I. COURSE DESCRIPTION:
Course is on the four canonical Gospels, Acts, the Catholic Epistles, Hebrews, and Revelation, with specific attention to the history, culture, and literature of the early church and the ways in which these came to bear on New Testament writings.

Course Rationale

The focus of the New Testament, as well as the Christian Church as a whole, is the person and mission of Jesus of Nazareth. This person, described by J. P. Meier as a “Marginal Jew,” in the sense that he lived in a marginal province in the outskirts of the Roman Empire, is none other than the one proclaimed by the church as God’s promised Messiah, not only to the Jewish people, but for the human race as a whole. How did this come about? What is that proclamation? The course will examine how each of the four gospels bear witness to Jesus. We will also examine how this witness is further developed in Acts, the Epistle to the Hebrews, the General Epistles, and the Apocalypse of John. In each of these documents exclusive claims will be made for Jesus. What is our response to these claims?

These New Testament writings will be studied with attention to the Greco-Roman world. How did this society, so very different from our own, impact the formation of the message of the gospels, Acts, Hebrews, General Epistles and Revelation? Are there also elements of this society that parallel our own world?

We will also see how these claims are evaluated by those researching the historical Jesus. In what ways do these studies enable us better to understand the world of First Century Palestine? How did this world influence Jesus’ proclamation of the reign of God? In what ways was this proclamation a challenge both to Roman society and to ours?
II. TEXTBOOKS:

**Required Reading: (30% or more of the text is read for course work)**


Powell, Mark Allan. *Jesus as a Figure in History: How Modern Historians View the Man From Galilee.* 2nd ed. Louisville, KY: Westminster John Knox Press, 2013. 9780664234478


For their papers, students may access articles from the *New Interpreters’ Dictionary of the Bible*. This resource is available through “Ministry Matters.” “Ministry Matters” may be accessed via the virtualunited home page. Follow the instructions on how to utilize the institutional membership for “Ministry Matters” so you will be able to access the site for free. In addition to the dictionaries, other ministry resources are available, including the *New Interpreters’ Bible* and the Abingdon New Testament Commentary series. Both of these are acceptable resources for the students’ final papers. For information about how to access VirtualUnited and where to find help if you need it may be found on the seminary website at [http://www.united.edu](http://www.united.edu).

Please note: For students who are at a distance from an academic library, I suggest purchasing a subscription to Questia ([www.questia.com](http://www.questia.com)). There are a number of helpful scholarly works related to biblical studies on this site.

Students may also utilize interlibrary loan resources from their public libraries. All libraries perform interlibrary loans, so this is a good resource to learn to use.
III. GOALS:

This course is required.

The core objectives for United Theological Seminary are as follows.

1. Demonstrate an understanding of the Bible’s foundational role in the formation of Christian identity and Christian witness.
2. Demonstrate an appropriation of the Christian heritage through an understanding of major theological loci.
3. Exhibit an understanding of the church and its mission in both local and global contexts.
4. Show an awareness of their (student’s) own spiritual development characterized by mature self acceptance and self direction.
5. Demonstrate competence in the skills and perspectives necessary for leadership in the formation of disciples.

Not all of these core objectives apply to a Bible course. Thus, only core objective number 1, “Demonstrate an understanding of the Bible’s foundational role in the formation of Christian identity and witness,” will be assessed. This assessment will correspond with the specific course objectives.

IV. SPECIFIC OBJECTIVES:

Specific objectives are not only focused on class work, they also develop skills that will be useful in ministry. To meet the specific objectives in this class, students will:

6) develop the skills of critical biblical interpretation, which will provide a basis for communicating the scriptural message in ministry (evaluated in class by quizzes, bibliography, exegetical exercises, paper, book review.).
7) learn to communicate the results of their interpretation in a clear and coherent manner, a skill that will greatly enhance ministry effectiveness (evaluated in class by forums, book review, paper)

In order to demonstrate mastery of these two objectives, students will be able to:

8) use the tools of critical biblical scholarship effectively, including concordances, commentaries, study Bibles, journal articles and other resources that the professor may deem appropriate for the class, which will establish a basis for students’ evaluation of quality sources both electronic (e.g. “Ministry Matters”) and traditional (evaluated in class by exegetical exercises, bibliography, paper). Learning to use quality sources, both electronic (i.e. via “Ministry Matters”) and traditional will provide the student with the skills to differentiate quality helps from a plethora of questionable resources. Consistently
using quality resources will provide both authority and balance to biblical interpretation in future ministry.

9) read texts with reference to their historical and cultural contexts, enabling students to translate the original text from “what it meant” to “what it means” (evaluated by quizzes, paper, forums, exegetical exercises, reading report).

10) make reference to the various interpretations to which a text may lend itself, leading students to recognize since all interpretation occurs in the context of community, knowing the ways others have read texts will provide a context for students’ own interpretations (paper, forums, exegetical exercises).

11) produce an original paper that is grammatically and stylistically correct, well organized, and topical, reinforcing the communication skills so necessary for effective ministry (evaluated in class by exegetical exercises, paper, bibliography).

V. TEACHING STRATEGIES:

This course is an online course, utilizing asynchronous instruction. The delivery methods will be internet videos, participation in weekly forums, quizzes, and papers. Students will not only need to view videos, complete readings and take quizzes, but also to participate in the weekly forums. These interactions are an important part of the learning process. Specific requirements are listed below under evaluation.

VI. CALENDAR OF TOPICS AND READINGS:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 22-28, 2014</td>
<td>Introduction Introductory issues Text criticism What is a gospel? Introduction to the study of the Gospels Synoptic Problem Markan priority Two source hypothesis Podcast</td>
<td>deSilva,16-144 Witherington, 1-9 Goreman, ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>September 29-October 5, 2014</td>
<td>Mark Introduction Authorship Structure Contents Distinctive characteristics Podcast</td>
<td>deSilva,145-93 Hanson and Oakman, 1-18 Witherington, 10-22. Goreman, ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 2</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
</tr>
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<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>October 6–12, 2014</td>
<td>Message of Mark&lt;br&gt;Works of Power&lt;br&gt;Parables&lt;br&gt;Passion and Resurrection Podcast</td>
<td>deSilva, 194-233.&lt;br&gt;Witherington, 23-43.&lt;br&gt;Hanson and Oakman, 19-35&lt;br&gt;Goreman, chs. 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Historical and Literary Analysis Due</strong></td>
<td>Quiz 3</td>
</tr>
<tr>
<td>4</td>
<td>October 13–19, 2014</td>
<td>Matthew&lt;br&gt;Authorship&lt;br&gt;Use of Mark and Q&lt;br&gt;Structure&lt;br&gt;Contents&lt;br&gt;Distinctive characteristics Podcast</td>
<td>deSilva, 234-57&lt;br&gt;Hanson and Oakman, 35-56&lt;br&gt;Goreman, ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz 4</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>October 20–26, 2014</td>
<td>Message of Matthew&lt;br&gt;Fulfillment of Scripture&lt;br&gt;Jesus as New Moses&lt;br&gt;Opposition to Jesus in Matthew Disciples&lt;br&gt;Eschatology Podcast</td>
<td>deSilva, 257-97&lt;br&gt;Hanson and Oakman, 57-75&lt;br&gt;Goreman, ch. 5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz 5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contents</td>
<td>Distinctive characteristics</td>
<td>Podcast</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td></td>
<td></td>
<td>Jesus and Outsiders Podcast</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bibliography Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gorman, ch. 7.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contents Distinctive characteristics</td>
<td>Epistles Podcast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of Powell Due</td>
<td>Discussion of Powell</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
</tr>
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<tr>
<td></td>
<td>Thanksgiving Week</td>
<td>November 24–30, 2014</td>
<td>No Class</td>
</tr>
<tr>
<td>10</td>
<td>December 1–7, 2014</td>
<td>Epistle to the Hebrews. Authorship Canonical Status Rhetoric Major Themes Podcast</td>
<td>deSilva, 776-813</td>
</tr>
</tbody>
</table>
| 12 | December 13-19, 2014 | **Exegetical Paper Due**
Revelation.
What does it all mean
Lecture by J. P. Meier,
“Jesus the Jew: But
What Sort of Jew.”
Revelation as
apocalypse.
Message of Revelation
Interpretation of
Revelation.
Summary of Class
J. P. Meier’s lecture on
the Judaism of Jesus.
Podcasts
Reading Report Due | deSilva, 885-932
Witherington, 214-240.

**Quiz 12**

**VII: SEMINARY STANDARDS:**

**A. Inclusive Language**
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

**B. Academic Integrity**
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

**C. Online Confidentiality**
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.
VIII: USING ONLINE RESOURCES:

For information about how to access VirtualUnited and where to find help if you need it may be found on the seminary website at http://www.united.edu. Help guides are also in the student computer lab and in the Student Handbook.

IX. EVALUATION:

A. Method of Determining Grade:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>5%</td>
</tr>
<tr>
<td>Book Review and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Exegetical Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>Exegetical paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Assignments

1. Students will be evaluated on the following basis.
   
   i. **Class Participation – (15%) – Weekly**

   Class participation in an online environment requires all students to post on discussion questions. Questions will be posted each week to which students are required to discuss. The answers must be at least one paragraph (4-5 sentences) in length per question. Students are required to interact with at least one other student’s posting. Responses must be considerate. Any student who fails to interact in a courteous manner will be withdrawn from the course.

   **Rubric for Evaluating Forums**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content</th>
<th>Presentation</th>
<th>Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Detailed answer, showing considerable reflection on the questions. Each question is answered by a one extensive</td>
<td>Forums are written clearly, with concise, grammatical sentences.</td>
<td>The initial postings are presented early enough each week to encourage dialog. Dialog with other students is courteous,</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Detailed answers, demonstrating reflection on questions. Each question is answered by one average paragraph of at least 4-5 sentences. The answers generally advance discussion, and are somewhat open ended.</td>
<td>The forums are clearly written, although may include some obtuse language.</td>
<td>Initial postings are presented by the middle of the week. The answers are courteous, and generally dialogical, although not necessarily leading to further interaction.</td>
</tr>
<tr>
<td>Average</td>
<td>Forum demonstrates some consideration of the questions. Each question answered by one short paragraph answers of some 3 sentences. The forums do not generally encourage further reflection.</td>
<td>The forums are written in colloquial English, but communicate clearly.</td>
<td>Postings are presented by mid week. The postings give some opportunity for dialog. The replies demonstrate courtesy toward other students.</td>
</tr>
<tr>
<td>Below Average</td>
<td>Short answers of 2 sentences per question. Forums show little connection with the context of the discussion, and do not invite further discussion</td>
<td>Postings are both written in colloquial English and are hard to follow. The forums reflect less concern for interacting with students than with fulfilling the professor’s requirements.</td>
<td>Initial postings and answers come later in the week. The initial postings allow only limited opportunity for dialog. Responses to other students do not advance further discussion.</td>
</tr>
<tr>
<td>Poor</td>
<td>Single sentence answers, shows little interaction with questions or with readings. Answers do not further the interaction of the</td>
<td>Poorly written, showing little concern for dialog with fellow students.</td>
<td>Initial postings and answers come at end of the week, are brief. Demonstrate discourtesy toward other students.</td>
</tr>
</tbody>
</table>
ii. **Quizzes – (15%) -- Weekly.**
Weekly questions will be given in Angel. The quizzes will be objective, multiple choice or true/false questions. Students will have 30 minutes to complete each quiz. Quizzes will cover readings, lectures, podcasts and videos.

iii. **Bibliography – (5%) – Week 7 of class.**
A bibliography for the exegetical paper will be submitted in the fifth week of class. The bibliography will contain a minimum of ten items, of which at least three will be scholarly commentaries and at least and three will be academic journal articles. Popular magazine articles, such as from *Christianity Century* and popular/dated commentaries (i.e. Matthew Henry) are unacceptable. The bibliography will be in Turabian format. See course bibliography for acceptable resources.

iv. **Book Review & Discussion – (20%) – Week 11 of class**
Read Mark Alan Powell, *Jesus as a Figure in History*. Students will write a 5-7 page review of the book. They will also participate in an online discussion in class. The discussion will include responding to specific questions, and responding to at least one other student’s posting.

**Rubric for Evaluating Book Review**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content (80%)</th>
<th>Style (10%)</th>
<th>Presentation (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Demonstrates exceptional interaction with the reading. Gives details about the positions. Demonstrates ability to focus on major arguments.</td>
<td>Begins with title page, which gives full bibliographic information. Page citations are in parentheses.</td>
<td>Free from typographical and grammatical errors. Is presented in standard American English, free from slang and contractions.</td>
</tr>
</tbody>
</table>
### Superior
- Demonstrates interaction with the text. Documents positions. Begins to focus on major arguments.
- Opens with title page with full bibliographic information. Shows confusion in documentation style, giving documentation in footnotes.
- Occasional spelling or grammatical errors. Occasional contractions.

### Average
- Focuses on major positions. Gives a few examples of positions. Moderate documentation.
- Title page lacks full bibliographic information. Documentation in footnotes.
- Some spelling or grammatical errors. Some contractions or slang.

### Below Average
- Focuses on one major position. Does not give adequate documentation.
- Title page lacks full bibliographic information. No documentation
- Multiple spelling or grammatical errors. Numerous contractions. Several examples of slang.

### Poor
- Gives only generalities. Little or no documentation.
- Lacks title page. Does not give title with full bibliographic information. Lacks parenthetical references to citations.
- Non-grammatical English. Multiple spelling and grammatical errors. Numerous contractions or slang.

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v. **Reading Report (5%) – Week 15 of class**

Students are expected to complete all the readings for the course, and/or keep a record of the percentage of readings completed. In the last week of the course, the students will give a percentage of the materials read.

vi. **3 Exegetical Exercises – (15%, 5% each), Weeks, 3, 6, 9 of class.**

There will be power point presentations on the following topics from Gorman: Historical Analysis (Week), Formal Analysis (Week 3) and Detailed Analysis (Week 6). The students will then
demonstrate competence in these methods by applying them to their selected passages

vii. **Reading Report (5%) – Week 12 of class**
Students are expected to complete all the readings for the course, and/or keep a record of the percentage of readings completed. In the last week of the course, the students will give a percentage of the materials read.

viii. **Exegetical paper – (25%) - Week 11 of class.**

**Requirements for paper (10-12 Pages)**

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Choose one of the following passages:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved passages:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th><strong>Write the Survey (1 page) (Worth 2.5% of the Paper)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include - Nature and purpose of the book as a whole.</td>
</tr>
<tr>
<td></td>
<td>Its genre or type.</td>
</tr>
<tr>
<td></td>
<td>Its distinctives (what sets it apart from other literature of this genre).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th><strong>Contextual Analysis (1 page) (Worth 2.5% of the Paper)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Setting of the text (Historical background.)</td>
</tr>
<tr>
<td></td>
<td>Author</td>
</tr>
<tr>
<td></td>
<td>To whom is the work addressed?</td>
</tr>
<tr>
<td></td>
<td>What is the form of the text (letter, narrative, apocalypse)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th><strong>Detailed analysis (6-8 pages) (Worth 20% of the Paper)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be sure to make your own observations.</td>
</tr>
</tbody>
</table>
Original outline.
Discuss key words in the text
Discuss the literary relationships within the text
What are the main arguments points?
What subordinate arguments or points support the main argument?
How do these combine to make the author’s case?

Step 5  Reflection (2 pages) (Worth 5% of the Paper)
These are the conclusions drawn out as the result of your study.
What did the text mean then?
What does it mean now?
From the social location of your community (Church in America? Church in the Two-Thirds’ World? From a minority perspective?)
From your social location?
What implications does your study have:
For the life of the church?
For your ministry context?
For the individual’s Christian life?

Rubric  See D. Below for the Rubric for grading the Exegetical Paper.

C. Calculation of Grade and Course Objectives.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (Forums)</td>
<td>1, 7, 9, 10</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1, 6, 9</td>
<td>15%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>1, 6, 7, 8, 11</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>1, 9</td>
<td>5%</td>
</tr>
<tr>
<td>Book Review and Discussion</td>
<td>1, 6, 7</td>
<td>20%</td>
</tr>
<tr>
<td>Exegetical Exercises</td>
<td>1, 6, 8, 9, 10, 11</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1, 6, 7, 8, 9, 10, 11</td>
<td>25%</td>
</tr>
</tbody>
</table>

D. Grading Rubric.

New Testament Exegesis Paper
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Exegetical outline See Gorman</td>
<td>Close adherence to exegetical paper outline</td>
<td>Mostly adheres to exegetical paper outline</td>
<td>Some adherence to exegetical paper outline</td>
<td>Does not adhere to exegetical paper outline</td>
<td></td>
</tr>
<tr>
<td>Support for Position</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
<td></td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the main concerns that the text seems to address.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the main concerns that the text seems to address.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the main concerns that the text seems to address.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the literary content.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the literary content.</td>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or arguments are not in an expected or logical order; distracting the reader and making the essay seem very confusing.</td>
<td></td>
</tr>
<tr>
<td>Key Words</td>
<td>All identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Almost all identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Most identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Most identifying key words in the passage that is relevant to the meaning is addressed accurately were inaccurately reported.</td>
<td></td>
</tr>
<tr>
<td>Cultural and Historical data</td>
<td>All cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Almost all cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Most cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Most cultural and/or historical data that is relevant to the meaning is addressed accurately were inaccurately reported.</td>
<td></td>
</tr>
<tr>
<td>Gender-Inclusive Language</td>
<td>All of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Almost all of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Most all of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Most all of the examples are not using gender-inclusive language and were inaccurately reported.</td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>All sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>All sources used for quotes, statistics and facts are credible and most are cited correctly.</td>
<td>Most sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>Many sources are suspect (not credible) AND/OR are not cited correctly.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>The application is strong and leaves the reader solidly understanding its relationship to the exegetical discussion</td>
<td>The application is strong, mostly adhering to the exegetical discussion</td>
<td>The application bears only tangential relationship to the exegetical discussion</td>
<td>The application is not related to the exegetical discussion..</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exegetical discussion</td>
<td>Most sentences are well-constructed and there is some varied sentence structure in the essay.</td>
<td>Most sentences are well-constructed, but there is no variation in structure.</td>
<td>Most sentences are not well-constructed or varied.</td>
<td></td>
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<tr>
<td>--------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>All sentences are well-constructed with varied structure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>Author makes no errors in grammar or spelling that distracts the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td><strong>Capitalization &amp; Punctuation</strong></td>
<td>Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td></td>
</tr>
</tbody>
</table>

Modified July 15, 2013

**X. STUDENT COURSE EVALUATIONS:**
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

**XI. REFERENCES:**

**Journals that are acceptable as sources of articles include:**
- Biblica
- Biblical Interpretation
- Biblical Research
- Biblical Theology Bulletin
- Bibliotheca Sacra
- Biblische Zeitschrift (Has articles in English as well as French and German)
- Bulletin for Biblical Research
- Catholic Biblical Quarterly
- Evangelical Quarterly
Students may access articles through United’s EBSCOhost subscription, which they can access from UnitedOnline, the same way they sign in to connect to their online class.

**Dictionaries**

- Anchor Bible Dictionary
- Dictionary of New Testament Background
- Dictionary of Paul and His Letters
- Interpreter’s Dictionary of the Bible
- New Interpreter’s Dictionary of the Bible.

**Historical Jesus**


Powell, Mark Allan. *Jesus as a Figure in History: How Modern Historians View the Man From Galilee*. Louisville, KY: Westminster John Knox Press, 2013.


**Social and Literary Studies.**


**Commentaries**

**Matthew**


**Mark**


**Luke**


**John**


**Studies**

**Matthew**


**Mark**


**Luke**


**John**


For commentaries on specific books of the Bible, the following commentary series are recommended:

Abingdon New Testament Commentaries
Anchor Bible Commentaries
Augsburg Commentary on the New Testament
Black’s New Testament Commentaries
Feminist Companion
Hermeneia (requires biblical languages)
New Cambridge Bible Commentary
Sacra Pagina
New International Commentary on the New Testament
New Interpreter’s Bible (a recent edition)
New Testament Readings
Westminster Bible Companion
Word Biblical Commentary