



THST 656
**SEMINAR IN HISTORICAL THEOLOGY:
HUMAN NATURE AND DESTINY**
Autumn 2021

Ricardo Bentancur

The course prepares students to know the origin of humanity, the fall, and sin- its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God. The Christian message confronts the world with the image of a true human identity

CLASS & CONTACT INFORMATION

Class location:	North Pacific Union
Class meeting dates:	October 17-21, 2021
Class meeting times:	Sun—6-9:30 pm; Mon-Thur—8am to 6pm
Course Website:	LearningHub
Instructor Tel.:	208-573-5587
Instructor Email:	ricardo.bentancur@pacificpress.com
Office hours:	

COURSE PREREQUISITES

Prerequisites:

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. An academic 3-credit course requires 180 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

- Class Lectures during the Intensive: 35 hours
- Reading and writing before meeting: 40 hours
- Paper 60 hours

The report should be submitted electronically on the LearningHub and to the professor's email in a MSWord document by the *first day of class, October 17, 2021*.

Late submission penalties. Pre-intensive assignments are due the first day of class (**October 17, 2021**). Late submissions of these assignments are penalized with a 5-point deduction, each.

During the intensive:

Class attendance. Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.

Collective learning. During the intensive students will have time to work with peers in small groups to prepare 30-minute presentations on topics related to the class

Post-Intensive Requirements

1. ***Final project.*** 60 hours of study, with the following options: **1)** Write a fifteen-page paper on a text or a topic agreed upon in class; **2)** A different project in consultation with the instructor. The projects or reports are due 90 days after the first day of class—***January 17, 2022***.
2. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1) title page; 2) table of contents; and 3) appropriate content subheadings.** The final project paper must be submitted electronically in a MSWord document following the *Andrews University Standards for Written Work*. Available at the following site: <http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>
3. This final assignment is due on ***January 17, 2022***, before midnight.
4. Late submission of this assignment is penalized with a 10-point deduction.

COURSE MATERIALS

Required Reading:

1. The Bible
2. Sherlock, Charles. *Doctrine of Humanity*. Downers Grove: InterVarsity Press, 1996.
3. Stevenson, L., D. Haberman. *Ten Theories of Human Nature*. Oxford University Press, 1998.
4. Bentancur, R. *Las oraciones de mi Maestro*. APIA, 2020.

Recommended Reading:

Asheim, I. *Christ and Humanity*. Philadelphia: Fortress Press, 1970.

- Barrett, C.D. *Understanding the Christian Faith*. Englewood Cliffs: Prentice Hall, 1980.
- Barth, K. *Mensch and Mitmensch*. Gotingen: Vandenhoeck and Ruprecht, 1958.
- Casper, B. *Das Ereignis des Betens*, Freiburg/ München, Alber, 1998.
- _____. *Realite de L'homme Nouveau*. Geneve: Labor et Fides, 1949.
- Berkhof, L. *Systematic Theology*. Grand Rapids: Eerdmans, 1974.
- Berkouwer, G.C. *Sin*. Grand Rapids: Eerdmans, 1971.
- Brown, Warren C., et al. *Whatever Happened to the Soul?* Minneapolis: Fortress Press, 1998.
- Buber, M. *Between Man and God*. New York: McMillan, 1978.
- _____. *I and Thou*. New York: Charles Scribners, 1955.
- Cairns, D. *The Image of God in Man*. London: SCM, 1953.
- Cairus, Aecio E. "The Doctrine of Man," in *Handbook of Seventh-day Adventist Theology*. Commentary Reference Series vol. 12, Raul Dederen ed. Hagerstown, MD: Review and Herald, 2000.
- Come, A.B. *Human Spirit and Holy Spirit*. Philadelphia: Westminster, 1959.
- Cosgrove, M.P. *The Essence of Human Nature*. Grand Rapids: Zondervan, 1977.
- Creencias de los Adventistas del séptimo día: una exposición Bíblica de las doctrinas fundamentales de la iglesia adventista del séptimo día*. Traducción de Armando Collins y Miguel A. Valdivia. Buenos Aires: ACES, 2006.
- Culbertson, P. *New Adam*. Minneapolis: Fortress Press, 1992.
- Cullmann, Oscar. *Immortality of the Soul and Resurrection of the Death: the Witness of the New Testament*. New York: Macmillan, 1958.
- Custance, A.C. *The Mysterious Matter of Mind*. Grand Rapids: Zondervan, 1980.
- Davis, C. *Body and Spirit*. New York: Seabury Press, 1976.
- DeChardin, P.T. *The Future of Man*. New York: Harper & Row, 1964.
- _____. *Man's Place in Nature*. New York: Harper & Row, 1965.
- _____. *The Phenomenon of Man*. New York: Harper & Row, 1965.
- Dillett, E.S. *Why Were We Born?* Smithtown: Exposition Press, 1980.
- Eckhart, M. *Tratados y sermones*. Buenos Aires, Las cuarenta, 2020.
- Fenn, R. K. *The Secularization of Sin*. Louisville: Westminster, 1991.
- Flyn, L.B. *What is Man?* Wheaton: Victor, 1978.

- Fox, D.A. *Buddhism, Christianity, and the Future of Man*. Philadelphia: Westminster, 1972.
- Frankl, V. F. *Man's Search for Meaning*. New York: Beacon Press, 1963.
- Franz Rosenzweig, *La Estrella de la Redención*, trad. M. García-Baró, Salamanca, Sígueme, 1997.
- Gaede, S.D. *Where God May Dwell*. Grand Rapids: Zondervan, 1985.
- Gafney, J. *Sin Reconsidered*. New York: Paulist Press, 1983.
- García Baró, M., *Del dolor, la verdad y el bien*, Salamanca, Sígueme, 2006.
- García-Baró, M., *De estética y mística*, Salamanca, Sígueme, 2007.
- Garrido-Maturano: “El origen de la oración. Notas sobre el carácter acontecimental de la oración en el pensamiento de Bernhard Casper”, publicado en *La hospitalidad del pensar. Homenaje a Bernhard Casper*, Buenos Aires, SB editorial, 2018. ISBN 978-987-4434-20-3., p. 230.
- Garrido-Maturano “El susurro y la eternidad. La reivindicación filosófica de la infancia de M. García-Baró”, publicado en: A. Serrano de Haro, I. Ortega y O. Belmonte (eds.), *el deber gozoso de filosofar. Homenaje a Miguel García-Baró*, Sígueme, Salamanca, 2018. ISBN 978-84-301-2012-3.
- Gulley, Norman R. *Systematic Theology. Creation, Christ, Salvation*. Berrien Springs, MI: Andrews University Press, 2012.
- Henry, M.: *C'est moi. La vérité. Pour une philosophie du christianisme*, París, Éditions Du Seuil, 1996.
- Henry, M.: *Incarnation. Une philosophie de la chair*, París, Éditions du seuil, 2000.
- Henry, M.: *Paroles du Christ*, París, Éditions du Seuil, 2002.
- Henry, M. : *L'essence de la manifestation*, París, Presses Universitaires de France, 1963.
- Johnsen, C. *Man--The Indivisible*. Oslo: Universitetsforlaget, 1971.
- Kierkegaard, S. *Los lirios del campo y las aves del cielo.*, trad. D. Gutiérrez Rivero, Madrid: Trotta, 2007.
- Kierkegaard, S. *La enfermedad mortal*, trad. D. Gutiérrez Rivero, Madrid: Trotta, 2008.
- Kierkegaard, S. *Una reflexión sobre la existencia humana*, México: Universidad Iberoamericana, 2009.
- Kierkegaard,S. *El instante*, trad. A. Albertsen, Madrid: Trotta, 2006.
- Kierkegaard, S. *Migajas filosóficas*, trad. D. González y O. Parcerro, Madrid, Trotta, 2016.
- Kierkegaard, S. *Mi punto de vista*, trad. J. M. Velloso, Madrid, Aguilar, 1983.
- Kierkegaard, S. *Ejercitación del cristianismo*, trad. D. Gutiérrez Rivero, Madrid, Trotta, 2009.
- Kierkegaard, S. *Para un examen de sí mismo recomendado a este tiempo*, trad. A. Albertsen, Madrid, Trotta, 2011.

- Lavelle, L. *De L'Ame Humaine*. Paris: Aubier, 1951.
- Lewis, C.S. *The Abolition of Man*. New York: McMillian, 1955.
- Marcuse, H. *One Dimensional Man*. Boston: Beacon Press, 1968.
- McDonald, H. D. *The Christian View of Man*. Westchester: Crossway, 1981.
- Menninger, K. *Whatever Became of Sin?* New York: Hawthorn, 1973.
- Meyer, Roland. *La vie après la mort*. Lausanne: Belle Rivière, 1989.
- Michaeli, F. *Dieu a L'image de L'homme*. Paris: Delachaux et Niestle, 1950.
- Moltmann, J. *Man: Christian Anthropology...* London: SPCK, 1974.
- Moore, A. *A Study of E.G.W.'s Concept of the Nature of Man*. M.A. Thesis. Walla Walla Univ, 1966.
- Murphy, Nancey. *Bodies and Souls, or Spirited Bodies?* Cambridge: Cambridge University Press, 2006.
- Niebuhr, R. *Man's Nature and His Communities*. New York: Charles Scribners, 1965.
- _____. *Moral Man and Immoral Society*. New York: Charles Scribners, 1960.
- _____. *Nature and Destiny of Man*. Vols. I & II. New York: Charles Scribners, 1964.
- _____. *The Self and the Dramas of History*. New York: Charles Scribners, 1955.
- Olsen, V. N. *Man, the Image of God: The Divine Design, The Human Distortion*. Hagerstown: Review and Herald, 1988.
- Olsen, V. N. *The New Relatedness for Man and Woman In Christ: A Mirror of the Divine*. Loma Linda: Center for Christian Bioethics, 1993.
- Padorano, A.T. *Original Sin and Christian Anthropology*. Washington: Corpus Books, 1969.
- Pannenberg, W. *What is Man?* Philadelphia: Fortress, 1970.
- Patočka, J. *Le monde naturel et le mouvement de l'existence humaine*, Dordrecht, Kluwer Academic Publishers, 1988.
- Patočka, J. "L'homme et le monde. Introduction à la phénoménologie de Husserl", en: *idem, Qu'est-ce que la phénoménologie?*, trad. E. Abrams, Grenoble, Éditions Jérôme Millon, 2002, pp. 83-127.
- Pittenger, W. N. *The Christian Understanding of Man*. Philadelphia: Westminster, 1964.
- Rahner, K. *Hominisation*. New York: Herder and Herder, 1965.
- Ramm, B. *Offense to Reason: The Theology of Sin*. San Francisco: Harper and Row, 1985.
- Roberts, D. E. *Psychotherapy and a Christian View of Man*. New York: Charles Scribners, 1950.
- Scott, N.A. Jr. *Mirrors of Man in Existentialism*. Nashville: Abingdon, 1969.

- Shinn, R. L. *Man: The New Humanism*. Philadelphia: Westminster, 1968.
- Stevenson, L. *Seven Theories of Human Nature*. New York: Oxford University Press, 1980.
- Strong, A.H. *Systematic Theology*. Valley Forge: Judson Press, 1976.
- Thiessen, H.C. *Introductory Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 1975.
- Vaucher, Alfred F. *La historia de la salvación. Teología sistemática*. Madrid: Editorial Safeliz, 1988.
- Wahlen, Clinton ed. *What Are Human Beings That You Remember Them?* Proceeding of the Third International Bible Conference Nof Ginosar and Jerusalem. Silver Spring, MD: Review and Herald, 2015.
- Zurcher, J. *Nature and Destiny of Man*. New York: Philosophical Library, 1969.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

COURSE OVERVIEW

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

Program Learning Outcomes (PO):

Origen of humanity, the fall, and sin- its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God. The Christian message confronts the world with the image of a true human identity. It is not a negative self annihilating message of Eastern mysticism, nor a utopia of liberalism. A human being is a priceless speck of dust of the ground, made in the image of God; a blade of grass whom God cherishes as the apple of His eye (Deuteronomy 32:10). But humans are rebels, slaves to themselves and their consequences. The story of the liberation of humans from themselves is the story of redemption

Student Learning Outcomes (SLO) The student:

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Capable of reaching specific social groups.

Student Learning Outcomes (SLO)

Upon the completion of this course students should be able to:

1. To examine different views of human nature throughout the history of theology.
2. To establish as closely as possible the Biblical picture of the original human nature.
3. To chart the Biblical view of human destiny, and the way of realizing this destiny.
4. To clarify as much as possible the importance and content of such traditional Christian doctrines as sin against the Holy Spirit, original sin, the fall, Imago Dei, immortality, and resurrection.
5. To point out the implications coming out from the different approaches to the doctrine of human nature on the notion of God, health, sin, salvation among others.
6. To give pastors insights for their ministry developed through preaching, bible studying and evangelism.
7. Informatively and concisely share the information gained during this semester in a written form in a manner reflecting their status as graduate students.
8. Learn how to work with a small group of students made up of randomly selected class members throughout the semester.

Date	Topic	Assignment Due	CLOs Addressed
Sunday, October 17	Registration, syllabus review, course introduction and methods of biblical interpretation	Reading report. Assignments for group study	
Monday, October 18	Origin of Humanity	Small group discussion and collaborative learning sessions.	
Tuesday, October 19	Origin of Humanity	Small group discussion and collaborative learning sessions.	
Wednesday, October 20	Origin of Humanity	Small group discussion and collaborative learning sessions.	
Thursday, October 21	Origin of Humanity	Small group presentations	

Date	Topic	Assignment Due	CLOs Addressed
Thursday, January 17		Final project is due today: January 17, 2022. The project must be posted on LearningHub and Email an electronic MSW document before midnight to: mailto:ahernandez@puc.edu	
Monday, February 17		Late assignments receive no more than a B by midnight on this day: February 17, 2022.	
Tuesday, March 17		Late assignments receive no more than a C by midnight this day: March 17, 2022.	
Tuesday March 31		<i>172 days from the first day of class,</i> Students who have not completed all intensive requirements by March 31, 2022 will receive an "F" and will need to repeat the class.	

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs	
		2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time		45 hrs
Independent Learning Activities	Name of Assignment #1 Pre-Intensive Reading		30 hrs
	Name of Assignment #2 20-page project/paper		60 hrs
Total Hours:			135 Hrs

Note. To make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview-- Above.

Late Submissions

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

ABOUT YOUR INSTRUCTOR

Ricardo Bentancur holds a B.A. in Theology from the Adventist University of Plata, Argentina, an M.A. in Theology from the Pontifical Catholic University of Argentina, a M. A. in Philosophy from the National University of Buenos Aires, and a Ph.D. in Philosophy and Letters from the National University of Cordoba, Argentina. For most of his forty-three years as an Adventist minister, he worked as a publisher. First at ACES, Southamerica, and then at Pacific Press. Since 2013 is the director of the International Department. He taught Ethics at the Carl Rogers Institute in Buenos Aires, and since 2016 he teaches at Andrews University. Prolific writer and preacher loves teaching and preaching.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another student during a regular or take-home test or quiz.
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D
				58-Below	F

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence, and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	

Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

Student _____

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

16

16