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic standards ()	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	_____ Score:___
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic standards ()	Meets basic standards: no more than 3 spelling or grammatical errors; no more than 3 errors in the footnote and bibliographical entries; correctly follows the Andrews Style ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	_____ Score:___

Relevance	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards ()	Meets basic standards: Inferences are drawn from the study; the ideas are coherent ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	_____ Score: ____
Overall Quality	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory ()	Satisfactory ()	Somewhat Satisfactory ()	Barely Satisfactory ()	Not Satisfactory ()	_____ Score: ____

Grading Scale: 95-100—A; 90-94—A-; 85-89—B+; 80-84—B; 75-79—B-; 70-74—C+; 65-69—C; 60-64—C-; 55-59—D; 0-54—F

