

# Luther Rice University

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## & Seminary

Student Learning Outcomes:  
Implementation

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## A ROAD MAP TO IMPLEMENTING SLO'S

### Step One: Identifying ILO's and Courses to be assessed

LRU's Mission: To provide biblical education for Christian ministers and leaders around the world with an end to granting undergraduate and graduate degrees.



LRU's Mission informs and determines the ILO's:

Institutional Learning Outcome	Assessment Time Table
Exegetical/Expositional	Spring 2014
Pastoral/Leadership	Spring 2014
Theological/Apologetical	Fall 2014
Evangelical/Devotional	Fall 2014
Academic/Discipleship	Spring 2015
Communication	Spring 2015

LRU's ILO's inform and determine the PLO's



Parent Institutional Learning Outcome	Program	Program Learning Outcome
Various	BAR	Various
Various	MAA	Various
Various	MABC	Various
Various	MACS	Various
Various	MAL	Various
Various	MDIV	Various
Various	DMIN	Various

The following courses have been selected for the spring 2014 assessment cycle term:

Undergraduate Course	Course Title	Graduate Course	Course Title
BH 201	Biblical Interpretation	BH 5201	Introduction to Biblical Hermeneutics
OT 303	Genesis	AP 5905	Biblical Apologetics
NT 102	New Testament Survey	OT 5200	Introduction to the Old Testament
OT 101	Old Testament Survey	NT 5200	Introduction to the New Testament
PA 302	Pastoral Work	CO 5703	Helping Skills
PA 301	Leadership	CO 6706	Crisis Counseling and Pastoral Care
BC 320	Introduction to Biblical Counseling	NT 6206	Romans
BC 460	Biblical Counseling in Ministry	OT 6223	Isaiah
		LD 6807	Strategic Planning
		LD 6810	Coaching and Mentoring
		BE 7405	Delivering and Expository Message
		CM 7402	The Work of Ministry
		DMPC 827	Advanced Biblical Counseling
		DMRP 950	Doctoral Research Project

The courses above have been specifically selected for their connection to the ILO 1 (Exegetical/Expositional) and ILO 3 (Pastoral/Leadership).

## Step Two: Developing PLO's and CLO's

The MAA, MABC, MACS, MAL, and MDIV currently have refined PLO's. While the BAR has PLO's, the 2012-2013 BAR Program Review recommends that these PLO's be reviewed and possibly replaced with more specific, measurable, mission driven PLO's. Once PLO's are created that properly align with the ILO's and the mission of LRU, then Course Learning Outcomes (CLO's) can be created for individual courses.

### *What is a CLO?*

A Course Learning Outcome is a statement that describes what students will be able to know, do, or value as a result of taking a particular course.

A CLO is...

- Mission Driven
- Specific
- Appropriate Level of Learning
- Measurable

***A Poor Example:***

OT 303: Genesis (CLO#1)—Discuss the major critical issues of the Book of Genesis.

- Is this CLO mission driven? ✔
- Is this CLO specific? ✘
- Is this CLO appropriate for an undergraduate student? ✘
- Is this CLO measurable? ✘

***A Revised CLO:***

OT 303: Genesis (CLO#1)—Identify the five theories of authorship of the Book of Genesis.

- Is this CLO mission driven? ✔
- Is this CLO specific? ✔
- Is this CLO appropriate for an undergraduate student? ✔
- Is this CLO measurable? ✔

***A Poor Example:***

BH 5201: Introduction to Biblical Hermeneutics

Course Learning Outcomes:

- A. Explain the historical-grammatical method of interpretation of the Scriptures.
- B. Discuss the significance of the historical, cultural, and literary contexts.
- C. Explain the significance of the different genres in the interpretation process.
- D. Differentiate between the biblical and contemporary audiences.
- E. Identify the theological principles in the text and apply them to today's setting.

***A Revised Example:***

BH 5201: Introduction to Biblical Hermeneutics

- A. Describe the process of interpretation known as the Interpretive Journey (Quizzes).
- B. Observe and identify the compositional features of a Bible passage (Observations Assignment).
- C. Relate a Bible passage to its historical-cultural context (Cultural Context Assignment).
- D. Outline a book of the Bible (Literary Context Assignment).
- E. Perform basic word studies on biblical words (Word Study Assignment).
- F. Write an exegetical paper on a Bible passage (Exegetical Paper).

For guidance regarding methodology in writing CLO's, see appendix A.

Once CLO's are created for an entire course, each CLO will be assessed throughout the semester.

## Step Three: Develop assignments for courses that assess Individual CLO's

Each course will have several CLO's that need to be assessed individually in particular lessons and collectively in an assessment assignment. This step will focus on the assignments that assess the student's ability throughout the semester.

### *For Example:*

BC 421: Theological Foundations of Biblical Counseling

Course Learning Outcomes (CLO's):

- A. Describe and apply the various theological topics discussed to various counseling situations. Measured by journal exercises, quizzes, exams, and two papers.
- B. Analyze and evaluate various theological positions and be able to support their choices using appropriate Scripture. Measured by in class exercises, papers, and quizzes.
- C. Identify the various theological terms covered by the course, one model of biblical counseling, and common areas of struggle for individuals. Measured by quizzes and exams.
- D. Evaluate, administer, and interpret some of the assessment instruments and exercises that are relevant to biblical counseling. Measured by in class assignments and self-assessment reflection in journaling.
- E. Describe biblical counseling, its purpose, and their calling to this ministry.
- F. Synthesize course material and outside sources to create a final paper which presents the reader with reasons why Christianity and biblical counseling are beneficial.

Course Requirements and Assignments:

- A. Textbook readings, article readings, assessments, and presentations (CLO: A-F)
- B. Discussion Board Forums (CLO: A-F)
- C. Who Am I Paper (CLO: A, E)
- D. Quizzes (CLO: A-C, E)
- E. Final Paper (CLO: A-B, E-F)
- F. Final Exam (CLO: A, C, E)

## Step Four: Developing A Syllabus

See Appendix B.

## Step Five: Developing Assessment Assignments

Each course will have one assessment assignment as a capstone assignment. The capstone assignment will be summative in content. The purpose of this assignment is to assess all of the CLO's within the course.

### *For Example:*

BH 5201: Introduction to Biblical Hermeneutics

Course Learning Outcomes:

- A. Describe the process of interpretation known as the Interpretive Journey (Quizzes).
- B. Observe and identify the compositional features of a Bible passage (Observations Assignment).
- C. Relate a Bible passage to its historical-cultural context (Cultural Context Assignment).
- D. Outline a book of the Bible (Literary Context Assignment).
- E. Perform basic word studies on biblical words (Word Study Assignment).
- F. Write an exegetical paper on a Bible passage (Exegetical Paper).

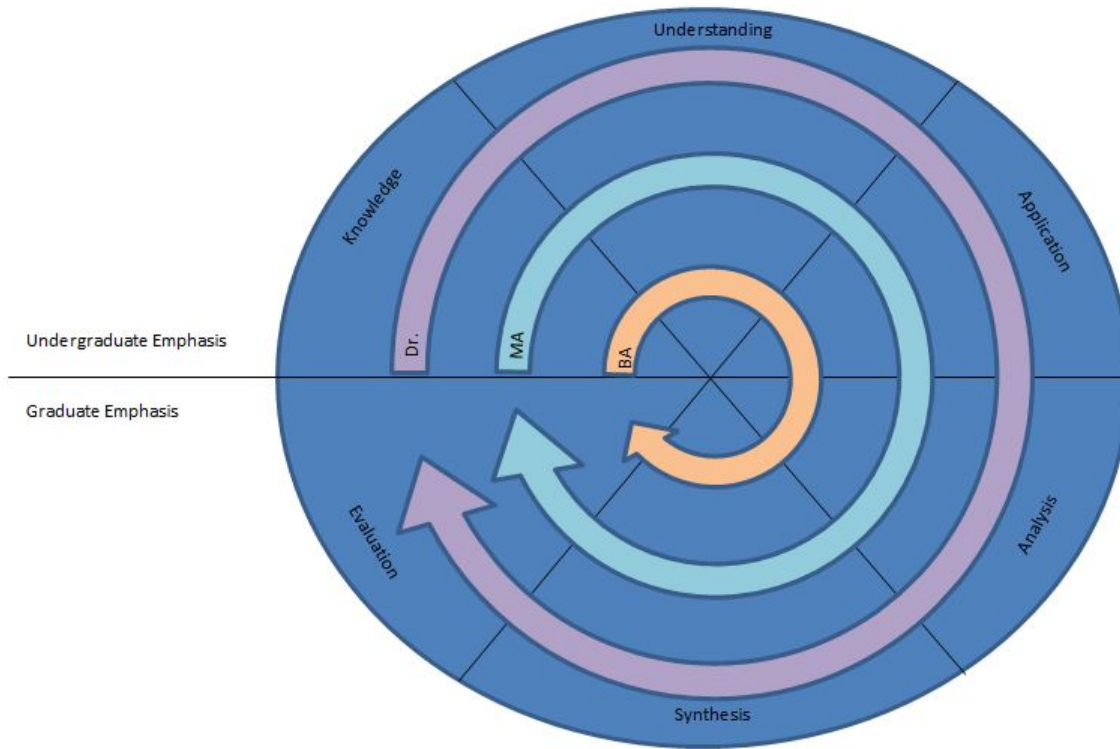
Assignment Designed for CLO Assessment:

- A. Exegetical Paper (CLO: A-F)

Rubric Designed for the CLO Assessment Assignment:

- A. See Appendix C.

# Appendix A: Bloom's Taxonomy



## Bachelor Emphasis



## Master Emphasis



## Doctor Emphasis



<u>Knowledge</u>	<u>Understanding</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
Define	Describe	Solve	Analyze	Design	Reframe
Identify	Interpret	Apply	Compare	Compose	Criticize
Describe	Paraphrase	Modify	Distinguish	Create	Evaluate
Label	Summarize	Use	Infer	Formulate	Appraise
List	Classify	Demonstrate	Separate	Hypothesize	Judge
Name	Differentiate	Prepare	Categorize	Write	Assess
State	Discuss	Produce	Discriminate	Compile	Convince
Match	Distinguish	Administer	Divide	Construct	Defend
Recognize	Contrast	Articulate	Prioritize	Prepare	Find Errors
Select	Demonstrate	Chart	Subdivide	Assemble	Grade
Examine	Restate	Employ	Break Down	Collaborate	Measure
Locate	Give Examples	Practice	Criticize	Collect	Conclude
Repeat	Group		Experiment	Propose	Editorialize
Retell	Illustrate		Illustrate	Schematize	Justify
Memorize	Order		Organize	Test	Persuade



# PH 431—Apologetics

Spring 2014 (Online)

Three Credit Hours

Instructor: Evan Posey

(770) 484-1204 x5699

[eposey@lru.edu](mailto:eposey@lru.edu)

Office Hours: M-F, 8:00am-5:00pm

## Course Description:

PH 431 is a study of the defense of the Christian faith against counter-claimants to truth. Specific objections are dealt with and general methodology questions are discussed. The student is equipped to follow Peter's injunction, "be ready to give an answer (*apologia*) to everyone who asks you for a reason for the hope that is in you." (1 Peter 3:15).

## Course Rationale:

PH 431 serves to equip the student with the ability to accurately interpret and effectively communicate the Word of God in a variety of contexts, present a reasoned explanation of the doctrines that are integral to Scripture, and defend the historic Christian faith.

## Student Learning Outcomes:

- **Institutional Learning Outcomes (ILO's):**
  1. Exegetical/Expositional—the ability to accurately interpret and effectively communicate the Word of God in a variety of contexts.
  2. Theological/Apologetical—the ability to present a reasoned explanation of the doctrines that are integral to Scripture and to defend the historic Christian faith.
- **Program Learning Outcomes (PLO's):**
  1. Demonstrate effectiveness in oral and written communication (ILO: 6).
  2. Demonstrate an understanding of world civilizations (ILO: 5, 6).
  3. Demonstrate an understanding of modern society and culture (ILO: 5, 6).
  4. Demonstrate and understanding of basic concepts in algebra and physical science (ILO: 5, 6).
  5. Demonstrate a working knowledge of the Bible, Christian theology, and Church history (ILO: 1, 2, 5, 6).
  6. Apply knowledge of the Bible and Christian heritage to a lifelong pattern of spiritual growth and personal development (ILO: 1, 2, 3, 4).

7. Evaluate and develop ministries in light of the Great Commission and Great Commandment (ILO: 3, 4, 5).
  8. Develop appropriate apologetical and exegetical studies defending the truth of Christianity from reason and Scripture (ILO: 1, 2, 3, 4, 5, 6).
- **Course Learning Outcomes (CLO's):**
    1. Provide a robust definition of apologetics as well as explain why Christians should participate in apologetics (PLO: H).
    2. Identify, compare, and contrast various theories of truth (PLO: E-H).
    3. Construct various arguments for God's existence and explain why other worldviews are not coherent (PLO: H).
    4. Describe, define, and defend the miraculous, as well as differentiate between the miraculous and other unusual events (PLO: H).
    5. Explain why the New Testament documents are historically reliable, and identify ten reasons why the New Testament writers told the truth (PLO: E-H).
    6. List and critique the various naturalistic explanations for the empty tomb. List the twelve historical facts that surround the life, ministry, and death of Jesus of Nazareth. Defend the supernatural, bodily resurrection of Jesus of Nazareth (PLO: E-H).
    7. Define the logical problem of evil, and differentiate between the logical problem of evil and the emotional problem of evil. Name particular Christian doctrines that make evil more likely, given the existence of the Christian God (PLO: H).
    8. Identify, analyze, and address various hermeneutical and theological errors and ethical criticisms of Christianity from other non-Christian worldviews (PLO: E-H).

### Course Textbooks

Geisler, Norman L. *When Skeptics Ask*. Grand Rapids: Baker Books, 2013.

Turek, Frank, and Norman L. Geisler. *I Don't Have Enough Faith to be an Atheist*, Wheaton: Crossway Books, 2004.

### Course Requirements

1. Attendance/Readings/Class Participation (CLO: 1-8).
2. Mid-Term Examination (CLO:1-5).
3. Final Examination (CLO: 5-8).
4. Apologetic Research Paper. Each student will be required to submit an apologetic research paper on one of the following four topics:
  - Truth in a Postmodern Culture
  - Arguments for God's Existence
  - The Reliability of the New Testament
  - The Deity and Resurrection of Jesus. The paper must be in proper Turabian format and 8-12 double-spaced pages in length. The student is expected to incorporate at least eight resources in the paper. The paper should be in Microsoft Word format (.doc or .docx) or Portable Document Format (.pdf) and uploaded in the related assignment folder. Please **do not email** the assignment to the professor. The grade of the paper will account for three areas: content,

grammar/style, and form. See accompanying grading grid for more information (also located in Blackboard) (CLO:1-8)(See attached rubric).

5. Quizzes. Each student will complete a total of 13 quizzes throughout the semester (CLO: 1, 2, 3, 4, 5, 6, 7, 8).
6. Discussion Boards. Each student will be required to respond to a total of two discussion board questions throughout the semester. Each response should be no less than 100 words in length. In addition to the discussion board, each student will be required to answer a brief question regarding their participation in the reading assignments (CLO: 1, 2, 3, 5, 6, 7) (See attached rubric).

**Grade Distribution:**

Assignment	% of Final Grade
Attendance/Reading/Class Participation	5%
Mid Term Examination	25%
Final Examination	25%
Apologetic Research Paper	25%
Quizzes	10%
Discussion Board	10%
Total	100%

**Attendance Policy:**

The attendance policy for Luther Rice University (*Catalog*, p. 54) is that a student must attend at least 80% of all class meetings. This policy allows you to miss a maximum of the three sessions. Exceptions can be made only in the most extenuating of circumstances. If you are an international student, excessive absences could affect your I-20 status. If you are receiving financial aid, such absences could result in you being required to repay any financial aid received as well as any additional charges incurred at LRU.

**Undergraduate Grading Scale:**

91-100	A
81-90	B
71-80	C
60-70	D
Below 60	F

**Course Schedule:**

<b>Date Due</b>	<b>Lesson</b>	<b>Subject/Assignments</b>	<b>Reading</b>
1/19/2014	1	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• An Apologetic for Apologetics</li> <li>• <b>Quiz 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Week One Outline &amp; Lecture</li> <li>• Chapter 1 (WSA)</li> <li>• Introduction (IDHEFA)</li> </ul>
1/26/2014	2	<ul style="list-style-type: none"> <li>• Truth and Postmodern Culture</li> <li>• Arguments for God's Existence</li> <li>• <b>Quiz 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 2 Outline &amp; Lecture</li> <li>• Chapter 12 (WSA)</li> <li>• Chapters 2 (WSA)</li> <li>• Chapters 1-3 (IDHEFA)</li> </ul>
2/2/2014	3	<ul style="list-style-type: none"> <li>• Arguments for God's Existence Continued...</li> <li>• <b>Quiz 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 Outline &amp; Lecture</li> <li>• Chapters 3 (WSA)</li> <li>• Chapters 4-5 (IDHEFA)</li> </ul>
2/9/2014	4	<ul style="list-style-type: none"> <li>• Arguments for God's Existence Continued...</li> <li>• Debate over God's Existence</li> <li>• <b>Quiz 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Outline &amp; Lecture</li> <li>• Chapters 6-7 (IDHEFA)</li> <li>• Watch Debate</li> </ul>
2/16/2014	5	<ul style="list-style-type: none"> <li>• Miracles</li> <li>• <b>Quiz 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Outline &amp; Lecture</li> <li>• Chapter 5 (WSA)</li> <li>•</li> </ul>
2/23/2014	6	<ul style="list-style-type: none"> <li>• The Historical Reliability of the Bible</li> <li>• <b>Discussion Board Question 1</b></li> <li>• <b>Quiz 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 Outline &amp; Lecture</li> <li>• Chapter 7 (WSA)</li> <li>• Chapters 9-10 (IDHEFA)</li> </ul>
3/2/2014	7	<ul style="list-style-type: none"> <li>• <b>Mid Term</b></li> </ul>	
3/9/2014	8	<ul style="list-style-type: none"> <li>• The Historical Reliability of the Bible</li> <li>• <b>Quiz 7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Outline &amp; Lecture</li> <li>• Chapter 11 (IDHEFA)</li> </ul>
3/16/2014	9	<ul style="list-style-type: none"> <li>• The Deity and Resurrection of Jesus</li> <li>• <b>Quiz 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 9 Outline &amp; Lecture</li> <li>• Chapter 6 (WSA)</li> <li>• Chapter 12 (IDHEFA)</li> </ul>
3/23/2014	10	<ul style="list-style-type: none"> <li>• The Deity and Resurrection of Jesus Continued...</li> <li>• <b>Quiz 9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 10 Outline &amp; Lecture</li> <li>• Chapter 13-15 (IDHEFA)</li> </ul>
3/30/2014	11	<ul style="list-style-type: none"> <li>• The Problem of Evil, Suffering, and Pain</li> <li>• <b>Quiz 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 11 Outline &amp; Lecture</li> <li>• Chapter 4 (WSA)</li> <li>• Articles/Handouts</li> </ul>
4/6/2014	12	<ul style="list-style-type: none"> <li>• The Problem of Evil, Suffering, and Pain Continued...</li> <li>• <b>Quiz 11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 12 Outline &amp; Lecture</li> <li>• Appendix 1 (IDHEFA)</li> <li>• Articles/Handouts</li> </ul>
4/13/2014	13	<ul style="list-style-type: none"> <li>• Handling Bible Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Week 13 Outline &amp; Lecture</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Discussion Board Question 2</b></li> <li>• <b>Quiz 12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 8, 9 (WSA)</li> </ul>
4/20/2014	14	<ul style="list-style-type: none"> <li>• Handling Bible Difficulties</li> <li>• <b>Apologetic Research Paper Due</b></li> <li>• <b>Quiz 13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 14 Outline &amp; Lecture</li> <li>• Chapters 10, 11, 13 (WSA)</li> <li>• Articles/Handouts</li> </ul>
4/27/2014	15	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>	

### Course Bibliography:

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Copan, Paul. *True for You, but Not for Me: Deflating the Slogans That Leave Christians Speechless*. Minneapolis: Bethany House Publishers, 1998.

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Turek, Frank, and Norman L. Geisler. *I Don't Have Enough Faith to be an Atheist*, Wheaton: Crossway Books, 2004.

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Walls, Jerry L. *Hell; the Logic of Damnation*. Notre Dame: University of Notre Dame Press, 1992.

Zacharias, Ravi. *Deliver Us from Evil*. Dallas: Word Publishing, 1996.

### **Academic Integrity:**

- *Plagiarism:* According to the *American Heritage Dictionary*, 2nd College Edition, plagiarism is defined as taking and using "as one's own the writings or ideas of another." Plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from another source. Plagiarism shall also include paraphrasing a specific passage from a source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a student's written assignment.
- *Falsifying Information:*
  - Forging a proctor's name
  - Submitting another's work as one's own
  - Providing false or misleading documentation
- *Other Forms of Academic Dishonesty:*
  - During examinations, academic dishonesty shall include referring to written information not specifically permitted by the instructor or syllabus. It shall further include receiving written or oral information from a fellow student or proctor
  - Academic dishonesty shall include stealing, buying, selling, or transmitting a copy of any examination

Any student proven to have committed any of the above will receive an "F" for the course and will receive an academic warning. If the student is proven to have been guilty a second time, he or she will be dismissed from LRU for at least a semester.



## Appendix C: Sample Rubrics

### Sample One: Chart Style Rubric for Evaluating Exegetical Papers

	Content (≈50%)	Grammar and Style (≈25%)	Turabian Format (≈25%)
A	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent choice of resources</li> <li><input type="checkbox"/> Excellent incorporation of resources</li> <li><input type="checkbox"/> No major issue related to passage left untouched</li> <li><input type="checkbox"/> Important issue(s) discussed with careful consideration</li> <li><input type="checkbox"/> Word studies judiciously selected and seamlessly incorporated</li> <li><input type="checkbox"/> Central idea of the text clearly stated, remains in focus throughout paper</li> <li><input type="checkbox"/> Insightful interpretation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very well-written, polished English</li> <li><input type="checkbox"/> Well-composed paragraphs</li> <li><input type="checkbox"/> Well-organized, flowing structure</li> <li><input type="checkbox"/> Very few to no errors of punctuation</li> <li><input type="checkbox"/> Consistent use of third person, active voice</li> <li><input type="checkbox"/> Uses past tense when describing historical figures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows Turabian format extremely well</li> <li><input type="checkbox"/> Appropriate font and font size used throughout</li> <li><input type="checkbox"/> Correct margins</li> <li><input type="checkbox"/> Correct headings and subheadings</li> <li><input type="checkbox"/> Correct bibliography</li> <li><input type="checkbox"/> Correct front matter</li> <li><input type="checkbox"/> Correct page numbers</li> <li><input type="checkbox"/> All necessary information included in citations</li> </ul>
B	<ul style="list-style-type: none"> <li><input type="checkbox"/> Better resources, solid academic materials</li> <li><input type="checkbox"/> Interesting research question</li> <li><input type="checkbox"/> Sound, standard interpretation</li> <li><input type="checkbox"/> Theologically sound conclusions</li> <li><input type="checkbox"/> Historical/cultural comments are related to the passage</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat inconsistent use of third person, active voice</li> <li><input type="checkbox"/> Introduction prepares the reader for the subject</li> <li><input type="checkbox"/> Conclusion closes the subject</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows Turabian format in most instances</li> </ul>
C	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acceptable resources</li> <li><input type="checkbox"/> Relies heavily on resources to make the case</li> <li><input type="checkbox"/> Tends to wander off subject</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some use of first person and/or passive voice</li> <li><input type="checkbox"/> Devotional or sermon in nature</li> <li><input type="checkbox"/> Unclear statements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Similar to Turabian format</li> </ul>
D	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not very reliable or up-to-date resources</li> <li><input type="checkbox"/> Scattered and unorganized</li> <li><input type="checkbox"/> Theologically questionable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of first person or second person (I, me, my, we, our, us, you, your)</li> <li><input type="checkbox"/> Misspelled words</li> <li><input type="checkbox"/> Incorrect punctuation</li> <li><input type="checkbox"/> Abundance of “it” or “there is.”</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remotely similar to Turabian format</li> </ul>
F	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not meet requirements in syllabus</li> <li><input type="checkbox"/> Too few resources</li> <li><input type="checkbox"/> Not related to the subject matter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Run on sentences or sentence fragments</li> <li><input type="checkbox"/> Virtually incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not follow Turabian format</li> </ul>

## Sample Two: List Style Rubric for Evaluating Exegetical Papers

<i>Expectations</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>Additional Feedback</i>
<b>CONTENT (50% of total grade)</b>						
The paper meets the stated requirements for the assignment.						
Resources used in the paper are excellent, current, and reliable.						
Information from selected resources is well-incorporated into the paper without overdependence.						
The comments and conclusions of the paper are theologically sound.						
All major issues related to the passage are addressed appropriately.						
Important issues are discussed with careful consideration.						
The central idea of the text is clearly stated and remains in focus throughout the paper.						
Word studies are judiciously selective and seamlessly incorporated into the paper.						
Interpretations are insightful and clearly presented.						
The paper includes historical and cultural background that is relevant to the subject matter.						
<b>GRAMMAR AND STYLE (25% of total grade)</b>						
The paper is well-written in polished English grammar.						
Paragraphs are composed as purposeful units.						
The paper is well-organized and flows from one paragraph to the next and from section to section.						
Correct punctuation is used throughout the paper.						
Writer consistently uses third-person, active voice verbs.						
Consistent use of past tense when referring to historical figures						
The introduction prepares the reader for the subject						
The conclusion brings the subject matter to an appropriate close.						
Statements are clear and concise.						
Writing is academic in nature and avoids being devotional or sermonic.						
Subjects and verbs agree in number.						
Antecedents are clear. "There are" and "it" are avoided.						
Words are spelled correctly.						
The paper is free from run-on sentences and sentence fragments.						
<b>TURABIAN FORMAT (25% of total grade)</b>						
Correct title page						
Correct font choice						
Correct font size						
Correct page numbering						
Correct front matter formatting						
Citation format						
Citations include all necessary information.						
Correct margins						
Correct headings and subheadings						
Correct bibliography						
Correct appendices (if applicable)						