

TOPIC	3-0		TOPIC	3-0		TOPIC	3-0	
A. Theological Questions and Definitions: Explain thoroughly, citing Scripture (3-0 points)			PERSON OF CHRIST CONTINUED			B. Ethical Issues: Discuss thoroughly citing Scripture (3-0)		
THEOLOGICAL SYSTEMS			WORK OF CHRIST			SOTERIOLOGY		
1. Calvinism (TULIP)	Def	Top	49. Apollinarianism	Def	Top	1. Divorce and remarriage		
2. Dispensationalism			50. Eutychianism			2. Women in ministry		
3. Liberalism			WORK OF CHRIST			3. Wealth and Poverty		
4. Roman Catholicism			51. Salvation	Def	Top	4. Homosexuality		
5. Evangelicalism			52. Penal, substitutionary atonement			5. Race & Ethnicity		
6. Pentecostalism			53. Extent of the atonement			6. Just War Theory		
THEOLOGY PROPER			54. Reconciliation			7. Does God cause sin?		
7. The Trinity	Def	Top	55. Redemption			8. Why God allows sin?		
8. Modalism (or Sabellianism)			56. Propitiation			9. Abortion		
9. Arianism			57. Resurrection			10. Spiritual growth		
10. God: Communicable Attributes			58. Ascension/Sending Spirit/Intercession			11. Justice and Injustice		
11. God: Incommunicable Attributes			SOTERIOLOGY			12. Is it ever right to lie?		
12. God's Sovereignty/Human Responsibility			59. How to lead someone to Christ	Def	Top	C. Interpretation of Passage (3-0)		
13. Divine Foreknowledge/Open Theism			60. Religious Pluralism			1. Narrative Passage		
14. Theodicy			61. Election			2. Poetry Passage		
15. Pantheism			62. Regeneration			3. Prophetic Passage		
BIBLIOLOGY			63. Spirit Baptism(s)			4. Gospels Passage		
16. Inspiration of Scripture	Def	Top	64. Repentance and faith			5. Epistles Passage		
17. Inerrancy of Scripture			65. Justification			6. Apocalyptic Passage		
18. Clarity of Scripture			66. Mercy and grace			Total Average on Biblical and Theological Knowledge		
19. Authority of Scripture			67. Irresistible Grace			Theological Definitions		
20. Necessity of Scripture			68. Prevenient grace			Theological Topics		
21. Sufficiency of Scripture			69. The process of salvation			Ethical Issues		
22. Canon of Scripture			70. Salvation in the OT			Interpretation of a Passage		
23. Illumination of Holy Spirit			71. Adoption			AVERAGE SCORE		
24. Dynamic Equivalent			72. Sanctification			EXAMINATION SUMMARY		
PNEUMATOLOGY			73. Free Grace			1. Knowledge of Scripture		
25. Holy Spirit	Def	Top	74. Nature of Saving Grace			2. Skill Explaining Theological		
26. Holy Spirit's work in unbelievers			75. Perseverance of the saints			3. Interpreting Scripture		
27. Holy Spirit's work in believers			76. Assurance of Salvation			4. Knowledge of Sound Doctrine		
28. Grieving the Holy Spirit			77. Glorification			5. Applying Scripture		
29. Fruit of the Holy Spirit			ECCLESIOLOGY			6. Ability to Articulate Ideas		
30. Gifts of the Holy Spirit			78. What is the Church	Def	Top	AVERAGE SCORE		
31. Gift of tongues			79. Purpose of Church			TOTAL SCORE		
32. Gift of prophecy			80. Visible/Invisible Church			COMMUNICATION SKILLS		
ANTHROPOLOGY/HAMARTIOLOGY			81. Apostles			<i>(Assign letter grade A-F)</i>		
33. Image of God	Def	Top	82. Offices: Elders/Pastors/Deacons			1. Clarity		
34. Original Sin			83. Church discipline			2. Organization		
35. Total Depravity			84. Continuity/Discontinuity with Israel			3. Behavior		
36. Dichotomy/Trichotomy			85. Baptism			AVERAGE SCORE		
37. Traducianism/Creationism			86. Lord's Supper			RECOMMENDATION		
ANGELOLOGY			87. Congregational Rule	Def	Top	EXEMPLARY PASS (3)		
38. Angels (good)			ESCHATOLOGY			SATISFACTORY PASS (2)		
39. Satan			88. Personal Eschatology			CONDITIONAL PASS (1)		
40. Demons			89. Annihilationism			NON-PASS (0)		
41. Demon possession			90. Tribulation			COMMENTS:		
PERSON OF CHRIST			91. Rapture					
42. Humanity of Jesus	Def	Top	92. Second Coming of Christ					
43. Divinity of Jesus			93. Millennium					
44. Hypostatic Union			94. Pre/Post/A-Millennialism					
45. Impeccability of Christ			95. Bema Seat Judgment					
46. Incarnation			96. Great White Throne Judgment					
47. Docetism			97. Hell/Purgatory					
48. Nestorianism			98. The Intermediate State					
			99. Resurrection					
			100. Heaven					
Total Points for Definition & Topics			Total Points for Definition & Topics			Signature _____		
Average Score (Total points/number of ?) =			Average Score (Total points/number of ?) =					

Bible Question: On several questions, prompt students to directly address hermeneutical principles when they explain their answer from Scripture.

Ethics Question: What ethical issue would you address from the pulpit? Why? Give justification and interpretation from Scripture of your view of the ethical issue.

PROFILE OF A GRADUATE EXAMINATION SUMMARY AND COMMUNICATION SKILLS RUBRIC

Profile of a Graduate Category*	EXEMPLARY (EXEMPLARY PASS) 3 	SATISFACTORY (PASS) 2 	DEFICIENT (CONDITIONAL PASS) 1 	UNACCEPTABLE (NON-PASS) 0
1. Knowledge of Scripture (BU: 2, 4)	Readily able to cite multiple references relevant to any question asked.	Can provide biblical evidence for about 60-70% of the questions asked.	Can only provide biblical evidence less than 50% of the time to the questions asked.	Unacceptably deficient with relevant references without prompting.
2. Skill in explaining key theological texts in Scripture (BU: 2, 4)	Readily able to explain the meaning and theological significance of key biblical passages (drawn from a specified list).	Able to explain some of the meaning and theological significance of 60-70% of the Key Passages chosen (from a specified list).	Only able to explain the meaning and theological significance of less than 50% of the Key Passages chosen (from a specified list).	Unable to give a basic explanation of the meaning and theological significance of most of the passages chosen.
3. Skill in interpreting Scripture and relating to biblical themes (BU: 2, 3)	Readily able to explain context, genre, background, meaning, and especially relevant biblical themes for any Bible verse chosen at random.	Able to explain some of the context, genre, background, meaning, and especially relevant biblical themes for 60-70% of any bible verse chosen at random.	Only able to explain the context, genre, background, meaning, and especially relevant biblical themes for less than 50% of any bible verse chosen at random.	Unable to give a basic explanation of context, genre, background, meaning, and especially relevant biblical themes of most bible verses chosen at random.
4. Knowledge of sound doctrine (BU: 4)	Readily articulates accurately worded summaries of sound doctrine and of incorrect alternative viewpoints.	Articulates summaries of some (60-70%) of his or her doctrinal positions and the views of others.	Only articulates summaries of less than 50% of his or her doctrinal positions and the views of others.	Unable to articulate a rudimentary summary of important doctrines or explain incorrect alternative positions.
5. Skill in applying Scripture to life situations (BU: 6)	Readily applies relevant Scripture passages wisely to various difficult life situations encountered in ministry.	Applies relevant Scripture some (60-70%) of the time to difficult life situations encountered in ministry.	Only applies relevant Scripture less than 50% of the time to difficult life situations encountered in ministry.	Unable to apply relevant Scripture passages to difficult life situations encountered in ministry.
6. Ability to articulate ideas (BU: 3, 4, 5)	Readily articulates appropriate answers in a well organized and clearly understandable fashion.	Articulates appropriate answers some (60-70%) of the time in a clearly understandable fashion.	Only articulates appropriate answers less than 50% of the time in a clearly understandable fashion.	Unable to articulate answers with reasonable clarity or understandability.

Communication Categories	EXEMPLARY (EXEMPLARY PASS) A 	PROFICIENT (PASS) B 	SATISFACTORY (PASS) C 	DEFICIENT (CONDITIONAL PASS) D 	UNACCEPTABLE (NON-PASS) F
1. Clarity	Information is communicated fluently and with ease. Answers directly address the question. Speaker is easy to listen to and message is engaging.	Information is communicated understandably the first time. Answers generally address the question and are relevant, relating themselves to other arguments. Listener is not bored.	Information is present even if on occasion it takes work by the listener to understand its importance or how it relates to other arguments. Listener could summarize arguments if asked.	Arguments often obscure the issue and cause confusion. Listener may become lost in response and or remain unpersuaded by arguments.	Arguments are almost incoherent. Speaker is confusing and does not make sense. Listener has to work to stay focused and is unsure how or whether the speaker answered the question.
2. Organization	Information flows logically from start to finish. Easy to follow the arguments and reasoning. Conclusion is reached by the listener as the natural progression of the arguments.	Information generally follows a logical train of thought. Listener can track arguments and reasoning so that the conclusion appears sensible.	Arguments may jump around but generally follows an understandable sequence. Conclusions are logical but may be reached without all the information the listener would need to reach it on his or her own.	Arguments are generally unrelated and therefore unconvincing. The sequence of thoughts is sometimes jumbled causing conclusions to lack reasonable support.	Arguments jump around without any sequence or logic. Conclusion is apparent or not reached logically or appears as a complete surprise to the listener.
3. Behavior	Mannerisms enhance the communication and make it easy for the listener to stay focused and attentive to the speaker.	Mannerisms do not generally distract from presentation but aid listener in following the arguments.	Mannerisms may at times be annoying or distract from the message but do not prevent understanding.	Mannerisms distract from presentation and hinder listener's ability to concentrate on arguments.	Mannerisms are so distracting as to make it almost impossible for the listener to focus on what the speaker is saying.

* Refers to learning outcomes in Phoenix Seminary's Profile of a Graduate

Juried Review of BC502 sermon¹
MDiv BC Degree²

Date: _____
 Course Semester: _____
 Time Elapsed: _____

Professors: _____

Please analyze one artifact at a time, by adding a "tick" mark for each line item. Total tick marks per row should equal total # of student artifacts.

MDiv Core Outcomes*	Rubric				Additional Comments
	Exceeds	Meets	Does not meet	N/A	
<i>In order to measure the success of the MDiv curriculum, PS has defined the following rubric for the BC502, which includes some of the intended outcomes (SLOs) of the student learning process. Asterisk represents the primary aspect of a specific SLO.</i>					
1. Know and interpret Scripture according to proper hermeneutical principles.(BU 1-2)					
* Scripture is used knowledgeably and hermeneutical principles are correctly utilized in the sermon.					
2. Apply Scripture according to proper hermeneutical principles (BU 4)					
* Scripture is applied accurately in the sermon.					
3. Articulate sound doctrine consistent with the Phoenix Seminary Statement of Faith and the historic doctrines of the Christian church. (BU 3)					
*The student is communicating sound doctrine.					
5. Communicate Biblical and theological truths effectively. (MS 2)					
*Christian doctrine that may flow from the text is articulated appropriately and on a level the average listener can understand.					
The main lesson of the sermon comes directly fro the text assigned. (The text is not used as a jumping off point into another topic.)					
Supplemental passages (if used) are theologically related to the main passage under discussion. (As opposed to passages that merely share vocabulary or loosely related ideas.)					
6. Demonstrate mature Christian character and purity of life. (BU 1; CD 2, 3, 4)					
*The student's person, presentation and content demonstrates mature Christian character.					
7. Demonstrate healthy vital personal relationship with God, family, local church, and other people generally. (BU 4; CD 1-4)					
*The student's person, presentation and content demonstrates healthy personal relationships.					

¹ See page 2 for detailed outline of assignment.

² Rubric format borrowed from Reformed Theological Seminary

M.Div. BC 9. Communicate Scripture clearly according to proper homiletical principles. (BU 1, 2, 3, 4; MS 2, 3)					
*Exhibits rhetorical skills that make communication clear.					
Applications from sermon are derived from the passage itself.					
The student's appearance and manner befits the gravity of the preaching task.					

*This rubric includes only those SLO's addressed in the BC502 Sermon Artifact.

Detailed Outline of Course Assignment

Both sermons are assigned by the professor; everyone has a different passage but each student will do a sermon from the Prophets and one from Wisdom Literature.

Two sermons with all attendant work

Professor will assign all scripture texts for class sermons. For **each** of two sermon texts you will submit:

- An **Exegetical Summary** of each scripture text using complete sentences.
- A written **Rhetorical Outline** for each sermon using complete sentences in block format
- Preach a **Sermon** for each text (Note: Sermons will be no more than 20 minutes long or points will be lost.)
- A **Self-Critique** of video of each sermon preached
One page, bullet format using complete sentences.
- A **manuscript** of one of the two sermons you have preached

Summary of Faculty Jury Review

The following questions should be answered based on your jury review:

Primary Assessment Summary (Evaluating according to student learning outcomes)

- 1. Please note specific strengths and weaknesses found by the jury related to student learning outcomes.*

- 2. Please note any recommended improvements needed related to student learning outcomes.*

Secondary Assessment Summary (Evaluating the artifact itself)

- 1. Please note specific strengths and weaknesses found by the jury related to the specific artifact.*

- 2. Please note any recommended improvements needed related to the specific artifact.*



M.Div. BC 30/60-Hour Juried Review by Faculty*

A consensus of the Faculty’s professional judgment of students at the 30/60-hour reviews. It is based on the Faculty’s total experience with the graduate (inside/outside of class).

MDiv BC Outcomes <i>(Profile of a Graduate descriptor in parentheses)</i>	Rubric				Additional Comments
	Exceeds (Top-Notch; Exemplary)	Meets (Good; meeting expectations)	Does not meet	N/A	
1. The student should be able to know and interpret Scripture according to proper hermeneutical principles.					
2. The student should be able to apply Scripture according to proper hermeneutical principles					
3. The student should be able to articulate sound doctrine consistent with the PS Statement of Faith and the Historic Doctrines of the Christian Church					
4. The student should be able to shepherd God’s people with biblical wisdom, compassion and justice					
5. The student should be able to communicate Biblical and theological truths effectively.					
6. The student should be able to demonstrate mature Christian character and purity of life					
7. The student should be able to demonstrate healthy personal relationships with God, family, local church and neighbor, particularly those marginalized by race, gender or socio-economic status.					
8. The student should be able to use the original languages for accurately interpreting and applying Scripture.	Only for 60 Hour review				
9. The student should be able to communicate Scriptures clearly according to proper homiletical principles.	Only for 60 Hour review				

*Assessment measure borrowed from Reformed Theological Seminary.

Name:

CF511 Poster Session
Grading Matrix

TOPIC	No Credit (0)	Partial Credit, Needs development. (6-10)	Partial Credit, Needs editing. (11-13)	Full Credit (14-15)	Score
Thesis Statement:	None.	Suggests a topic.	Topic needs refinement.	Clear thesis.	
Research Methodology:	Not included.	References data collection but vague on how.	Details data collection but leaves out parameters.	Clear delineation of how study was conducted.	
Data:	No data reported.	Gives summary without data or lists data without explanation.	Accurately presents data but is too detailed or misses key facts.	Data is clearly presented and easily identifiable.	
Conclusion:	No conclusion given.	Conclusion not related to or supported by data.	Too many conclusions or goes beyond what is supported by data.	Conclusion is clear and follows naturally from data.	
Style and format:	Multiple errors with no editing.	Attempts to follow format but is inconsistent and has multiple errors.	Some minor typos or format error.	Consistently follows format.	
Organization:	Little apparent organization.	Hard to follow, disorganized. Abrupt transitions, jumps around, lacks focus, gimmicks detract from content.	Mostly flows with clear progression of argument. Minor tangents or an occasional difficult transition.	Flows logically and is easy to see. Clear topics, good use of supporting material, bridges effectively, and so forth.	
References:	No sources.	Only uses one source or only the Bible and course textbooks.	Uses several sources but does not make a comprehensive search.	Demonstrates rigorous research.	
Handouts:	No handouts.	Indicative of “needs development” above.	“Needs editing” on categories above.	Replicates all the areas above.	
Professionalism: (x2 pts.)	Does not attend.	Comes late, avoids area of poster, does not talk about research, talks on phone, leaves early.	Fields questions about poster but does not visit other tables, unprofessional attire.	Attends entire session, interested in talking about poster, visits other tables and asks questions.	

Total points (150 points max.):

STUDENT NAME: _____

Please evaluate carefully the areas below. Students need to have accurate feedback in order to grow. Areas of "Undeveloped/Novice" skill by the end of the semester should have been reviewed with the student prior to the end of the semester. Most students are expected to reach Basic Competence by the end of the semester in most categories. Please only give a student a Proficient or Mastery ranking if they are performing at that level. The evaluation should be reviewed with the student and the student should sign it.

Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
Skills Evaluation					
a. Active Listening	Fails to use or does not accurately use empathy, reflection of feelings, checks out what was said and that the main points were heard.	Sporadically but accurately uses empathy, reflects feelings, checks out what was said, and communicates that the main points were heard.	Regularly uses empathy, reflects feelings, checks out what was said, and communicates that the main point were heard.	Consistently uses empathy, reflects feelings, checks out what was said/heard, and communicates that the main points were heard.	Ranking Score: ()
b. Questions	Does not use or inaccurately uses probes, prompts, and open and closed questions.	Sporadically but accurately uses probes, prompts, and open and closed questions.	Regularly uses probes, prompts and open and closed questions. May miss some opportunities.	Consistently uses probes, prompts, and open and closed questions appropriately.	Ranking Score: ()
c. Challenging	Does not use or misuses immediacy, self-disclosure, connecting islands, confrontation, tentativeness and care or gentleness.	Sporadically but fairly accurately uses self-disclosure, immediacy, connecting islands, confronting, and care/tentativeness	Regularly uses self-disclosure, immediacy, connecting islands, confrontation, and care/ tentativeness accurately.	Consistently uses self-disclosure, immediacy, connecting islands, confrontation, and care/ tentativeness with high accuracy.	Ranking Score: ()
d. Problem-Solving	Does not help think of options and strategies, and is not helpful in selecting realistic options and strategies.	Sporadically helps generate options and strategies and can assist in selecting realistic options and strategies.	Regularly help generate options and strategies and can assist in selecting realistic options and strategies.	Consistently is helpful in generating options and strategies and assists in selecting realistic options and strategies.	Ranking Score: ()
Case Formulation					
a. Assessment	Unable to coherently describe or explain how to assess a case.	Describes or demonstrates the major components of assessment although inconsistently and with some omissions.	Describes and demonstrates the major components of assessment although with some omission or minor errors.	Consistently describes and demonstrates the major components of assessment.	Ranking Score: ()

Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. DSM Diagnosis	Unable to coherently explain or accurately assign diagnosis to common counseling problems.	Coherently explains and accurately assigns diagnosis to some common counseling problems. Has difficulty with some common diagnosis.	Coherently explains and accurately assigns diagnosis to all common counseling problems. Has difficulty with minor or uncommon diagnosis.	Coherently explains and accurately assigns diagnosis to common and uncommon counseling problems.	Ranking Score: ()
c. Treatment Plan	Unable to coherently explain or put together a treatment plan on common or simple counseling cases.	Unable to coherently explain and write simple treatment plans. May require some assistance.	Able to coherently explain and write simple treatment plans independently. More complex plans may require assistance.	Abel to coherently explain and write simple and complex treatment plans independently.	Ranking Score: ()
d. Interventions	Unable to select or implement an intervention appropriately or in a manner that is helpful.	Selects and implements interventions with assistance. May not always be helpful to the client.	Selects and implements basic interventions independently. More complex interventions may require assistance.	Consistently selects and implements interventions skillfully and independently. Clients frequently find interventions helpful.	Ranking Score: ()
e. Case Management	Regularly runs over time in sessions, has difficulty preparing for termination, does not document actions, does not make use of supervision or other resources.	Often manages time well, documents actions appropriately, prepares clients for termination, and uses supervision and other resources appropriately but needs reminders and support.	Regularly manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other resources. Lapses are occasional or minor.	Consistently manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other resources.	Ranking Score: ()
Spiritual Integration					
a. Spiritual Assessment	Unable to coherently describe or explain client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to God, or level of religious commitment.	Describes or demonstrates the major components of spiritual assessment although inconsistently and with some omissions.	Describes the process and demonstrates the ability to ascertain the client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to god, and level of religious commitment with some omissions or minor errors.	Consistently describes and demonstrates a thorough assessment o the client's spiritual practices, beliefs, values used in decision making knowledge of scripture, responsiveness to God and level or religious commitment.	Ranking Score: ()

Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. Treatment/ Spiritual Resources	Struggles to incorporate spiritual assessment with selecting and implementing appropriate interventions including appropriate use of spiritual resources.	Makes use of a few spiritual resources. May introduce or execute awkwardly. Use of interventions may not be clearly guided by spiritual assessment.	Regularly uses some spiritual resources with evidence of some skill. Use of spiritual resources is usually guided by clinical utility after a thorough assessment.	Consistently uses a range of spiritual resources skillfully and as clinically indicated.	 Ranking Score: ()

Overall Evaluation Comments:

I attest to having supervised this student and to being familiar with the student’s clinical skills. This evaluation is an accurate reflection of this student’s abilities at this time.

Site Supervisor’s Signature

Date

I have reviewed this evaluation with my supervisor and have had a chance to ask questions and comment on this evaluation.

Student’s Signature

Date

MI502 Reaction Paper Guidelines
Spring 2010

The reaction paper is an interaction between you and the course material, whether the textbooks, scriptures, and lectures. It will be typed, double-spaced, in 10-12 point font, and will consistently follow the SBL writing style as adopted by the seminary (a modified Chicago/Turabian writing style). Papers are to be proof read for spelling and grammatical errors before being handed in. No research beyond the textbooks, the Bible, and lectures is necessary.

Category	Sub-category	Points
Format	Spelling & Grammar Adherence to page limits SBL style for body of text (2) SBL style for citations	5
Writing	Clear thesis statement Develops arguments Logical flow of ideas Persuasive argumentation Clear conclusion	5
Engages Topic, Texts & Lectures	Adheres to assigned topic Discusses main points Lists ideas s/he agrees with or likes Lists ideas s/he disagrees with or dislikes Content raises questions, further develops content or proposes alternative(s)	5
Use of Scripture	Explains passage (2) References other related passages Consistently supports arguments with scripture Draws practical application	5
Graduate Writing Requirement	Papers which are not typed will not be accepted. Papers with multiple spelling, grammar, and formatting errors will be dropped a letter grade (2 pts.).	
Total:		20

MI502 Peer Review Guidelines

Each student is to take a paper from the student paper box (not his/her own). This paper is to be read, comments made on it, and returned the following week in class. Comments are to be constructive feedback on what you like, agree or disagree with, and comments on use of Scripture or other passages to be considered.

Point Level	Description
5 – Clear, thoughtful engagement with author’s ideas.	Makes multiple constructive comments. Engages with author’s arguments – what is liked and disliked. Offers alternative ideas. Raises questions prompted by author’s ideas. Brings other relevant scriptures to bear. Draws practical implications.
4	
3 – A quick engagement with the topic.	Makes multiple comments. Notes some areas of agreement or disagreement. Offers constructive comments on format or organization. Engages main argument or several minor points.
2	
1 – Little meaningful engagement with author’s ideas.	Marks words or ideas without comment. A few notes of agreement. Little evidence of effort.

Students will receive two point totals for each assignment, one for the paper (20 pts.) and one for the peer review (5 pts.). A total score (25 pts.) or letter grade will also be included.

TH 515 BIBLICAL PERSPECTIVES ON PRAYER – SUBJECTIVE RESEARCH GRADING RUBRIC

COURSE OUTCOMES from Syllabus

Objectives: At the end of the course, the student should be able:

1. to apply biblical insights on prayer to personal and ministry contexts. (M.Div. 1, 2, 4, 5; Grad. Dipl. 1, 2; Grad. Dipl. BS 4, 5; M.A.P.C. 1, 2)

ASSIGNMENT DESCRIPTION from Syllabus

Subjective Research Project (15%), Outcome 1

Students are required to do subjective research on the following questions:

- Where do Christians experience difficulty in their prayer lives?
- What can be done to encourage private prayer in the lives of individuals?
- What can be done to encourage corporate prayer in the Church?

You must interview (in person or by phone) not less than 10 persons who are not members of this class. At least two of the 10 must be pastors or other full-time religious workers. You should develop an interview guide or questionnaire and keep notes on reactions and responses from each of those interviewed. Your interviews should be summarized in a brief formal report of not less than four (4) or more than six (6) pages. To the extent that findings can be "quantified," the limited use of illustrative charts is encouraged. Please take the final two questions seriously: The report must conclude with thoughtful, biblically grounded, and workable proposals for encouraging prayer in the lives of Christians like those you have interviewed. *15% of your final grade is based on this report, which is due not later than March 15th.*

Assignment Elements	Superior	Good	Adequate	Inferior	Inadequate	Points
	2.0 3.0	1.5 2.5	1.0 2.0	0.5 1.0	0.0 0.5	
DIRECTIONS (2 POINTS)	Directions followed <-----> Directions ignored					
• Number of persons interviewed						
• Number of pastors or religious workers						
INTERVIEWS (2 POINTS)	Appropriate <-----> Inappropriate					
• Methodology						
• Reactions/Responses						
PRESENTATION OF RESULTS (4 POINTS)	Clear and/or logical <-----> Obscure and/or illogical					
• Summary of findings (2)						
• Charts or other graphics (2)						
CONCLUSION (7 POINTS)	Useful, scriptural, workable <--> Impractical, unsupported, unworkable					
• Thoughtful/Insightful (3)						
• Biblically Grounded (2)						
• Workable/Practical (2)						
TOTAL: (Maximum possible = 15 points)						

DISCOURSE ASSESSMENT -- BC 500-501-502

Student _____ Date _____ Text _____ Elapsed _____ Numeric Score _____ Grade _____

Scoring is numeric and averaged by category below. Items in *italics* are scored as observations only and are not counted in grade.

BC 500 Assessment Points

RHETORICAL MECHANICS	
Compelling introduction	_____ / 20
Transitions used and effective	_____ / 20
Illustrations--variety/clarity/relevance	_____ / 20
Clear Core Proposition	_____ / 20
Summative conclusion	_____ / 20
Total _____	

EXEGESIS / THEOLOGICAL CONTENT	
Sufficiently thorough	_____ / 20
Clarifies complex ideas	_____ / 20
Doctrine articulated as appropriate	_____ / 20
Acknowledges other views	_____ / 20
Gospel presented naturally?	_____ / 20
Total _____	

ORAL MECHANICS	
Appearance	_____ / 33
Enunciation	_____ / 33
Text reading / oral interpretation	_____ / 33
<i>Uses silence/pauses effectively</i>	_____ (Mark below for BC 501)
<i>Vocal variety</i>	_____
<i>Eye contact</i>	_____
Total +1 _____	

RESPONSE / APPLICATIONS	
Congruent w/text	_____ / 25
Multiple audiences considered	_____ / 15
Gender inclusive	_____ / 15
Culture sensitive	_____ / 15
Specific/real-life	_____ / 15
Transferable	_____ / 15
Total _____	

RHETORICAL EFFECTIVENESS	
Expresses conviction clearly	_____ / 33
Not given to overstatement or oversimplification	_____ / 33
Flow of ideas was distinct	_____ / 33
<i>Engages & holds interest</i>	_____
<i>Is emotionally engaged</i>	_____
Total +1 _____	

Additional BC501 Assessment Points

VOICE AND BODY	
Unobtrusive notes	_____ /50
Body controlled	_____ /50
<i>Tempo</i>	Too slow _____ _____ Too fast
<i>Gestures naturally</i>	_____
Total _____	

ORAL MECHANICS

Vivid language	_____ / 25
Use of restatement/reiteration	_____ / 25
Created a sense of momentum	_____ / 25
Uses silence/pauses effectively	_____ / 25
<i>Builds Tension</i>	_____
<i>Resolves Tension</i>	_____
Total _____	

RHETORICAL EFFECTIVENESS

Relevance	_____ / 20
Created a sense of momentum	_____ / 20
Apologetics content used	_____ / 20
Suppl. passages used appropriately	_____ / 20
Uses authority of preaching with humility	_____ / 20
Total _____	

Additional BC502 Assessment Points

RHETORICAL EFFECTIVENESS

Direct speech / sermonic conversation	_____ / 25
Engages culture	_____ / 25
Controls momentum	_____ / 25
Gravitas/Seriousness of purpose	_____ / 25
<i>Variety of energy states</i>	_____
<i>Conviction</i>	_____
Total _____	

Research Paper Grading Rubric

Conventions: 100 Points

	Points Possible	Points Earned	%
Intro/Conclusion:	15		0%
The paper has a well crafted, interesting introduction that is interesting and holds the attention of the reader. The conclusion of the paper brings the paper to a suitable close and leaves the reader interested.			
Thesis	10		0%
The thesis statement expresses the content of the paper well. It is a defensible argument and not a statement of fact, easily discernible, and well written			
Organization	20		0%
The paper is logical in its presentation and shows clear evidence of outlining. Paragraphs have good topic sentences and are appropriate length.			
Spelling	15		0%
The paper is free of spelling errors. It shows evidence of careful proofreading so that common spelling mistakes are avoided.			
Grammar	20		0%
The paper evidences correct grammar. It is free of common grammatical mistakes such as run-on sentences and fragments. It shows proper use of punctuation and variety in sentence length and structure.			
Formatting	20		0%
The paper is formatted correctly according to the appropriate guideline. Whether SBL, APA, MLA or another format specified, the paper follows the formatting guidelines correctly. This includes citations and pagination, bibliographic format, and cover page.			
Total Conventions:	100	0	0%

Content: 300 Points

Research	200		0%
The paper exhibits solid research in the topic chosen. Multiple viewpoints are considered and the research respects multiple sides of the issue under consideration.			

Logic/Organization	The paper argues well for the viewpoint chosen. The paper uses appropriate research to back up conclusions and makes a well-argued case while avoiding logical fallacies. The conclusions flow from the evidence.	50		0%
Presentation	The paper presents the ideas clearly and concisely. The writer chooses to present details that are important, interesting, and informative.	25		0%
Voice/Fluency	The writer of the paper comes through the words. The research and presentation flow and connect so that the writer can be heard in their writing. The writer uses precise language that is still rich and colorful, moving the reader to a new understanding or view of the issue.	25		0%
	Total Content:	300	0	0%
	Total Conventions and Content:	400	0	0%

Comments:

Reflection-Response Paper Grading Rubric

Conventions: 100 Points

Intro/Conclusion:	15 Points	_____ Pts
The paper has a well crafted, interesting introduction that is interesting and holds the attention of the reader. The conclusion of the paper brings the paper to a suitable close and leaves the reader interested.		
Thesis	10 Points	_____ Pts
The thesis statement expresses the content of the paper well. It is a defensible argument and not a statement of fact, easily discernible, and well written		
Organization	20 Points	_____ Pts
The paper is logical in its presentation and shows clear evidence of outlining. Paragraphs have good topic sentences and are appropriate length.		
Spelling	15 Points	_____ Pts
The paper is free of spelling errors. It shows evidence of careful proofreading so that common spelling mistakes are avoided.		
Grammar	20 Points	_____ Pts
The paper evidences correct grammar. It is free of common grammatical mistakes such as run-on sentences and fragments. It shows proper use of punctuation and variety in sentence length and structure.		
Formatting	20 Points	_____ Pts
The paper is formatted correctly according to the appropriate guideline. Whether SBL, APA, MLA or another format specified, the paper follows the formatting guidelines correctly. This includes citations and pagination, bibliographic format, and cover page.		

Total Conventions: _____/100

Content: 300 Points

Reflection	100 Points	_____ Pts
The paper exhibits solid interaction with the material being reflected upon. The paper reflects a solid grasp of the issue and significant interaction with the ideas presented.		
Logic/Organization	100 Points	_____ Pts
The paper argues well for the viewpoint chosen. The paper makes a well-argued case while avoiding logical fallacies. The conclusions flow from the material reflected upon and are appropriate to the assignment.		
Presentation	50 Points	_____ Pts
The paper presents the ideas clearly and concisely. The writer chooses to present details that are important, interesting, and informative.		
Voice/Fluency	50 Points	_____ Pts
The writer of the paper comes through the words. The research and presentation flow and connect so that the writer can be heard in their writing. The writer uses precise language that is still rich and colorful, moving the reader to a new understanding or view of the issue.		

Total Content: _____/300

Total Conventions and Content: _____/400

Comments:

**Phoenix Seminary Doctor of Ministry Program
Research Paper Rubric/Scoring Tool**

Qualities & Criteria	Poor (1-2)	Good (3-4)	Excellent (5)
<p style="text-align: center;">I. Front Matter and Introduction</p> <p>Criteria: Title; Topic; Objective; Thesis; Problem statement; Orientation to reader</p> <p>Weight: 5% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5) x 1 = _____</p>	<p>a. There is no reference to the topic, problem, or audience.</p> <p>b. There is no statement of thesis or objective of the research.</p> <p>c. The title is inappropriate and does not describe the topic.</p>	<p>a. The writer makes the reader aware of the overall problem, challenge, or topic to be examined.</p> <p>b. Thesis is stated but clarity and/or focus could be better.</p> <p>c. The title does not adequately describe the topic.</p>	<p>a. The writer introduces the topic and its relevance to (1) the discipline; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper.</p> <p>b. Thesis or objective is clearly stated and appropriately focused.</p> <p>c. Main idea stands along with details.</p> <p>d. The title is appropriate and adequately describes the topic.</p>

Qualities & Criteria	Poor (1-2)	Good (3-4)	Excellent (5)
<p style="text-align: center;">II. Body</p> <p>Criteria: Structure; Flow; Organization and Development</p> <p>Weight: 20% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5)</p> <p>x 4 = _____</p>	<p>a. The paper has little to no direction, with disjointed subtopics.</p> <p>b. Text is repetitious.</p> <p>c. Information seems to be disorganized and has little to do with the main topic.</p> <p>d. Lacks a thesis or controlling idea.</p> <p>e. Sentences do not relate to the paragraph's main idea.</p> <p>f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling idea.</p> <p>g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)</p>	<p>a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</p> <p>b. Ideas are clear, but there is a lack of extra information.</p> <p>c. Information relates to main topic. Details and amount of information are sparse.</p> <p>d. Includes a basic thesis or controlling idea.</p> <p>e. Sentences mostly relate to the paragraph's main idea.</p> <p>f. Paragraphs generally though not always relate to the thesis or controlling idea.</p> <p>g. Examples are included, though not always; reader needs specific details or quotes that the writer does not provide.</p>	<p>a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as paragraphs.</p> <p>b. Ideas are clear, and focused. Main idea stands along with details.</p> <p>c. Sufficient information included. Information clearly relates to the main thesis. It includes several supporting details and/or examples.</p> <p>d. Provides a clear and compelling thesis.</p> <p>e. Sentences support the idea of each paragraph.</p> <p>f. Paragraphs clearly and effectively relate to and support the thesis.</p> <p>g. Writer provides examples and quotes to add depth to the writer's ideas.</p>

Qualities & Criteria	Poor (1-2)	Good (3-4)	Excellent (5)
<p style="text-align: center;">III. Content</p> <p>Criteria: Weaving together literature through synthesis via thematic categories that provide exploration/explanation</p> <p>Weight: 35% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5) x 7 = _____</p>	<p>a. The writer has omitted major sections of pertinent content or content runs on excessively.</p> <p>b. The writer quotes other material excessively.</p> <p>c. The ideas presented have little significance to the discipline and/or the audience.</p> <p>d. Text is repetitious.</p> <p>e. There is no central theme.</p> <p>f. Ideas in the paper are irrelevant or not worthy of the reader's consideration.</p>	<p>a. The writer includes all the sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects.</p> <p>b. The significance to the discipline is evident.</p> <p>c. Ideas are clear, but more information is needed.</p> <p>d. Ideas in the paper are mostly (but not all) relevant and worthy of the reader's consideration.</p>	<p>a. The writer covers the appropriate content in depth without being redundant.</p> <p>b. The writer cites sources when specific statements are made.</p> <p>c. The significance of quotes, when used, is apparent.</p> <p>d. The length is appropriate.</p> <p>e. Ideas are clear, original, and focused. Main idea stands out, along with details.</p> <p>f. Ideas in the paper are compelling, even original; they are not self-evident.</p>

Qualities & Criteria	Poor (1-2)	Good (3-4)	Excellent (5)
<p style="text-align: center;">IV. Clarity and Correctness of the Writing</p> <p>Weight: 15% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5) x 3 = ____</p>	<p>a. It is difficult for the reader to understand what the writer is trying to express.</p> <p>b. Writing is convoluted.</p> <p>c. Paper contains spelling and grammatical errors as well as improper punctuation.</p> <p>d. The writing is vague or it is difficult to understand what the writer is trying to express.</p> <p>e. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing.</p> <p>f. Writing rambles; the paper appears hastily written.</p>	<p>a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden.</p> <p>b. Paragraph or sentence structure is repetitive.</p> <p>c. Much of the writing is generally clear, but meaning is sometimes hidden.</p> <p>d. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference.</p> <p>e. Writing might ramble; the paper is not carefully written.</p>	<p>a. The writing is clear and concise.</p> <p>b. There are no (or very few) mistakes in grammar, spelling, and/or punctuation.</p> <p>c. The writing does not ramble; the paper is carefully written and edited.</p>

Qualities & Criteria	Poor (1-2)	Good (3-4)	Excellent (5)
<p style="text-align: center;">V. Conclusions</p> <p>Criteria: Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.</p> <p>Weight: 10% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5) x 2 = ____</p>	<p>a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review.</p> <p>b. No research question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.</p>	<p>a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the review.</p> <p>b. A follow-up research question or suggestion is offered to the reader, or the writer's position is restated to make it clear to the reader.</p>	<p>a. The writer makes succinct and precise conclusions based on the review of literature.</p> <p>b. Insights into the problem/topic are appropriate.</p> <p>c. Conclusions are strongly supported within the paper.</p>

<p style="text-align: center;">VI. Sources & Citations & Proper Turabian Format</p> <p>Weight:15% of paper grade</p> <p>Score (0, 1, 2, 3, 4, or 5)</p> <p>x 3 = ____</p>	<p>a. The writer does not include citations for statements made in the review.</p> <p>b. References that are included in the References or Works Cited list are not cited in the text.</p> <p>c. An insufficient number of sources are cited and/or not accurately documented.</p> <p>d. The paper is not written in Turabian style.</p> <p>e. A review of literature has been omitted.</p> <p>f. No attention is given to non-discriminatory language.</p> <p>g. Scholarly sources are not cited in the bibliography.</p> <p>h. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.</p>	<p>a. The writer cites sources in the review and includes a corresponding References list. Some formatting problems exist or some elements are missing.</p> <p>b. An acceptable number of sources is cited. All sources are accurately documented, but some are not in the desired format.</p> <p>c. Paper is in Turabian style but with some errors.</p> <p>d. The body of the paper consists of a review of the literature.</p> <p>e. There is evidence of attention to non-discriminatory language.</p> <p>f. Most sources are scholarly and cited, but with some errors.</p> <p>g. Personal opinions are kept to a minimum though may not be delayed until the conclusion.</p>	<p>a. The writer includes all necessary citations in the body of the review.</p> <p>b. The references in the list match the footnotes and all are properly cited in Turabian style.</p> <p>c. Numerous sources are cited. All sources are accurately documented.</p> <p>d. Accurately adheres to Turabian style in formatting, organization, and construction, including full review of relevant literature.</p> <p>e. There is consistent use of non-discriminatory language.</p> <p>f. The majority of sources are scholarly and cited correctly in both text and reference list.</p> <p>g. Personal opinions are delayed and stated succinctly in the conclusion.</p>
<p>Total Score = _____</p>			