

# CHST 112: Survey of the New Testament

Prerequisite(s): None

Credits: 3

---



## I. Course Description

A survey of the content of the New Testament in its historical and cultural setting, with particular emphasis upon its relevance for today.

## II. Course Objectives

1. Demonstrate knowledge of the key historical matters related to the New Testament writings (e.g., author, date).
2. Demonstrate knowledge of the key literary features related to the New Testament writings (e.g., genre).
3. Articulate the major and minor theological themes presented in the New Testament writings.
4. Apply accurately and responsibly the major and minor theological themes found in the New Testament writings.

## III. Course Textbooks and Reading Materials

***\*Students must purchase in advance texts and/or materials for this course.***

***The Lion and the Lamb: New Testament Essentials from The Cradle, the Cross, and the Crown***

Andreas Köstenberger, L. Scott Kellum and Charles L. Quarles.

Nashville: Broadman & Holman Academic, 2012.

Hardcopy ISBN: 9781433677083

**Note:** this text is available as an e-book, but the e-book **does not have page numbers**. If you purchase the e-book instead of the hardcopy, you will need to, ***on your own***, figure out which page numbers in the syllabus correspond to which sections in the e-book.

## **IV: Weekly Information**

### **Module One – Week 1**

#### **The nature and scope of Scripture, the political and religious background of the New Testament, and an introduction to Jesus and the Gospels**

#### **Objectives**

At the end of this Module, you should be able to:

- Explain the basic layout of the New Testament. (Video 1 and Set 1 Discussion Questions)
- Discuss the canonicity of the New Testament, giving attention to the following elements: definition, process of canonicity, criteria employed in recognizing canonical writings, and the absence of selected writings. (Chapter 1, Quiz 1, Video 2, and Set 1 Study Questions)
- Discuss the concept of "inspiration," giving attention to the interrelated terms transmission, translation, inerrancy, and reliability. (Chapter 1, Quiz 1, Videos 3 and 4, Set 1 Study Questions, and Discussion 1)
- Identify and order key dates/events related to the Old Testament and New Testament. (Chapter 2, Quiz 1, Practice 1, and Set 1 Study Questions)
- Describe and differentiate the major religious and political groups in Jesus' day. (Chapter 2, Quiz 1, and Set 1 Study Questions)
- Explain the basic chronology of Jesus' life and ministry. (Chapter 3, Quiz 1, Practice 1, and Set 1 Study Questions)
- Discuss the "synoptic problem" and explain the basic solutions to the "synoptic problem." (Chapter 3, Quiz 1, and Set 1 Study Questions)

#### **Read and Study**

- Read Chapter 1 in your textbook, *The Lion and the Lamb* (pages 1-17), and watch Videos 1 and 2 on the layout of the New Testament and the canon of the New Testament.
- Read Chapter 2 in your textbook, *The Lion and the Lamb* (pages 19-35), and watch Videos 3 and 4 on the reliability of the New Testament.
- Read Chapter 3 in your textbook, *The Lion and the Lamb* (pages 38-50), and watch Video 5 on the synoptic problem.

#### **Deliverables**

Discussion: Introduction

Practice 1

Quiz 1

Written Assignment – Study Questions

## Discussion 1

### **Module Two – Week 2**

#### **The Gospel of Matthew, the Gospel of Mark, and the Gospel of Luke**

##### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to the synoptic Gospels: authorship, date, provenance, and purpose. (Chapters 4, 5, and 6; Videos 6, 7, and 8; Quiz 2; and Set 2 Study Questions)
- Describe the important literary matters tied to the synoptic Gospels and their relationship to one another. (Chapters 4, 5, and 6; Videos 6, 7, and 8; Quiz 2; Set 2 Study Questions; and Discussion 2)
- Describe the basic content of the synoptic Gospels as well as the major and minor theological themes in them. (Chapters 4, 5, and 6; Videos 6, 7, and 8; Quiz 2; Practice 2; and Set 2 Study Questions)

##### **Read and Study**

- Read the Gospel of Matthew in your Bible; read Chapter 4 in your textbook, *The Lion and the Lamb* (pages 53-75); and watch Video 6 on Matthew.
- Read the Gospel of Mark in the Bible; read Chapter 5 in your textbook, *The Lion and the Lamb* (pages 76-85); and watch Video 7 on Mark.
- Read the Gospel of Luke in your Bible; read Chapter 6 in your textbook, *The Lion and the Lamb* (pages 87-104); and watch Video 8 on Luke.

##### **Deliverables**

Practice 2

Quiz 2

Written Assignment – Set 2 Study Questions

Discussion 2

### **Module Three – Week 3**

#### **The Gospel of John, the Book of Acts, and an Introduction to Paul and His Letters**

##### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to the Gospel of John: authorship, date, provenance, and purpose. (Chapter 7, Video 9, Set 3 Study Questions, Midterm Exam)

- Describe the important literary matters tied to the Gospel of John. (Chapter 7, Video 9, Set 3 Study Questions, and Midterm Exam)
- Describe the basic content of the Gospel of John and demonstrate an acquaintance with its key theological themes. (Chapter 7, Video 9, Set 3 Study Questions, Practice 3, and Midterm Exam)
- Explain the key historical issues related to the Book of Acts. (Chapter 8, Video 10, Set 3 Study Questions, and Midterm Exam)
- Describe the important literary matters tied to the Book of Acts. (Chapter 8, Video 10, Set 3 Study Questions, and Midterm Exam)
- Describe the basic content of the Book of Acts and demonstrate an acquaintance with its key theological themes. (Chapter 8, Video 10, Set 3 Study Questions, Practice 3, and Midterm Exam)
- Describe a basic biography for the Apostle Paul. (Chapter 9, Video 11, Set 3 Study Questions, and Midterm Exam)
- Order Paul's letters and travels chronologically. (Chapter 9, Video 11, Set 3 Study Questions, Practice 3, and Midterm Exam)

### **Read and Study**

- Read the Gospel of John in the Bible; Chapter 7 in your textbook, *The Lion and the Lamb* (pages 105-120); and watch Video 9 on John.
- Read the book of Acts in the Bible; Chapter 8 in your textbook, *The Lion and the Lamb* (pages 122-137); and watch Video 10 on Acts.
- Read Chapter 9 in your textbook, *The Lion and the Lamb* (pages 138-148), and watch Video 11 on Paul and his letters.

### **Deliverables**

Practice 3

Written Assignment – Set 3 Study Questions

Midterm Exam

**Note:** There is no discussion question or quiz this week due to the midterm exam.

## **Module Four – Week 4**

### **Paul's Letter to the Galatians, Paul's Thessalonian Correspondence, and Paul's Corinthian Correspondence**

### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to the letter to the Galatians: authorship, date, provenance, and purpose. (Chapter 10, Video 12, Set 4 Study Questions, Quiz 3)
- Describe the important literary matters tied to the letter to the Galatians. (Chapter 10, Video 12, Set 4 Study Questions, Discussion 3)
- Describe the basic content of the letter to the Galatians and demonstrate an acquaintance with its key theological themes. (Chapter 10, Video 12, Set 4 Study Questions, Practice 4, Quiz 3, Discussion 3)
- Explain the key historical issues related to the letters to the Thessalonians: authorship, date, provenance, and purpose. (Chapter 11, Video 13, Set 4 Study Questions, Quiz 3)
- Describe the important literary matters tied to the letters to the Thessalonians. (Chapter 11, Video 13, Set 4 Study Questions, Discussion 3)
- Describe the basic content of the letters to the Thessalonians and demonstrate an acquaintance with their key theological themes. (Chapter 11, Video 13, Set 4 Study Questions, Practice 4, Quiz 3, Discussion 3)
- Explain the key historical issues related to the letters to the Corinthians: authorship, date, provenance, and purpose. (Chapter 12, Video 14, Set 4 Study Questions, Quiz 3)
- Describe the important literary matters tied to the letters to the Corinthians. (Chapter 12, Video 14, Set 4 Study Questions, Discussion 3)
- Describe the basic content of the letters to the Corinthians and demonstrate an acquaintance with their key theological themes. (Chapter 12, Video 14, Set 4 Study Questions, Practice 4, Quiz 3, Discussion 3)

### **Read and Study**

- Read Galatians in the Bible; Chapter 10 in your textbook, *The Lion and the Lamb* (pages 150-160); and watch Video 12 on Galatians.
- Read 1-2 Thessalonians in the Bible; Chapter 11 in your textbook, *The Lion and the Lamb* (pages 162-174); and watch Video 13 on 1-2 Thessalonians.
- Read 1-2 Corinthians in the Bible; Chapter 12 in your textbook, *The Lion and the Lamb* (pages 176-205); and watch Video 14 on 1-2 Corinthians.

### **Deliverables**

Practice 4

Quiz

Written Assignment – Set 4 Study Questions

Discussion 3

## **Module Five – Week 5**

### **Paul's Letter to the Romans and the Prison Epistles: Philippians, Ephesians, Colossians, and Philemon**

#### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to the letter to the Romans: authorship, date, provenance, and purpose. (Chapter 13, Video 15, Set 5 Study Questions, Quiz 4)
- Describe the important literary matters tied to the letter to the Romans. (Chapter 13, Video 15, Set 5 Study Questions)
- Describe the basic content of the letter to the Romans and demonstrate an acquaintance with its key theological themes. (Chapter 13, Video 15, Set 5 Study Questions, Practice 5, Quiz 4)
- Explain the key historical issues related to Paul's prison letters (Philippians, Ephesians, Colossians, and Philemon): authorship, date, provenance, and purpose. (Chapter 14, Videos 16, 17, 18 and 19, Set 5 Study Questions, Quiz 4)
- Describe the important literary matters tied to Paul's prison letters (Philippians, Ephesians, Colossians, and Philemon). (Chapter 14, Videos 16, 17, 18 and 19, Set 5 Study Questions, Discussion 4)
- Describe the basic content of Paul's prison letters (Philippians, Ephesians, Colossians, and Philemon) and demonstrate an acquaintance with their key theological themes. (Chapter 14, Videos 16, 17, 18 and 19, Set 5 Study Questions, Practice 5, Quiz 4, Discussion 4)

#### **Read and Study**

- Read Romans in your Bible; Chapter 13 in your textbook, *The Lion and the Lamb* (pages 207-229); and watch Video 15 on Romans.
- Read the Prison Epistles in the Bible (Philippians, Ephesians, Colossians, and Philemon); Chapter 14 in your textbook, *The Lion and the Lamb* (pages 231-264); and watch Videos 16, 17, 18, and 19 on the Prison Epistles.

#### **Deliverables**

Practice 5

Quiz 4

Written Assignment – Set 5 Study Questions

Discussion 4

## **Module Six – Week 6**

### **Paul's Pastoral Epistles, the Letter to the Hebrews, and the Letter of James**

#### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to the Pastoral Epistles: authorship, date, provenance, and purpose. (Chapter 15, Videos 20-21, Set 6 Study Questions, Quiz 5)
- Describe the important literary matters tied to the Pastoral Epistles. (Chapter 15, Videos 20-21, Set 6 Study Questions)
- Describe the basic content of the Pastoral Epistles and demonstrate an acquaintance with their key theological themes. (Chapter 15, Videos 20-21, Set 6 Study Questions, Practice 6, Quiz 5)
- Explain the key historical issues related to the letter to the Hebrews: authorship, date, provenance, and purpose. (Chapter 16, Video 22, Set 6 Study Questions, Quiz 5)
- Describe the important literary matters tied to the letter to the Hebrews. (Chapter 16, Video 22, Set 6 Study Questions)
- Describe the basic content of the letter to the Hebrews and demonstrate an acquaintance with its key theological themes. (Chapter 16, Video 22, Set 6 Study Questions, Practice 6, Quiz 5)
- Explain the key historical issues related to the letter of James: authorship, date, provenance, and purpose. (Chapter 17, Video 23, Set 6 Study Questions, Quiz 5)
- Describe the important literary matters tied to the letter of James. (Chapter 17, Video 23, Set 6 Study Questions)
- Describe the basic content of the letter of James and demonstrate an acquaintance with its key theological themes. (Chapter 17, Video 23, Set 6 Study Questions, Practice 6, Quiz 5)

#### **Read and Study**

- Read the Pastoral Epistles (1-2 Timothy and Titus) in the Bible; Chapter 15 in your textbook, *The Lion and the Lamb* (pages 266-285); watch Videos 20 and 21 on the Pastoral Epistles.
- Read Hebrews in the Bible; Chapter 16 in your textbook, *The Lion and the Lamb* (pages 288-308); watch Video 22 on the Pastoral Epistles.
- Read James in the Bible; Chapter 17 in your textbook, *The Lion and the Lamb* (pages 309-322); watch Video 23 on James.

#### **Deliverables**

Practice 6

Quiz 5

Written Assignment – Set 6 Study Questions

Discussion 5

### **Module Seven – Week 7**

#### **The Petrine Epistles and the Letter of Jude, the Johannine epistles, and the Book of Revelation**

#### **Objectives**

At the end of this Module, you should be able to:

- Explain the key historical issues related to 1-2 Peter and Jude: authorship, date, provenance, purpose, and their literary relationship. (Chapter 18, Video 24, Set 7 Study Questions, Final Exam)
- Describe the important literary matters tied to 1-2 Peter and Jude. (Chapter 18, Video 24, Set 7 Study Questions, Final Exam)
- Describe the basic content of 1-2 Peter and Jude and demonstrate an acquaintance with their key theological themes. (Chapter 18, Video 24, Set 7 Study Questions, Practice 7, Final Exam)
- Explain the key historical issues related to 1-3 John: authorship, date, provenance, purpose, and circumstance. (Chapter 19, Video 25, Set 7 Study Questions, Final Exam)
- Describe the important literary matters tied to 1-3 John. (Chapter 19, Video 25, Set 7 Study Questions, Final Exam)
- Describe the basic content of 1-3 John and demonstrate an acquaintance with their key theological themes. (Chapter 19, Video 25, Set 7 Study Questions, Practice 7, Final Exam)
- Explain the key historical issues related to Revelation: authorship, date, provenance, purpose, and genre. (Chapter 20, Video 26, Set 7 Study Questions, Final Exam)
- Describe the important literary matters tied to Revelation. (Chapter 20, Video 26, Set 7 Study Questions, Final Exam)
- Describe the basic content of Revelation and demonstrate an acquaintance with its key theological themes. (Chapter 20, Video 26, Set 7 Study Questions, Final Exam)

#### **Read and Study**

- Read 1-2 Peter and Jude in your Bible; Chapter 18 in your textbook, *The Lion and the Lamb* (pages 324-354); and watch Video 24 on 1-2 Peter and Jude.
- Read 1-3 John in your Bible; Chapter 19 in your textbook, *The Lion and the Lamb* (pages 356-373); and watch Video 25 on 1-3 John.



- Read Revelation in your Bible; Chapter 20 in your textbook, *The Lion and the Lamb* (pages 374-395); and watch Video 26 on Revelation.

## **Deliverables**

Practice 7

Written Assignment – Set 7 Study Questions

Final Exam

**Note:** There is no discussion question or quiz this week due to the final exam.

## **V. Course Information and Grading**

### **Course Requirements (Weekly)**

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards (20%), Practices (5%), Quizzes (10%), Study Questions (20%), and two Exams (20% and 25%).

### **Class Discussions**

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
  - a. Undergraduate Word Count Requirements:
    - i. Initial post must be >200 words
    - ii. Responses must be >150 words
  - b. Graduate Word Count Requirements:
    - i. Initial post must be >250 words
    - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

### **Late and Make-up Assignments**

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

### **Written Work**

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7<sup>th</sup> edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

**Grading Scale and Assigned Letter Grades**

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted during the week following the closing of the learning module. No grades will be given to students over the phone.

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = <60

**Discussion Board Assignments and Grading (5 Total for 20% of Final Grade)**

For Discussions 1-5 your initial post is due by Thursday, 11:59PM Eastern time. Your two responses to the posts of other students are due by Sunday, 11:59PM Eastern time. Students must meet initial and response post deadlines to be eligible for full points.

### Undergraduate Discussion Board Rubric (40 points possible)

Rubric Criteria	Minimal	Competent	Effective	Mastery
<p><i>Pts Possible: 0 - 20</i></p> <p><b>Initial Post</b> Understanding: Discovers and conveys understanding through relevant discussion with peers. Relevant and proper business writing and critical thought development. Posts timely.</p> <p><b>A minimum of 2 peer-reviewed sources are cited in the post and listed in appropriate APA format at the end of the post.</b></p>	<p><i>Pts Possible: 0 - 5</i> Student provides weak contribution to the discussion board. Addresses the questions in a manner that is unclear or does not convey concept understanding. Shows evidence of critical thought but is not concise or complete. Does not cite any peer-reviewed sources. <b>Post is less than 75 words.</b> <b>0 points if post is not submitted by 11:59 p.m. on Thursday.</b></p>	<p><i>Pts Possible: 6 - 10</i> Student makes contribution by making a mostly complete response to the questions. The contribution is mostly restatement of materials. Student conveys thoughts adequately; however, needs to further develop critical aspects. Student cites 1 peer-reviewed source. Not in appropriate APA format. A few writing errors. <b>Post has between 75 - 124 words.</b></p>	<p><i>Pts Possible: 11-15</i> Student advances the discussion and body of knowledge providing relevant, original thoughts to the question. Student conveys thoughts in a well- rounded manner that shows understanding, critical thought and application of concepts. Student cites 2 peer-reviewed sources in the body of the post. Not APA format. Well written. <b>Post has between 125 – 200 words.</b></p>	<p><i>Pts Possible: 16-20</i> Student provides relevant and thought-provoking viewpoints to the question. Post is innovative and indicates a high level of thought. Student writing shows a high level of critical thought, analysis and application of concepts and ideas. Student cites 2 peer-reviewed sources in the body of the post in proper APA format. Very well-written. <b>Post exceeds 200 words.</b></p>
<p><i>Pts Possible: 0 - 20</i></p> <p><b>Response Posts</b> Discovers key areas of knowledge and concepts from peers. Furthers the body of knowledge by responding to peers' posts with relevant and thought-provoking comments. <b>A minimum of 1 peer-reviewed source is cited and listed in appropriate APA format at the end of each student response.</b> <b>0 points = no response posts.</b> <b>10 points = 1 response post.</b></p>	<p><i>Pts Possible: 0 - 5</i> Student shows minor comprehension of the concepts and viewpoints from peers. The responses are vague and do not show understanding or integration. Poorly written. Does not cite any peer-reviewed sources. <b>Post is less than 75 words.</b></p>	<p><i>Pts Possible: 6 - 10</i> A student shows adequate understanding of the knowledge and concepts posted by peers. The responses are mostly "I agree..." Student cites 1 peer-reviewed source. Peer reviewed source was somewhat relevant and published within past 5 years. <b>Post has between 75 - 124 words.</b></p>	<p><i>Pts Possible: 11-15</i> Student advances the discussion providing additional commentary and critique. The responses are correct but mostly restate the peers' viewpoints without development of critical thought. Student cites 2 peer-reviewed sources. Peer-reviewed sources are relevant and were published within past 3 years. <b>Post has between 125- 150 words.</b></p>	<p><i>Pts Possible: 16-20</i> Student advances the discussion providing additional commentary that is relevant or offers an alternative. Critical thought development is evidenced by thoughtful and meaningful responses. Student cites 2 peer-reviewed sources, current and relevant publication. Published within past 3 years. <b>Each student response exceeds 150 words.</b></p>

As stated above, in addition to your initial response, which is due by 11:59PM on Thursday, you must respond substantively to the responses of at least two of your classmates. Below are some strategies for composing those responses.

*Strategy One: Extend the idea.* Has your peer provided a good observation that you can corroborate with additional data? Perhaps he or she has made an observation from the textbook, but there was a similar point made in the lecture or your biblical reading that is applicable to the idea as well but from a slightly different angle.

*Strategy Two: Clarify the idea.* Maybe your peer is mostly correct, but you feel the idea is being described in a way that differs from your understanding. Pose your reading of the material and ask for interaction about the difference.

*Strategy Three: Draw out implications.* Perhaps your peer has described a concept but has not drawn out the implications for the Christian life. In fact, that may not be a specific part of the question. Nonetheless, it would be legitimate to think through what some of those implications are and then respond with thoughts on some of the most interesting ones you've thought of. Note that each chapter offers "Points of Application" (just above the Study Questions). Those may intersect with the question and provide you some avenues for discussion. This could also be done from the position of a skeptic. Maybe you find the implications of a particular concept to be unreasonable. Feel free to question the reasonableness of it.

*Strategy Four: Pose a question about the peer's post and then think through it in your reply.* Perhaps you are a believer but just want to try to think about the issue from the position of a skeptic. Raise the potential objection, then provide a possible response to that objection, and conclude with a request from others for their thoughts.

### **Practice Assignments (7 Total for 5% of Final Grade)**

Each week you have the opportunity to practice what you have learned. The practice assignments require you to match, order, and identify key events, chapters, and concepts in and related to the New Testament. For each practice assignment you may use your Bible, textbook, and notes to answer, and you are required to keep redoing the practice until you get 100%. Each practice is due by Sunday, 11:59PM Eastern time. These Practices will help you do well on your quizzes and exams, so you should make the most of these assignments.

### **Quizzes (5 Total for 10% of Final Grade)**

Each week (except for the weeks when you have an exam), you will take a quiz. These quizzes will be 10 questions each. Blackboard will only show you one quiz question at a time, and you will have 5 minutes to take each quiz. You must take each quiz by Sunday, 11:59PM Eastern time on the week it is due. You may not use your book or your notes or any other "helps" on this quiz

### Study Questions (7 Total for 20% of the Final Grade)

Each week you are assigned study questions from the chapters you are reading in *The Lion and the Lamb*. You are only required to answer the questions specified in the syllabus and on Blackboard. You should answer the study questions for the week in a single MSWord document and submit them via the link on Blackboard. Some of these questions can be answered in a few words; some will require a good paragraph or more to answer. The rubric for how these study questions will be graded is below.

Rubric Criteria	Minimal	Competent	Effective	Mastery
<i>Pts Possible: 0 - 80</i> <b>Critical &amp; Clear</b> Addresses the question directly. Demonstrates active critical thinking relevant to the question and answers effectively.	<i>Pts Possible: 0 - 39</i> Work did not consistently meet expectations, as significant details of the questions are not addressed. Lacks critical thought, analysis and application.	<i>Pts Possible: 40 - 59</i> Comprehension is not shown consistently throughout the assignment. Marginal responses provided. Answers to questions are not fully developed.	<i>Pts Possible: 60 - 69</i> Demonstrates satisfactory understanding but does not answer all questions thoroughly or in full. Demonstrates knowledge of appropriate concepts and theories in answers.	<i>Pts Possible: 70 - 80</i> Effectively and directly addresses the questions. Relevant use of proper concepts and vocabulary throughout the assignment. Demonstrates superior knowledge of appropriate concepts in answers.
<i>Pts Possible: 0 - 20</i> <b>Properly Written</b> Proper structure, grammar and spelling	<i>Pts Possible: 0 - 10</i> Poorly written. Multiple structure, grammar and/or spelling errors that detract from the content.	<i>Pts Possible: 11 - 20</i> Fairly well written. Some structure, grammar and spelling errors.	<i>Pts Possible: 21-30</i> Well written. Very few structure, grammar and/or spelling errors.	<i>Pts Possible: 31-40</i> Very well written. Proper and relevant use of vocabulary, structure, grammar and spelling. Well-organized responses that fully and completely address all the questions.