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NT 633 Exegesis of Colossians

Fredrick J. Long

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Exegesis of Colossians: NT 633

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3 credit hours, June 2008
Room: BC 223
M 1:00-5:00; T/W 9:00-5:00
June 2, 3, 4, 16, 17, 18

CATALOGUE DESCRIPTION: “An exegetical study of the letter of Colossians which focuses on the application of basic exegetical principles of the Greek text and understanding the text within the literary, linguistic, historical, and cultural contexts in which it was originally circulated.”

Additional Comments: This course will cover the literary structuring, socio-historical background, and theological meaning of Colossians within the Pauline Corpus and NT canon. Throughout the course, we will be concerned to correlate a particular understanding of the use and contribution of various exegetical tools and resources with close readings of Colossians, secondary readings, focused research, and our exegesis—with the final goal being to glorify God’s salvific work in Christ to redeem all humanity through the development of a vital biblical theology and worldview which promotes the proactive evangelistic ministry of Christ’s church as a display of God’s holiness, wisdom, and forgiving love in the world.

OBJECTIVES:

By the end of the course, students should be able to:

- Employ a range of exegetical approaches relevant to the interpretation of Colossians and apply those approaches to other NT books of similar genre;
- Understand Colossians within its socio-historical, literary, and canonical contexts;
- Identify central issues in the critical study of Colossians;
- Articulate the importance of one's own presuppositions in the task of interpretation;
- Articulate primary theological and ethical concerns of Colossians;
- Demonstrate awareness of how the theological and ethical concerns of Colossians contribute to those of the canon and of constructive theology and ethics;
- Differentiate between critical, homiletic, and devotional commentaries; and
- Evaluate critically the usefulness of secondary literature in the study of the NT.

Concise Greek Students should be able to:

- Use Greek-based language tools to demonstrate proficiency in lexical semantics;
- Use Greek-based language tools to identify grammatical constructions (i.e., with regard to verbal aspect, mood, and voice; use of the genitive and dative cases).
- Use Greek-based language tools to engage in syntactical analyses (i.e., with regard to sentence structure and use of clauses);

Comprehensive Greek Students should be able to:

- Diagram passages in the Greek New Testament;
- Translate with minimal lexical assistance any passage from Colossians assigned for the course;
- Perform rudimentary exercises in text criticism.

REQUIRED TEXTS:

1. A Greek NT (**GNT**); either the United Bible Societies (**UBS**) Greek NT 3rd or 4th edition (4th ed. is preferred—try to obtain one with the Greek-English Dictionary in the back) or Nestle-Aland (**NA**) 27th edition (which also comes with a parallel English translation on the adjoining page).

2. Daniel **Wallace**, *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1996). This resource and other Greek exegetical resources can be purchased from Logos Bible Software, if you would like owning electronic reference works (with increased searching capabilities). The link to consider this purchase or their other discounted libraries is www.logos.com/Academic/AsburyTSKY/Summer2008.
3. Murray J. **Harris**, *Exegetical Guide to the Greek New Testament: Colossians and Philemon* (Grand Rapids: Eerdmans, 1991).
4. David **Bauer**, *An Annotated Guide to Biblical Resources for Ministry* (Annotated Guides 16. Peabody, Mass.: Hendrickson, 2003). NOTE: Use this book as an aid for using the best secondary resources (Bible dictionaries, Greek grammars, lexicons, etc.) for exegesis. Buy it, consult it, and buy books cited in it as needed in this and other classes.

RECOMMENDED TEXTS and RESOURCES:

1. BibleWorks 4.0 or newer; or Logos 3.0; or equivalent software.
2. Bauer, Walter and F. W. Danker, W. F. Arndt, and F. W. Gingrich (BDAG). *Greek-English Lexicon of the New Testament and Other Early Christian Literature* (3rd rev. ed. Chicago: The University of Chicago Press, 2000).
3. Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid. *Dictionary of Paul and His Letters* [=DPL] (Downers Grove, Ill.: InterVarsity, 1993). Available as CD in the *IVP Reference Collection. Version 2*.
4. Bruce Metzger, *Textual Commentary on the Greek New Testament, Second Edition a Companion Volume to the United Bible Societies' Greek New Testament* (4th Rev. ed. London; New York: United Bible Societies, 1994).

OTHER NOTABLE COMMENTARIES TO CONSULT AS NEEDED (see also Bauer):

- a. Bruce, F. F. *The Epistles to the Colossians, to Philemon, and to the Ephesians* (NICNT; Grand Rapids: Eerdmans, 1984).
- b. Dunn, James D. G. *The Epistles to the Colossians and to Philemon: A Commentary on the Greek Text* (NIGCT; Grand Rapids, Mich.: Eerdmans, 1996).
- c. Lightfoot, Joseph Barber. *Saint Paul's Epistles to the Colossians and to Philemon* (8th ed.; London and New York: Macmillan, 1886); This is available free at Googlebooks.
- d. Lohse, Eduard. *Colossians and Philemon a Commentary on the Epistles to the Colossians and to Philemon* (Hermeneia; Philadelphia: Fortress, 1971).
- e. O'Brien, Peter T. *Colossians-Philemon* (WBC 44; Dallas: Word, 2002).
- f. Witherington III, Ben. *The Letters to Philemon, the Colossians, and the Ephesians: A Socio-Rhetorical Commentary on the Captivity Epistles* (Grand Rapids, Mich.: Eerdmans, 2007).

ONLINE REQUIRED RESOURCES (Print up and bring to Class Sessions):

1. STEP-UP EXEGETICAL MANUAL AND EXAMPLES (approx. 60 pages)
2. GREEK TEXT AND VOCABULARY LISTS FOR COLOSSIANS 1:1—3:14 (15 pages)

CLASS FORMAT: Initially lecture with discussion. We will work progressively through the Greek text of Colossians. Students are expected to fully engage in the interpretation and ask questions about the text and process.

COURSE PROCEDURES AND REGULATIONS:

1. **Attendance:** Limitations of time and the nature of the subject matter necessitate regular attendance. Students will quickly feel they are behind if they miss a class session. **Also, I reserve the right to reduce any student's grade by at least 1/3 (e.g., A to A-) for missing more than 3 classes. Attendance will be checked regularly.**
2. **Exemption from Assignments, Readings, Due Dates:** No opportunity for make-up work or exemption from assignments will be afforded you unless you ask permission ahead of time and permission is granted. This excludes the case of an emergency. Readings and Assignments are expected **on the day they are due** and are indicated in the tentative schedule below. Late assignments are generally not accepted, unless there are extenuating circumstances, since these assignments will likely be discussed in class.
3. **No cell-phone ringers** are to be turned on during class, if at all possible.
4. **Plagiarism:** The definition of to plagiarize is "to steal and pass off as one's own the ideas or words of another" (*Webster's Third New International Dictionary* s.v.). If you use a quotation or part of a quotation, or a key phrase or words, these must be put into quotations and cited there and then. Otherwise, the sentence or idea comes across as your own. Don't succumb to the temptation. It is okay to research and use quotations from various sources (professors usually like to see thoughtful engagement with academic sources). But, use quotations appropriately and cite the source.

DESCRIPTIONS OF CLASS ASSIGNMENTS AND ASSESSMENTS: As professor, I reserve the right to change, alter, add to, or remove these requirements and/or methods of assessment with proper prior notification of students.

1. 15 pts. **Book Survey of Colossians** (approx. 5-6 hrs.): Due June 3. As you read and re-read through Colossians at least twice and using your IBS skills, perform a Book Survey of Colossians following these steps (or similar depending upon who taught you IBS):
 - I. **Identify general literary form or genre** (e.g., poetry, discursive and logical, letter, historical, parable, miracle, prophetic, legal, proverbial, apocalyptic).
 - II. **Give short (2-3 words), accurate, but catchy titles for each chapter.**
 - III. **Locate the major divisions and sub-divisions of the Book.**
 - IV. **Identify and briefly describe the major structural relationships (MSR) operative in the book or segment** (such as introduction, summarization, causation, etc.). In order for it to be major, it must govern a majority of the text (e.g., If there are four chapters, then two or more chapters).
 - V. **Ask interpretative questions for each structural relationship identified. BUT, do not** answer these questions.
 - VI. **Summarize the Strategic Areas for each MSR identified and describe in the Survey.** Basically this is simply a restatement of the key verses associated with each MSR. So, for each major structural relationship identified you should have one strategic area. There is no new information here; just a selective recap of what you observed.
 - VII. **Note Other Major Impressions**, such as **tone, atmosphere, figures of speech, or other structurally significant observations** *not already accounted for in the Book Survey*.
 - VIII. **Authorship, Audience, and Provenance:** Additionally, consider what evidence from within the Book itself (do not use outside sources or secondary works like Bible Dictionaries here!) touches upon the nature, identity, and character of the author, audience, and provenance (that is, the dating and historical circumstances surrounding the writing).

2. 10 pts. **Class Engagement and Self-Reflection and Reading Report for assigned reading.** 2-3 pages, double-spaced, one inch margins, Times New Roman, 12 pt. font. Due on or before 5:00 PM June 27.

Your participation with and engagement of the subject matter with professor and fellow students is integral for learning. Far from being a subjective grade criterion, each student’s engagement will be assessed by a combination of (a) observing the quality and quantity of participation in class, (b) the quantity of self-reported reading from **Wallace** and **Harris**, and (c) the improvement of the quality on assignments over the practice assignments.

Also, in your final materials due with your final project, each student will include a one page self-assessment in a **Self-Reflection and Reading Report**. Essentially in this report I want you to (a) indicate what percentage of assigned reading from **Wallace** and **Harris** you have done; (b) complete a **brief one-page** self-evaluation on your performance and engagement of the course material and assignments, and (c) **on another page**, reflect on what you have learned and want to continue to learn. Write up this report beforehand and turn in on or before 5:00PM June 27. **Additional Grading Criteria:** thoughtfulness of self review, written within the page limit, use of proper writing style, free of typos, and fulfillment of the assignment as described.

3. 25 pts. **Five Greek Grammar-Syntax On-Line Quizzes. See Tentative Schedule when to take them.**

4. 50 pts. **Final STEP-UP Report (30 pts.) with Portfolio of Previous Work (20 pts.).** Due on or before 5:00 PM June 27. The professor has developed an eight part STEP-UP process of tasks as an aid in the exegetical study and explanation of Scripture. The description of these tasks will be made available in full online. These eight tasks are described below using acronyms for easier recall hopefully:

Movement internal within the pericope.	A. CAnGoLF: Contextual Analysis and Genre or Literary Form B. SOUL: Study of Original (Urtext) Languages C. SemA: Semantic Analysis D. KeyWiS: Key Words and Word Study
Movement outward from the pericope.	E. InterC: Intertextual Correlations F. HISHBa: History of Interpretation and Socio-Historical Background G. Ev-App: Evaluation and Applications H. I SEE: Illustrations, Stories, Examples, Explanations

Students will learn this process first in theory, then by my example on Rom 12:1-8, then in their own practice during class meetings, and finally in their own final performance. The professor will not assign grades to the practice portions during class sessions. Rather, on these practice pieces, the professor will only offer comments for improvement on those sections *demarcated* by the student with either “HELP” or “COMMENT.” The content, development, and quality of these practice assignments will be assessed as the Portfolio of Previous Work that will be turned in along with the students’ final STEP-UP Report.

During the class, students will practice each of the eight STEP-UP exegetical tasks **two** at a time, thus requiring four sets of practice during the course. Students will sign up for the four portions of Colossians on which they will practice these STEP-UP exegetical tasks. These tasks will be posted/submitted on Virtual Campus to the whole class (professor and all students) the morning before (8:00 AM) as a file named, for example, “Col 1,3-8 CAnGoLF and InterC by Student’s Name.doc.” *Please name your file accordingly!* The four students who have performed portions of STEP-UP tasks on that passage will dialogue about their research and findings in a think-tank format facilitated by the professor and involving the whole class during the time slot on the day they are due. Also, FYI, I have semantically diagrammed all of Colossians in Greek and English, and these diagrams will be made available to you

and will be a resource with which to compare and interact and even disagree (thus starting an “exegetical debate”!).

Grading Criteria: fulfillment of the assignments as described, thoroughness of assignments, excellent engagement of Scripture, evidence of hermeneutical reflection, clear writing style, helpful formatting, creativeness in presentation, free of typos, use of appropriate resources and secondary literature, and proper citation of sources.

EVALUATION AND GRADING SCALE:

GRADING SCALE (descriptions are from ATS Catalog)	EVALUATION SCALE	
94-100 = A “Exceptional work: surpassing, markedly outstanding achievement of course objectives”	1. Class Engagement and Self-Reflection and Reading	10 pts.
92-93 = A-	2. Book Survey of Colossians	15 pts.
90-91 = B+	3. Grammar Quizzes	25 pts.
86-89 = B “Good work: strong, significant achievement of course objectives”	4. Final STEP-UP Report (30 pts.) with Portfolio of Previous Work (20 pts.):	50 pts.
84-85 = B-		=100 pts.
82-83 = C+		
78-81 = C “Acceptable work: basic, essential achievement of course objectives”		
75-77 = C-		
73-74 = D+		
70-72 = D “Marginal work: inadequate, minimal achievement of course objectives”		
68-69 = D-		
< 67 = F “Unacceptable work: failure to achieve course objectives”		

TENTATIVE SCHEDULE:

DATE & Time Slot	TOPIC	Reading Due: STEP-UP , WALLACE , HARRIS ASSIGNMENT DUE or Online Quiz Sign up for STEP-UP :_____
June 2 1:00-2:25	Introduction to Pauline Studies	
June 2 2:30-3:40	Epistolary Criticism & Colossians Col 1:1-2; 4:7-18	In-class epistolary criticism work (not graded)
June 2 3:45-5:00	Step-Up Overview	
Overnight		<i>Work on Book survey and reading STEP-UP materials and selections from WALLACE</i>
June 3 9:00-10:25	-Book Survey of Colossians -STEP-UP TASK for CAN GoLF	BOOK SURVEY OF COLOSSIANS Read STEP-UP TASK for CAN GoLF and read its EXAMPLE REPORT from Rom 12:1-8
June 3 10:30-12:00	-STEP-UP TASK for SOUL -Review Textual Criticism	Read STEP-UP TASK for SOUL and read its EXAMPLE REPORT from Rom 12:1-8 Read-skim GNT UBS or NA “Preface” and “Introduction”
June 3 1:00-2:25	-STEP-UP TASK for SEMA -Review Basic Sentence Structure -Parts of Speech	Read STEP-UP TASK for SEMA and read its EXAMPLE REPORT from Rom 12:1-8 Read Wallace pp. 1-11
June 3 2:30-3:40	-STEP-UP TASK for KEYWIS -Review Greek Word Formation and the Greek Language	Read STEP-UP TASK for KEYWIS and read its EXAMPLE REPORT from Rom 12:1-8 Read Wallace pp. 13-30
June 3 3:45-5:00	-STEP-UP TASK for HISHBA -Review Greek Verb Tense I: Present and Imperfect	Read STEP-UP TASK for HISHBA and read its EXAMPLE REPORT from Rom 12:1-8 Read/Skim Wallace pp. 494-553 ; read pp.751-53

Overnight		<i>Work on STEP-UP project due afternoon June 4</i>
June 4 9:00-10:25	-STEP-UP TASK for INTERC -Review Greek Verb Tense II: Future, Aorist, Perfective	Read STEP-UP TASK for INTERC and read its EXAMPLE REPORT from Rom 12:1-8 Read/Skim Wallace pp. 554-86; read pp.753-55
June 4 10:30-12:00	-STEP-UP TASK for EVAPP & ISEE -Review Greek Participles I	Read STEP-UP TASK for EVAPP & ISEE and read its EXAMPLE REPORT Rom 12:1-8 Read/Skim Wallace pp.612-55; read pp.758-61
June 4 1:00-2:25	1:3-8 Translate & STEP-UP Reports Review Greek Clauses and Participles II	Read/Skim Wallace pp. 656-85; read pp.760-61 Read Harris pp. 14-27 CAN GoLF & HISHBa: (Sign up below) _____ _____ _____
June 4 2:30-3:40	1:9-12 Translate & STEP-UP Reports Review Greek Pronouns	Read/Skim Wallace pp. 316-54; read pp.736-40 Read Harris pp. 28-35 SOUL & SemA: (Sign up below) _____ _____ _____
June 4 3:45-5:00	1:13-16 Translate & STEP-UP Reports Review Greek Article	Read/Skim Wallace pp. 206-90; read pp. 732-35 Read Harris pp. 35-46 KeyWiS & InterC: (Sign up below) _____ _____ _____
Online Quiz 1		Online Quiz 1
Online Quiz 2		Online Quiz 2
June 16 1:00-2:25	1:17-20 Translate & STEP-UP Reports Review Greek Infinitive	Read/Skim Wallace pp.587-611; read pp.755-58 Read Harris pp. 46-55 Ev-App & I SEE: (Sign up below) _____ _____ _____
June 16 2:30-3:40	1:21-23 Translate & STEP-UP Reports Review Greek Accusative Case and Adjectives	Read/Skim Wallace pp.176-205 (Acc.); pp. 291- 314 (Adj.); Read pp. 731-32 and pp.736-37 Read Harris pp. 56-63 CAN GoLF & HISHBa: (Sign up below) _____ _____ _____

June 16 3:45-5:00	1:24-29 Translate & STEP-UP Reports Review Greek Prepositions	Read/Skim Wallace pp. 355-89; Read pp.741-45 Read Harris pp. 64-77 SOUL & SemA: (Sign up below) _____ _____ _____
Overnight		
June 17 9:00-10:25	2:1-3 Translate & STEP-UP Reports Review Greek Genitive Case	Read/Skim Wallace pp.72-136; Read pp.727-29 Read Harris pp. 78-84 KeyWiS & InterC: (Sign up below) _____ _____ _____
June 17 10:30-12:00	2:4-7 Translate & STEP-UP Reports Review Greek Conjunctions	Read/Skim Wallace pp.656-78; Read pp.761-62 Read Harris pp. 85-91 Ev-App & I SEE: (Sign up below) _____ _____ _____
June 17 1:00-2:25	2:8-12 Translate & STEP-UP Reports Review Greek Adverbs	Read Harris pp. 91-105 CAN GoLF & HISHBa: (Sign up below) _____ _____ _____
June 17 2:30-3:40	2:13-15 Translate & STEP-UP Reports Review Greek Dative Case	Read/Skim Wallace pp.137-75; Read pp. 729-31 Read Harris pp. 105-16 SOUL & SemA: (Sign up below) _____ _____ _____
June 17 3:45-5:00	2:16-19 Translate & STEP-UP Reports Review Greek Imperative Mood	Read/Skim Wallace pp.713-25; Read pp. 750-51 Read Harris pp. 117-26 KeyWiS & InterC: (Sign up below) _____ _____ _____
Overnight		
June 18 9:00-10:25	2:20-23 Translate & STEP-UP Reports Review Greek Subjunctive Mood	Read/Skim Wallace pp.461-80; Read pp.749-50 Read Harris pp. 127-35 Ev-App & I SEE: (Sign up below)

		<hr/> <hr/> <hr/>
June 18 10:30-12:00	3:1-4 Translate & STEP-UP Reports Review Greek Conditional Sentences	Read/Skim Wallace pp. 689-712; read pp.762-63 Read Harris pp. 136-43 CAN GoLF & HISHBa: (Sign up below) <hr/> <hr/> <hr/>
June 18 1:00-2:25	3:5-8 Translate & STEP-UP Reports	Read Harris pp. 144-50 SOUL & SemA: (Sign up below) <hr/> <hr/> <hr/>
June 18 2:30-3:40	3:9-11 Translate & STEP-UP Reports	Read Harris pp. 150-58 KeyWiS & InterC: (Sign up below) <hr/> <hr/> <hr/>
June 18 3:45-5:00	3:12-14 Translate & STEP-UP Reports	Read Harris pp. 159-65 Ev-App & I SEE: (Sign up below) <hr/> <hr/> <hr/>
Online Quiz 3		Online Quiz 3
Online Quiz 4		Online Quiz 4
Online Quiz 5		Online Quiz 5
DUE on or before 5:00 June 27	3:15-17 _____ _____ _____	Turn in on or before June 27, 5:00PM: 1. Class Engagement and Self-Reflection and Reading Report for assigned reading 2. Final Step-UP Project and Portfolio of Previous Work
	3:18-21 _____ _____ _____	
	3:22—4:1 _____ _____ _____	
	4:2-6 _____ _____ _____	

Book Survey Evaluation Rubric

Student's Name: _____ total (score 1-4): _____ final assessment: _____

Circle appropriate rating (1, 2, 3, 4) for each category:

<p>COMPLETENESS AND TIME SPENT</p> <p style="text-align: center;">20%</p> <p>Rating= ____ Score= rating x .2 = _____</p>	<p style="text-align: center;">Beginning 1</p> <p>1. Missing two or more steps of the Survey; or 2. Several steps may be incomplete; or 3. Spent significantly less time than required; or 4. No "time spent" was indicated.</p>	<p style="text-align: center;">Developing 2</p> <p>1. Missing a step of the Survey; or 2. Some steps may be incomplete; or 3. Spent more than an hour less time than required; or 4. Spent <i>more than one hour over</i> the time required for the assignment.</p>	<p style="text-align: center;">Accomplished 3</p> <p>Each Step of the Survey is 1. <i>present</i>; and 2. <i>complete</i>; and 3. <i>finished within one hour (plus or minus) of the time required for the assignment.</i></p>	<p style="text-align: center;">Exemplary 4</p> <p>In addition to items 1. through 3. from the previous cell, Each Step of the Book Survey is 4. <i>clearly demarcated</i>; and 5. <i>well-formatted</i>.</p>
<p>CHAPTER or PARAGRAPH TITLES</p> <p style="text-align: center;">10%</p> <p>Rating= ____ Score= rating x .1 = _____</p>	<p style="text-align: center;">Beginning 1</p> <p>Titles often 1. are 4 or more words; or 2. contain repetitive elements; or 3. are <i>not accurate</i> of material's content.</p>	<p style="text-align: center;">Developing 2</p> <p>Each Title 1. is mostly 2 or 3 words, <i>with a few more than 3 words</i>; or 2. is catchy, but <i>not very accurate</i> of the material's content.</p>	<p style="text-align: center;">Accomplished 3</p> <p>Each Title 1. is <i>mostly</i> 2 or 3 words; and 2. is catchy; and 3. is <i>fairly</i> accurate to the material's content.</p>	<p style="text-align: center;">Exemplary 4</p> <p>Each Chapter Title 1. is 2 or 3 words; and 2. is catchy; and 3. is accurate to the material's content.</p>
<p>STRUCTURAL PRESENTATION</p> <p style="text-align: center;">10%</p> <p>Rating= ____ Score= rating x .1 = _____</p>	<p style="text-align: center;">Beginning 1</p> <p>1. incomplete; or 2. unclear</p>	<p style="text-align: center;">Developing 2</p> <p>1. Contains basic outline only; or 2. Layout lacks clarity; or 3. Contains some typos.</p>	<p style="text-align: center;">Accomplished 3</p> <p>1. complete and balanced in detail; and 2. clear and understandable; and 3. free of typos.</p>	<p style="text-align: center;">Exemplary 4</p> <p>In addition to items 1. through 3. the Structure 4. <i>embeds some MSR</i>s; or 5. <i>is presented creatively or graphically</i>.</p>
<p>MAJOR STRUCTURAL RELATIONSHIPS</p> <p style="text-align: center;">30%</p> <p>Rating= ____ Score= rating x .3 = _____</p>	<p style="text-align: center;">Beginning 1</p> <p>1. includes <i>less than four</i> MSR's; or 2. conception of MSR's is very <i>shaky</i>; or 3. description of MSR's is <i>poor</i> or <i>lacking</i>; or 4. contains many typos (more than 3 different kinds).</p>	<p style="text-align: center;">Developing 2</p> <p>1. includes <i>four or five</i> MSR's; or 2. does <i>not</i> have a <i>good</i> grasp of the meaning of MSR's identified; or 3. MSR's are <i>not</i> described clearly; or 4. MSR's <i>as described</i> does not govern a majority of the material; or 5. some typos.</p>	<p style="text-align: center;">Accomplished 3</p> <p>1. includes five or more MSR's; and 2. has a good grasp of the meaning of the MSR's identified; and 3. each MSR <i>as described</i> governs a majority of the material; and 4. Each MSR is described clearly; and 5. free of typos.</p>	<p style="text-align: center;">Exemplary 4</p> <p>In addition to items 1. through 5. in the previous cell, 6. <i>Some MSR's are presented creatively or graphically</i>.</p>

QUESTIONS 10% Rating= ____ Score= rating x .1 = _____	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
	1. Often asks less than 4 questions for each MSR; or 2. Questions are often unclear; or 3. Questions contain several typos (more than 3 different kinds).	1. Questions are <i>not</i> located immediately after MSR; or 2. <i>Does not</i> ask all 4 types of questions for each MSR; or 3. Questions are often <i>unclear</i> ; or 4. Questions are often <i>not</i> asked according to the <i>dynamics</i> of the MSR identified.	1. Questions are located immediately after MSRs; and 2. Asks all 4 types of questions for <i>each</i> MSR; and 3. Questions are <i>clear</i> and often asked according to the dynamics of the MSR identified; and 4. free of typos.	In addition to items 1. through 4. in the previous cell, 5. <i>Questions are often asked according to the particulars or specifics of the material.</i>
OTHER MAJOR IMPRESSIONS 10% Rating= ____ Score= rating x .1 = _____	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
	1. Not completed; or 2. <i>inadequately</i> done with many missing elements; or 3. contains many typos (more than 3 different kinds).	1. Contains discussions on <i>only two of these</i> : tone, figures of speech used, and other significant observations; or 2. Discussions are not well-supported with Scripture citations; or 3. contains some typos (2-3 different kinds).	1. Contains scripturally supported discussions of tone, figures of speech used, and other significant observations; and 2. is basically <i>not redundant</i> of material previously observed in the Survey; and 3. is free from typos.	In addition to items 1. through 3 in the previous cell, 4. This section in the Survey is <i>done well and thoroughly.</i>
HIGHER CRITICAL INFORMATION 10% Rating= ____ Score= rating x .1 = _____	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
	1. Not completed; or 2. <i>Inadequately</i> done with many missing elements; or 3. Cites secondary sources; or 4. Contains many typos (more than 3 different kinds).	1. Contains discussions on <i>only two of these</i> : authorship, audience, or provenance; or 2. Discussions are not well-supported with Scripture citations; or 3. Contains some typos (2-3 different kinds).	1. Contains scripturally supported discussions of authorship, audience, or provenance; and 2. is basically <i>not redundant</i> of material previously observed in the Survey; and 3. is free from typos.	In addition to items 1. through 3 in the previous cell, 4. This section in the Survey is <i>done well and thoroughly.</i>
= _____ TOTAL				

EXAMPLE	%		Score		Raw	Assessment Scale converted to possible 15 pts
Completeness and Time Spent	20%	x	3	=	.6	
Chapter Titles	10%	x	4	=	.4	
Structural Presentation	10%	x	4	=	.4	
Major Structural Relationships	30%	x	3	=	.9	
Questions	10%	x	3	=	.3	
Other Major Impressions	10%	x	3	=	.3	
Higher Critical Information	10%	x	3	=	.3	
					total score:	3.2

ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://virtual.asburyseminary.edu> you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:
 - a) **Course News and Announcements**, where I will post items important for the entire class;
 - b) **Syllabus**, where a copy of the syllabus is provided;
 - c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
3. **Resources**, a section located on the left side, provides links to items you may want to use often in the semester.