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Garrett-Evangelical Theological Seminary
LTRGY500B– Preaching and Proclamation
Spring 2024

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Office Hours: By appointment. Students may schedule times to meet with instructor.

Class Hours: 500B: Wednesday, 6:30 p.m. – 9:30 p.m.

Location: Hy-flex, Classroom: TBD and Chapel of the Unnamed Faithful

<u>**Course Description:**</u>
　　　　This course is designed to help students find their individual preaching voice as they develop the abilities and skills necessary for the construction and delivery of effective sermons. The course is aimed at addressing three important elements of effective preaching and includes topics and materials related to (1) preparation of the preacher, (2) development and creation of the sermon manuscript, with particular attention given to the identification of the good news of the text and a discipleship message that is a call to action for the hearers, and (3) effective delivery of the sermon. The content of class sessions may include readings, lectures, video presentations, discussions, individual, group and class exercises, as well as performance training and preaching practice. Students will be required to preach three sermons in class and to participate in the evaluation of their sermons and those of their classmates.

<u>**Course Outcomes:**</u>
As the student fulfills the requirements of this course, the student will learn to…
1. Understand good news as central to the task of preaching.
2. Formulate and communicate good news in varied sermon styles, in varied contexts, and at varied liturgical events.
3. Acquire a working knowledge of varied sermon styles and the unique homiletical characteristics of each.
4. Integrate and hone skills essential to critical interpretation of scripture, theological analysis, and pastoral/socio-cultural/congregational interpretation.
5. Embody the sermon in a way that is sensitive and responsive to diversity both locally and globally.
6. Develop their authentic preaching "voice" reflecting a unique combination of particular personality, physical ability, and life experience.
7. Critically engage the preaching of others as well as your own.

Assessment instruments connected to course outcomes (above):
1. In-Class Participation, Sermon Manuscripts
2. In-Class Participation, Sermon Manuscripts
3. Preached Sermons
4. In-Class Participation, Sermon Manuscripts and Exegesis Projects

5. Preached Sermons
6. Preached Sermons, In-Class Participation
7. In-Class Participation, Peer Feedback on Preached Sermons

Class Assumptions and Expectations:
1. That all students have read and are familiar with the class syllabus and therefore responsible for meeting all class requirements.
2. That all students will attend all class sessions, both in-person and on-line synchronous, on time and will be prepared to participate fully in class activities.
3. That all students will both consult Moodle for class assignments and be attentive to in-class updates of course information so that all assigned material will be read, all assignments will be completed, and sermons preached as scheduled.
4. That all students understand that the content of the course represents a beginning point in the ongoing development and growth of their preaching skills and are committed to their continued growth and development as preachers.
5. That the New Revised Standard Version of the Bible will be used in class and for preaching.
6. That inclusive language will be used for God and human beings in written and oral work.
7. That all students understand and adhere to G-ETS policies on plagiarism. (see Student Handbook).
8. **That the schedule and syllabus WILL be modified, and additional material added as professors consider necessary to the course and the development of students.**
9. **That there will be no extensions allowed past the end of the term.**

Classroom Culture:
- **A culture of respect:** Students are expected to follow the direction of the instructor, to be in the classroom or sign-in to the on-line session on time, and to participate with integrity in all class activities, in order to maintain a culture of respect for all participants in the class. In virtual mode, this means that students will remain muted until called on to speak and allow those speaking to complete their statement without interruption. Likewise, students will monitor the length of their statements so that as many persons as possible may have the opportunity to speak and be heard. **All participants, both students and instructor, will respect and use the chosen gender identity of each person.**
- **Commitment to maintaining expansive space:** In recognition of diversity in all aspects of human identity all participants in the classroom, both students and instructor are to engage each other – the professors, other instructor, teaching assistants and fellow classmates – as colleagues; to develop and maintain a spirit of collaboration within the classroom; and to receive all material with respect for the author. Participation in group and class activities must consider the right of every student to be heard equally.
- **Moodle:** Students are expected to be familiar with the expanded class schedule, weekly readings and class assignments that have been provided on Moodle. Students will be notified in class of additional class readings and assignments as they are posted. **Where the two sources of information differ, in-class direction overrides the instructions posted on Moodle.**
- **Computer Access:** All students are expected to ensure that they have the appropriate hardware and software as well as the internet connectivity to facilitate fully in synchronous class sessions with both audio and video presence. Only in emergency situations will

students be allowed to participate in online sessions by phone. In such cases, both video and audio capabilities should be available and utilized.

- **Interruptions:** During synchronous class sessions, students joining the course digitally are required to locate themselves in areas that facilitate participation without interruption due to outside noise, telephone calls, or other issues. During all class sessions, whether in-person or online, students should mute their cellphones and limit outside interruptions.
- **Accommodations:** Special accommodations will be honored as appropriate while ensuring that all the elements of the course are fulfilled. Students joining the class digitally are welcome to ask for special accommodation that impacts and negatively affects their physical wellbeing.

Class Sessions:

The content and shape of class sessions, whether in-person or online synchronous, will be provided to students prior to the actual class. Sessions will be designed to include one or more of these elements:

1. **Reading assignment content quizzes** may be provided on Moodle or in class for the week's assigned readings with attention to themes particular to that week's course content. Students will respond to these quizzes either prior to or during class for the particular week. These quizzes are designed so that students are required to engage the entire reading assignment and will be an element of the total grade for the class.
2. **Class discussion** on the topic for the week's class are inclusive of the material from the reading assignment. Each student is required to demonstrate their knowledge of the assigned reading.
3. **Sermon development** involves teaching and praxis related to the development of the sermon manuscript. This includes the exegetical work that is foundational to the content of the sermon. Students will be instructed in two modes of exegesis and three different structures of sermons. For the sake of diversity, sermons will be preached to specific congregational contexts.
4. **Performance praxis** is a critical element in learning how to embody the sermon. This class will provide students with multiple opportunities to develop their performance skills by practices in rhetorical and embodiment techniques and through delivering actual sermons.
5. **Feedback** will include instructor and peer feedback to assignments in a workshop environment during class sessions.

Required Texts: (Prices listed reflect the original publisher's price) **Students will be given a free copy of *Good News Preaching: Offering the Gospel in Every Sermon* and *Ingenuity: Preaching as an Outsider.***

1. Gennifer Benjamin Brooks. *Good News Preaching: Offering the Gospel in Every Sermon.* Cleveland, Ohio: Pilgrim Press, 2009. ISBN-13: 9780829818222 - $20.00
2. Teresa L. Fry Brown. *Delivering the Sermon.* Minneapolis: Fortress Press, 2008. ISBN – 978-0-8006-0447-9 - $15.00
3. Gilbert, Kenyatta. *The Journey and Promise of African American Preaching.* Minneapolis: Fortress, 2011. ISBN - 978-0-80069627 - $20.00
4. Marvin A. McMickle. *The Making of a Preacher: 5 Essentials for Ministers Today.* Valley Forge, PA: Judson Press, 2018. ISBN-13: 978-0817017996 - $17.99

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5. Lisa L. Thompson *Ingenuity: Preaching as an Outsider,* Nashville: Abingdon Press, 2018. ISBN-13:978-1501832598 - $29.99
6. The New Revised Standard Version of the Bible. **Please have your NRSV Bible available in hard-copy or ready on your computer for use at each class.**

Secondary Texts

1. Brooks, Gennifer Benjamin. *Unexpected Grace: Preaching Good News from Difficult Texts.* Cleveland, Ohio: Pilgrim Press, 2012. ISBN-13: 978-0829819380 - $20.00
2. Brown, Sally and Luke Powery. *Ways of the Word: Learning to Preach for Your Time and Place*. Minneapolis: Fortress Press, 2016. ISBN: 978-0-80006-9922-2 - $34.00
3. Lord, Jennifer L. *Finding Language and Imagery.* Minneapolis: Fortress Press, 2010. ISBN – 978-0-8006-6353-7 - $12.00
4. Lowry, Eugene L. *How to Preach a Parable: Designs for Narrative Sermons.* Nashville: Abingdon Press, 1989. ISBN-13: 9780687179244 - $17.83
5. Travis, Sarah, *Unspeakable: Preaching and Trauma-Informed Theology.* Eugene, OR: Cascade Books, 2021. ISBN – 978-1-725267985 - $19.00
6. Wilson, Paul Scott. *The Four Pages of the Sermon, Revised Edition: A Guide to Biblical Preaching.* Nashville: Abingdon Press, 2018. ISBN-15018423490 - $23.27

Class Files

Students will be responsible for viewing class files posted via Moodle. Class files will include digital readings and other assignments.

Class Assignments and Grading:

1. **Preparation, attendance and participation:** Students are expected to be present and on time in person or in video form for all synchronous class sessions and activities. Late arrival or early departure from class sessions without permission will be considered in evaluating class attendance. Late submissions for class assignments will be considered in evaluating overall class performance. **Absence from multiple class sessions will be taken seriously as it will be considered as non-attendance and students may be required to repeat the class.** Participation in class assignments and activities includes individual and group activities. **15%**
2. **Reading Assignment Quizzes:** The reading assignment quizzes demonstrate your preparation to engage the material connected with the topic assigned for the class. **15%**
3. **Preached Sermons:** Three sermons will be preached according to the specifics provided for each on the syllabus and in class. Different texts, sermon styles and congregational contexts will be provided for student selection. **Unless otherwise instructed, students are not permitted to provide their own text, sermon style, or context for preaching.** The timing of sermons and the grading of each is as follows:
   - Sermon 1 (6 - 8 minutes) – 10%
   - Sermon 2 (8 -10 minutes) – 25%
   - Sermon 3 (10 -12 minutes) – 35%
     - Total for sermons **70%**

Manuscript Requirements:

A. **For Sermons:**
   ● A written manuscript must be developed and submitted for each sermon preached, along with a homiletical exegesis paper unless otherwise directed. You may preach from the manuscript, the sermon outline, notes, or without any written material, but in all cases, you must know your material sufficiently in order to allow yourself freedom in the pulpit. Given the virtual nature of the class, and the current situation caused by the pandemic, students will be asked to preach and record one sermon that will be reviewed by their classmates. All materials must be submitted electronically to the professors by 10:00 a.m. on the day you preach. For recorded sermons, the class schedule will provide the date and time that sermons are to be uploaded and feedback responses posted.
   ● Include the following identifying material on the first page of each sermon and exegesis manuscripts:

   > **LTRGY 500 – Preaching and Proclamation:**
   > > **Rev. Dr. Andrew Wymer**
   > **Student's full name**
   > **Sermon Identifier – Style of Sermon**
   > **Congregational context – Number and description**
   > **Sermon scripture text – Bible passage and full text with verse numbers**
   > **Sermon Purpose Statement**
   > **Good News Statement**
   > **Discipleship Message Statement**

   ● Prepare all sermon manuscripts **using only Times New Roman 14 pt., double spaced, with 1-inch margins all around and pages numbered at the bottom right corner.** Be aware that each page prepared as outlined represents 2 minutes of preaching time. In the interest of ecology, please do not create a special cover page, and do not leave large spaces on pages. Check grammar and punctuation before submitting your work.
   ● **Utilize Microsoft Word for all documents submitted.** Microsoft Word is utilized so that instructor can provide feedback in the sermon manuscript. Sermons sent in any other format will not be accepted. **PDF documents will be returned unread and may affect the grading if it causes a delay in review by the professor.**
   ● **There are no footnotes in sermons**, but acknowledgement of the source must be made for all material quoted or referenced directly or indirectly. In sermons, such citations are included within the sermon manuscript, e.g. *As homiletics professor John Smith says in his book Praxis of Preaching "the every-Sunday preacher is constrained with respect to preparation time because of essential pastoral duties."*
   ● Students will be allowed one revision of their sermon and exegesis paper after the sermon is preached, graded by the professor and reviewed with the student. Generally students are given one week to correct and re-submit the sermon manuscript. The student makes the determination as to whether they will submit a revised sermon.

B. **For Homiletical Exegesis Papers**
   ● Use **Times New Roman 12 pt. type double spaced, with at least 1-inch margins** all around and respond fully to **ALL** questions provided on the homiletical exegesis form for both biblical and topical exegesis. Please check grammar and punctuation and **number all pages** before submitting your work.

- The exegesis paper must include the original questions, as provided on the original, and all responses must be in sentence form and short paragraphs are generally expected for the responses to most questions. One-word answers are not acceptable. The response must begin on a separate line from the question, but a space is not required between the question and the response since the entire document must be double-spaced.
- **Utilize Microsoft Word for all documents submitted.** Microsoft Word is utilized so that instructor can provide feedback in the sermon manuscript. Papers sent in any other format, such as PDF, will not be accepted.
- Footnotes must be provided in the homiletical exegesis paper for all quoted or referenced material as appropriate. Consult Turabian (Chicago manual of Style) for the appropriate format of each footnote depending on the source of the material.
- Students will be allowed one revision of their exegesis paper after the sermon is preached. Generally students are given one week to correct and re-submit the exegesis paper. The student makes the determination as to whether they will re-submit a revised exegesis paper.

Schedule of Class Sessions

Week 1: 2/7 – Introduction to Good News Preaching
Introductions
Review of class syllabus, requirements, outcomes, and sermon rubrics
The location/place of preaching/ Preaching in context
The sermon as proclamation of the good news of the divine/human relationship.
Diversity, equity and justice as critical keys for preaching
The sermon as kerygma, *didache* and pastoral
The preacher as embodiment of the good news
Reading Assignment: *Good News Preaching*, 1-23; *Ingenuity*, xi-36; *The Journey and Promise*, 1-18

Week 2: 2/14 – Developing the Sermon
The Sermon Purpose Statement (SPS): Situation; Goal; Means
The Good News Statement (GNS)
The Discipleship Message (DMS)
The basic structure of the Sermon – Introduction, Body, and Conclusion
Movement, transitions, and balance of sermon contents
Reading Assignment: The Sermon Purpose Statement (file); Biblical Expository Sermons (file); *Good News Preaching*, 25-48; *Ingenuity*, 37-105; *The Journey and Promise*, 19-31

Week 3: 2/21 – Biblical Expository Preaching: Interpreting the Biblical Text
Key Elements of the Expository sermon
- Exegesis
- Theological analysis
- Exposition
- Application
Biblical interpretation for preaching
Selecting and engaging the Bible commentary and other interpretative tools

Integrating homiletical exegesis into a sermon
Questions for theological engagement of a biblical text
Connecting the biblical text to the congregational context
Reading Assignment: *Good News Preaching*, 49-68, 131-135; *Ingenuity*, 107-176; *The Journey and Promise*, 33-56; *The Making of a Preacher*, 1-45

Week 4: 2/28 – The Puritan Plain Style Sermon
Review of SPS, GNS, and DMS for Sermon 1
Review of Exegesis Requirements for Sermon 1 – with emphasis on Sections 3, 4, and 5
Pulpit Protocols and Eye Contact
Reading Assignment: *Good News Preaching*, 99-110; *The Making of a Preacher*, 45-81; *Delivering the Sermon*, 5-86
Scripture Texts: Genesis 12:1-4, Exodus 17:1-7, Ezekiel 37:1-14

Week 5: 3/6 – Preaching Puritan Plain Style Sermon
Scripture Texts: TBD
Submit sermon manuscript and homiletical exegesis paper

Week 6: 3/13 – Topical Preaching
Topical preaching as pastoral preaching
[Section A only] *Topical preaching, public theology, and social justice*
        Seyeom Kim
Selecting the topic in connection with the context (Sermon Purpose)
Deconstructing the topic
Performing and embodying the sermon
Reading Assignment: Topical Preaching (file); *Good News Preaching*, 69-97; *The Journey and Promise*, 57-76; *The Making of a Preacher*, 82-122, *Delivering the Sermon*, 29-86;

Week 7: 3/20 – Developing the Topical Sermon with Points
The structure, content and movement of sermon points
Unpacking the topic to create the sermon points – transitions and movement
Connecting the topic and points with scripture texts
Biblical and homiletical exegesis of a topic
Reading Assignment: *The Journey and Promise*, 77-108; *The Making of a Preacher*, 123-161

****** 3/27 - Spring Break ******

Week 8: 4/3 – The Topical Sermon with Points
Connecting SPS, GNS, DMS, and Topic
Understanding the flow of points within the topic
Topical Exegesis for Sermon 2 – with emphasis on Sections 3, 4, and 5
Reading Assignment: *Delivering the Sermon*, 29-86; *Good News Preaching*, 67-97; *The Making of a Preacher*, 82-122

Week 9: 4/10 – **Preaching the Topical Sermon with points with topical exegesis paper**
Submit final sermon manuscript and final topical exegesis paper.

Week 10: 4/17– Pastoral Preaching for Special Occasions – Weddings, Funerals, Celebrations
Structuring the sermon for special occasions
Exegeting the occasion and the context
Developing the funeral sermon
Reading Assignment: *The Making of a Preacher*, 162-196; *The Journey and Promise*, 109-130; Preaching for Special Occasions (file); Wedding and Funeral Sermons (file)

Week 11: 4/24 – Narrative Preaching
Finding the narrative structure in the biblical text:
Situation, Complication, Reversal, Resolution
Deconstructing and Exegeting the biblical story
Narrative sermon styles: Running; Delaying; Suspending; Alternating the Story
Bringing the story alive through imaginative language
Reading Assignment: *The Journey and Promise*, 131-152; *Narrative Preaching* (file)

Week 12: 5/1– The Narrative Sermon
SPS, GNS, DMS, and the Biblical Story
Narrative Structures for Sermon 3 texts
Situation, Complication, Reversal, Resolution
Reading Assignment: *How to Preach a Parable*, 42-170 (file)
Scripture Texts: John 20:1-10, John 20:11-18, John 20:19-29

Week 13: 5/8 – Preaching Assignment – Sermon 3 – Narrative Sermon (no Exegesis paper required):
Scripture Texts: TBD

Selected Bibliography:
Allen, Donna. *Toward a Womanist Homiletic: Katie Cannon, Alice Walker, and Emancipatory Proclamation*. New York: Peter Lang, 2013.
Allen, O. Wesley Jr. *Preaching in the Era of Trump.* Saint Louis, Missouri: Chalice Press, 2017.
Cosgrove, Charles H., and Edgerton W. Dow. *In other Words Incarnational Translation for Preaching.* Grand Rapids: William B. Eerdmans, 2007.
Gilbert, Kenyatta. *A Pursued Justice: Black Preaching from the Great Migration to Civil Rights*. Grand Rapids: Baylor, 2016.
Helsel, Carolyn. *Preaching about Racism: A Guide for Faith Leaders*. St. Louis: Chalice, 2018.
Johnson, Kimberly. *The Womanist Preacher: Proclaiming Womanist Rhetoric from the Pulpit*. New York: Lexington, 2017.
Kim, Eunjoo. *Preaching in An Age of Globalization.* Westminster / John Knox Press, 2010.

LaRue, Cleophus J. *Rethinking Celebration.* Louisville: Westminster John Knox Press, 2016.

Luchetti**,** Lenny. *Preaching with Empathy: Crafting Sermons in a Callous Culture.* Nashville: Abingdon Press, 2018.

Moss, Otis III. *Blue Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair.* Louisville: Westminster John Knox Press, 2015.

Powery, Luke A. *Dem Dry Bones: Preaching, Death, and Hope.* Minneapolis: Fortress Press, 2012

Satterlee, Craig. *Preaching and Stewardship: Proclaiming God's Invitation to Grow.* The Alban Institute, 2011.

Schade, Leah. *Creation-Crisis Preaching: Ecology, Theology, and the Pulpit.* St. Louis: Chalice, 2015.

Thomas, Frank. *Introduction to the Practice of African American Preaching.* Nashville: Abingdon Press, 2016.

Travis, Sarah. *Metamorphosis: Preaching after Christendom.* Eugene: Cascade, 2019.

Voelz, Richard. *Preaching to Teach: Inspire People to Think and Act.* Nashville: Abingdon, 2019.

Willimon, Will. *Who Lynched Willie Earle?: Preaching to Confront Racism.* Nashville: Abingdon Press, 2017.

Wiseman, Karyn L. *I Refuse to Preach a Boring Sermon: Engaging the 21st Century Listener.* Cleveland, Ohio: Pilgrim Press, 2013.

RUBRIC FOR SERMONS

Exceptional Ability: 100 – 95; Strong Ability: 94 – 85; Adequate Ability: 84 – 75
Marginal Ability: 74 – 65; Fails to Demonstrate Ability <65

Areas of Assessment	**Exceptional Ability**	**Strong Ability**	**Adequate Ability**	**Marginal Ability**	**Fails to Demonstrate Ability**
Sermon Statements: • Sermon Purpose (SPS) • Good News (GNS) • Discipleship Message (DMS	All statements properly formatted, connected to text and context, appropriately connected to each other and suitably placed in the sermon.	Statements properly formatted, connected to text and context, and suitably placed in the sermon.	At least two statements properly formatted, connected to text or context, and suitably placed in the sermon.	At least one statement properly formatted, connected to text or context, and appearing in the sermon.	Statements are not properly formatted, and either incorrectly placed or do not appear in the sermon.
Structure: • Style • Balance	Clearly evidences all major sections and sub-sections of the stated sermon	Evidences all major sections and most sub-sections of the stated sermon style keeping	Evidences some major sections and sub-sections of the stated sermon style	Evidences some major sections or sub-sections of the stated sermon style	Major sections and/or sub-sections of the sermon

	style, keeping each distinct and of appropriate length.	each somewhat distinct and of appropriate length.	sermon but fails to be distinct or of appropriate length.	sermon but they are neither distinct nor of appropriate length.	style are unclear.
Structure: • Transitions	All major sections and sub-sections are connected by clear and appropriate transitions.	All major sections and most sub-sections are connected by clear transitions.	Some major sections and most sub-sections are connected by clear transitions.	Some major sections or some sub-sections are connected by clear transitions.	No sections are connected by clear transitions.
Content: • Introduction	Clearly amplifies the focus of the sermon and functions to draw listeners into the body of the sermon.	Serves the focus of the sermon and functions tangentially to draw listeners into the body of the sermon.	Somewhat connected to the focus of the sermon but does not function to draw listeners into the body of the sermon.	Somewhat disconnected from the focus of the sermon and does not function to draw listeners into the body of the sermon.	No connection to the focus of the sermon and does not function to draw listeners into the body of the sermon.
Content: • Body **Puritan Plain Style:** **- Exegesis** **- Theological Analysis** **- Application** **Topical with Points:** **- Point 1** **- Point 2** **- Point 3** **Narrative:** **- Situation** **- Complication** **- Reversal** **- Resolution**	Complete inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship message (DMS)	General inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship message (DMS)	Partial inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship message (DMS)	Incomplete inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship message (DMS)	Lacking inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship message (DMS)

Content Conclusion	Closes sermon in a manner that amplifies the focus of the sermon and clearly presents the discipleship message (DMS).	Closes sermon in a manner that references the focus of the sermon but no clear discipleship message (DMS).	Closes sermon in a manner that distracts from the focus of the sermon but with a discipleship message (DMS).	Closes sermon in a manner that distracts from focus of the sermon.	Closes sermon in a manner that is not connected to the focus of the sermon.
Delivery	General embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) and handling and use of manuscript vividly amplify the purpose and focus of the sermon for the congregation.	General embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) amplify the purpose and focus of the sermon but handling and use of the manuscript is somewhat distracting.	Some aspects of embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) are inappropriate to the purpose and focus of the sermon and handling or use of the manuscript is distracting.	Inappropriate embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) of the sermon and poor handling and use of the manuscript.	Use of body, voice, facial expression, and relationship to manuscript are not connected to and distract from the purpose and focus of the sermon.

RUBRIC FOR HOMILETICAL EXEGESIS PAPERS
Exceptional Ability: 100 – 95; Strong Ability: 94 – 85; Adequate Ability: 84 – 75
Marginal Ability: 74 – 65; Fails to Demonstrate Ability <65

Areas of Assessment	**Exceptional Ability**	**Strong Ability**	**Adequate Ability**	**Marginal Ability**	**Fails to Demonstrate Ability**

Accuracy:	Expansively and accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities with few inconsistencies and errors.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities with numerous inconsistencies and errors.	Contains significant inconsistencies and errors with respect to contemporary critical biblical scholarship, theological perspectives, and contextual realities.
Precision:	Answers are extensive, exact and expresses depth in interpretation.	Answers are exact and expressed in clearly interpretable ways.	Answers are appropriate and interpretable with few unclear, vague, and imprecise information.	Answers are generally appropriate but with serious unclear, vague and/or imprecise information, preventing proper interpretation.	Answers are generally unclear, vague and/or imprecise, thus hindering proper interpretation.
Thorough-ness	Answered all questions and layers within questions with precision and depth.	Answered all questions and most layers within questions.	Answered almost all questions and most layers within questions.	Missed some questions and/or some layers within questions.	Missed significant questions and/or layers within questions.
Presentation	Responses meet rigorous academic writing standards with no spelling or grammatical errors.	Responses meet writing standards with no spelling or grammatical errors.	Responses use complete sentences with few spelling or grammatical errors.	Responses use complete sentences but with spelling and/or grammatical errors.	Responses are not in complete sentences and there are spelling and/or grammatical errors.