



Teaching the Bible

CEEF6310 On-campus Wednesday's 8-10:50
New Orleans Baptist Theological Seminary
Christian Education Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to explore the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2014-2015 academic year that Core Value is *Spiritual Vitality*.

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately.
2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

Course Description

The course explores the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

Student Learning Outcomes

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of the Biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Be able to develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010 (ISBN: 978-080544856-6)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

Yount, William. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008.

Optional Texts

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310-25966-4)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3d ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992. (ISBN: 987-1590524527)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998. (ISBN: 0-8054-1199-2)

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)

Course Teaching Methodology

Units of Study

The topics of study that will be covered in the course are as follows: Biblical models of instruction, Scripture exegesis, lesson plan development, examination of educational theories, teaching-learning process, learning objectives, teaching methods, and lesson plan evaluation.

Teaching Method

This course will emphasize a format of teaching and learning including small groups, case studies, lecture, PowerPoint presentations, videos, and analysis of interaction with the goal of providing balanced instruction to engage the mind, the will, and the emotion of the student.

Delivery Format

The course will be delivered in the weekly semester-long format with 16 class sessions.

Assignments and Evaluation Criteria

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Exegetical Paper*: (20%) Due: **Unit 4** (2/18/15)
Students will write a **5-page historical-context or exegetical paper** on a passage of Scripture that they will develop into a lesson plan later in the semester. The paper should include information on the book of the Bible – its author, dating, purpose, major themes, etc. (*no more than a page of the paper content*) and specific explanation and implications of the selected passage. Students should consult **at least 5 scholarly sources** outside of the required textbooks to support the content of the paper. Students should use **section headings** in their papers and a set of sample headings appear below:
 - ✓ *Bible Book Information*: Author, Dating, Purpose, Major Themes, etc.
 - ✓ *Text Observations*: What does the text say?, Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?
 - ✓ *Text Interpretation*: What was the intended meaning of the text to the original audience?
 - ✓ *Biblical Principle*: What is the timeless truth from the text?
 - ✓ *Life Application*: How does the text apply to a believer in Christ?, How does the text apply for a non-believer in Christ?
 - ✓ *Life Transformation*: Based on the biblical principle, what must a believer do or change? How should/could a non-believer respond to the biblical principle?

2. *Textbook Reading*: (10%) Due: **Unit 13** (5/6/15)
Students will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation. The professors reserve the right to monitor reading through a variety of means, such as class assignments, discussion questions, reading percentage, etc. Students will be asked to indicate their reading percentage of the required text the class session before the last class session.
****Textbook Reading Assessment will be conducted via Blackboard (online).**

Affective Domain of Learning

3. *Student Needs Assessment*: (10%) Due: **Unit 5** (3/4/15)
Students will conduct a Student Needs Assessment for a specific age group that either they teach or is in their church by using the “Student Needs Assessment Instrument” in Table 9 of *Creative Bible Teaching* to complete the assignment. Note: *Students may complete the Student Needs Assessment on the same age group of teaching observation to enhance student’s observation skills and student’s ability to provide rationale for observation paper.*

4. *Bible Teaching Observation*: (20%) Due: **Unit 7** (3/18/15)

Each student will observe **a Bible teaching session** in a church, *in-person* not via technology, of a Sunday school, small groups, discipleship class, etc. During the observation time, students should pay attention to **the teacher** – his/her teaching methods, lesson structure, exegesis of Scripture, interaction with those present, application of Scripture, and the “take-away” from the lesson (implication for the participants) and **the students** – their participation, engagement in learning, interaction with teacher, evidence of knowledge learned and expression of “buy-in” to implement lesson content, etc. Students will submit a **5-page** written report of the observation, including the following sections:

- a) The setting and target audience of the teaching session (setting – rural, urban, inner city, etc. and demographics of group – # of students, age range, gender, etc.)
- b) A description and diagram of the physical setting in which the teaching was held
- c) A description of the curriculum or materials used by the teacher (evidence of planning, preparation, and lesson plan development).
- d) Identification of the primary Scripture text taught during the session and the text principle taught.
- e) After the observation, student should verify the exegesis is accurate and the principle is present in text. Did your research of the text align with the teacher observed?
- f) Teaching methods used by the teacher.
- g) A summary about students present (# of students, identity engagement in lesson, interaction with teacher, evidence of learning, expression of “buy-in” to principle implementation, etc.)
- h) Things you observed that were excellent and contributed to the teaching-learning process. Provide explanation of why you endorse (**at least 1 page of content**).
- i) Things you would do differently if teaching this same group and this same passage. Provide rationale for the changes you would make (**at least 1 page of content**).

Psychomotor Domain of Learning

5. *Teaching Idea and Lesson Aims*: (5%)

Due: **Unit 8** (4/8/15)

Students will submit a **one-page** paper with one teaching idea and three lesson aims (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture researched in the exegetical paper. Students should use the format of the lesson aims provided in *Creative Bible Teaching* (p.143).

6. *Teaching Plan and Rationale Paper*: (30%)

Due: **Unit 14** (4/29/15)

With the selected Scriptural text of the exegetical paper, students will write **a detailed lesson plan** to teach in a particular ministry setting. Lesson plans should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the HBLT teaching model presented in *Creative Bible Teaching*. In addition to the detailed lesson plan, the student will be required to write **a rationale** for each area of the lesson plan. These following are the minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults).
- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch

margins, with Turabian cover sheet, page numbers, and section headings.

- The usage of at least 8 sources other than the required textbooks to support rationale paper content.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

7. *Class Participation: 5%*

Each student is expected to participate fully in class sessions through discussions and activities. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, activity completion, and evidence of discussion engagement.

Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Absences

Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 3-hour course is nine classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

Classroom and Online Decorum

Classroom participation is required for *every class session*. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook (i.e., *no ball caps or flip-flops*).
- To turn off cell phones and not to accept any phone calls during class.
- To use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Facebook, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

Netiquette: Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic media. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

Course Evaluation

The professor will prescribe a grade based upon the student’s satisfactory completion of the following:

| | |
|--|-----|
| <i>Exegetical Paper</i> | 20% |
| <i>Textbook Reading</i> | 10% |
| <i>Student Needs Assessment</i> | 10% |
| <i>Bible Teaching Observation</i> | 20% |
| <i>Teaching Idea & 3 Lesson Aims</i> | 5% |
| <i>Teaching Plan & Rationale Paper</i> | 30% |
| <i>Class Participation</i> | 5% |

Course Schedule

| Unit Date | Topic | Assignments Due |
|----------------------|--|--|
| Introduction 1/21 | Syllabus Review Course Overview The Nature of Teaching | Chapters 1-2 <i>Teaching Ministry of the Church</i> |
| Unit 1 1/28 | Biblical Models of Instruction | Appendix D <i>Teaching that Transforms</i> Chapter 5 <i>Teaching Ministry of the Church</i> |
| Unit 2 2/4 | Scripture Exegesis | Chapters 1-5 <i>Creative Bible Teaching</i> Chapters 1-5 <i>Teaching That Transforms</i> Chapter 12 <i>Teaching Ministry of the Church</i> |
| Unit 3 2/11 | Theories of Education | Chapter 6-7 <i>Creative Bible Teaching</i> Chapter 6-7, and Appendix A, B, C, H <i>Teaching that Transforms</i> Chapter 7 and 11 <i>Teaching Ministry of the</i> |

| | | |
|----------------------------|--|--|
| | | <i>Church</i> |
| Unit 4 2/18 | Teaching and Learning | Chapters 3,4, & 6 <i>Teaching Ministry of the Church</i> Exegetical Paper Due in class |
| Unit 5 2/25 | Learning Objectives | Chapter 8 <i>Creative Bible Teaching</i> Chapter 13 <i>Teaching Ministry of the Church</i> Pages 158-171, 291-293 <i>Teaching that Transforms</i> |
| Unit 6 3/4 | Teaching Methods | Chapters 9-11 <i>Creative Bible Teaching</i> Chapters 8-13 <i>Teaching that Transforms</i> Student Needs Assessment Due in class |
| Unit 7 3/11 | Designing a Good Hook | Appendix G <i>Teaching that Transforms</i> Other selected readings listed in Teaching Unit 8 |
| Unit 8 3/18 | Lesson Plan Development Hook-Book-Look-Took Method | Chapter 13-14 <i>Creative Bible Teaching</i> Chapter 14 <i>Teaching Ministry of the Church</i> Chapter 9 <i>Teaching that Transforms</i> Bible Teaching Observation Due in class |
| 3/23-3/27 | Spring Break | |
| Unit 9 4/1 | Lesson Plan Development Continued | Chapter 12 <i>Creative Bible Teaching</i> Chapter 6 & 19 <i>Teaching Ministry of the Church</i> |
| Unit 10 4/8 | Putting it all together | Chapters 8,9 & 10 <i>Teaching Ministry of the Church</i> Teaching Idea/3 Lesson Aims Due in class |
| Unit 11 4/15 | Biblical and Theological Foundations for Teaching Ministry in the Church | Chapters 15-16 <i>Teaching Ministry of the Church</i> Chapters 17-18 <i>Creative Bible Teaching</i> |
| Unit 12 4/22 | Developing Bible Teachers in the Church Cont'd | Chapters 17-18 <i>Teaching Ministry of the Church</i> Chapters 15-16 <i>Creative Bible Teaching</i> |
| Unit 13 Unit 14 4/29 | Structuring the Teaching Ministry of Church | Chapters 19-23 <i>Teaching Ministry of the Church</i> Teaching Plan & Rationale Due |
| Unit 14 5/6 | Teaching Resources Class Conclusion/Final | LifeWay Reading Verification Due |

*Tentative Class Session Schedule

*The professor reserve the right to make changes to the schedule as needed.

**Students are responsible for all assigned readings. All readings may not be covered in class.

Selected Bibliography

- Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.
- Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.
- Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.

- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- Palmer, Earl, Roberta Hestenes, and Howard Hendricks. *Mastering Teaching*. Portland, OR: Multnomah Press, 1984.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001.
- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Roehlekepartain, Eugene C. *The Teaching Church: Moving Christian Education to Center Stage*. Nashville, TN: Abingdon Press, 1993.
- Schultz, Thom, and Joani Schultz. *The Dirt on Learning: Groundbreaking Tools to Grow Faith in Your Church*. Loveland, CO: Group Publishing, 1999.
- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Smith, Wilbur M. *Profitable Bible Study*, 2ed. Natick, MA: W.A. Wilde Company, 1963.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- Taulman, James E. *Never Tell Anybody Anything You Can Get Them to Discover for Themselves*. Nashville, TN: Broadman Press, 1990.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
- Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)

_____. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.

Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciplers*. Nashville, TN: Broadman & Holman, 2007.

Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

Rubric for Teaching the Bible Lesson Plan CEEF 6310

Christian Education Division, New Orleans Baptist Theological Seminary

Student: _____ Date: ____/____/____

Professor: _____

| ELEMENT | Unsatisfactory 0 | Partially Proficient 1 | Proficient 2 | Exemplary 3 | Points |
|---------|--|--|---|--|--------|
| Content | Shows inadequate integration of biblical theology and hermeneutics | Shows adequate integration of biblical theology and hermeneutics | Shows good integration of biblical theology and hermeneutics | Shows excellent integration of biblical theology and hermeneutics | ___/3 |
| | Shows inadequate understanding of lesson design and construction | Shows adequate understanding of lesson design and construction | Shows good understanding of lesson design and construction | Shows excellent understanding of lesson design and construction | ___/3 |
| | Makes poor practical application to teaching ministry | Makes adequate practical application to teaching ministry | Makes good practical application to teaching ministry | Makes excellent practical application to teaching ministry | ___/3 |
| | Demonstrates little or no understanding of educational theory and practice | Demonstrates some understanding of educational theory and practice | Demonstrates good understanding and reflection on educational theory and practice | Demonstrates excellent understanding and reflection on educational theory and practice | ___/3 |
| | Fails to include lesson elements or components | Includes some lesson elements or components | Includes most lesson elements or components | Includes all lesson elements or components | ___/3 |
| | Fails to explain lesson elements or components clearly and concisely | Explains some lesson elements or components clearly and concisely | Explains most lesson elements or components clearly and concisely | Explains all lesson elements or components clearly and concisely | ___/3 |

| ELEMENT | Unsatisfactory 0 | Partially Proficient 1 | Proficient 2 | Exemplary 3 | Points |
|-------------------|--|--|---|---|---------------|
| Organization | Uses an incoherent lesson plan or lesson structure outside class assignment | Uses an incomplete lesson plan which resembles class assignment | Uses a complete lesson plan which resembles class assignment with some variations | Uses a complete lesson plan which represents class assignment with few variations | ___/3 |
| | Demonstrates poor writing skills: structure, grammar, word usage, spelling | Demonstrates adequate writing skills: structure, grammar, word usage, spelling | Demonstrates good writing skills: structure, grammar, word usage, spelling | Demonstrates excellent writing skills: structure, grammar, word usage, spelling | ___/3 |
| Style | Shows poor use of Turabian writing guidelines in headings, spacing, and citations | Shows adequate use of Turabian writing guidelines in headings, spacing, and citations | Shows proficient use of Turabian writing guidelines in headings, spacing, and citations | Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations. | ___/3 |
| Writing Mechanics | Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and requires revision. | Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability. | Edits the text with minor errors in grammar, capitalization, punctuation, and spelling. | Edits the text with no errors in grammar, capitalization, punctuation, and spelling. | ___/3 |
| Total Points: | | | | | ___/30 |

Additional Comments: