



TYNDALE
• SEMINARY •

Course Syllabus

WINTER 2019

**PENTECOSTAL ISSUES: AN ESCHATOLOGY TO LIVE AND PREACH
PENT 0701**

ONLINE HYBRID

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Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

An intensive examination through discussion, research and writing of one current theological issue within Pentecostalism. Topics vary according to the interests of the instructor and the students.

For Winter 2019, the topic is “Eschatology.” The centrality of an eschatological expectation of the imminent return of Christ for early pentecostalism is well known, but not the larger eschatological system of which it is a part. This course will look at eschatology from a broad biblical perspective: OT and NT, as well as the development of Apocalyptic Eschatology in Second Temple Judaism. The influence of various modern forms of apocalyptic eschatology on the Pentecostal tradition will be examined: Dispensationalism, Former/Latter Rain and Promise theology. Finally, the historic and current function of eschatology within Pentecostalism will be discussed, and the viability of a post-apocalyptic Pentecostalism.

Format:

This twelve-week course will feature both live-streamed video content from the concurrent in-class version of this course, along with features of an online course, such as weekly interaction with other students in the forums.

Prerequisites:

Introduction to Pentecostalism; or, one other PENT course; or, permission of the instructor.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Differentiate various eschatological systems and their functions through written analyses of required readings.
2. Demonstrate through participation in discussion the ability to think constructively about a Pentecostal future with a non-traditional view of eschatology.
3. Distinguish how essential an apocalyptic eschatology was to early Christianity and early Pentecostalism through biblical book and early newsletter analyses.
4. Contribute to the wider dialogue among Pentecostals about the significance of Pentecostal eschatology for the future of the movement by preparing a teaching outline.

III. COURSE REQUIREMENTS

A. REQUIRED READING AND TOOLS

N.B.: Only 1 book need be purchased: *The Meaning of the Millennium*. Other readings are E-books or the article/chapter to be read is on the class page. Chapters to be read for each book are listed under section IV COURSE SCHEDULE, CONTENT AND REQUIRED READINGS.

Braaten, Carl E, and Robert W. Jenson. *The Last Things: Biblical and Theological Perspectives on Eschatology*. Grand Rapids: Eerdmans, 2002. [required article on class page]

Clouse, Robert G, George E. Ladd, Herman A. Hoyt, Loraine Boettner, and Anthony A. Hoekema. *The Meaning of the Millennium: Four Views*. Downers Grove, IL: InterVarsity Press, 1977.

Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. Third ed. Grand Rapids: Eerdmans, 2016. **E-book**

Constantineanu, Corneliu, ed. *Pentecostals in the 21st Century: Identity, Beliefs, Praxis*. Eugene, OR: Cascade Books, 2018. **E-book**.

Dayton, Donald. *Theological Roots of Pentecostalism*. Grand Rapids: Baker, 1991. [**required chapter on class page**]

Dempster, Murray W, Byron D. Klaus, and Douglas Petersen. *The Globalization of Pentecostalism: A Religion Made to Travel*. Oxford, UK: Regnum Books International, 1999. [**article on class page**]

Ladd, George E. *The Blessed Hope*. Grand Rapids: Eerdmans, 1956. **E-book**

Sheppard, Gerald. "Pentecostals and the Hermeneutics of Dispensationalism: The Anatomy of an Uneasy Relationship." *Pneuma* 6 (1984): 5-33. **E-article**

Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008. [**required chapter on class page**]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

Jacobsen, D. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington and Indianapolis, IN: Indiana University Press, 2003. **E-book**

McQueen, Larry R. *Toward a Pentecostal Eschatology: Discerning the Way Forward*. Journal of Pentecostal Theology. Supplement Series, 39. Blandford Forum, Dorset, UK: Deo Pub, 2012.

Murphy, Frederick J. *Apocalypticism in the Bible and Its World: A Comprehensive Introduction*. Grand Rapids: Baker Academic, 2012.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2003. **E-book**

C. ASSIGNMENTS AND GRADING

I. Forums

IN GENERAL: To enable the student to get the best of the online experience as well as the classroom dynamic, this course incorporates lecture and discussion from the classroom into the online curriculum. The student interacts with both those in the online section and those in the classroom. Consequently, there are two types of forum discussions: Forum A, online interaction; Forum B, classroom interaction.

Typically, on odd weeks (1,3,5, etc) post blog for discussion with other onliners in Forum A. And on even weeks (2,4,6, etc) watch video and post reactions in Forum B.

Participation in forums

Rules of engagement:

1. Forums are collegial rather than competitive – together we are learning and growing together.
2. A critique of your opinions is what you are paying for, since you already know what you think; you are paying for interaction to expand your thinking.
3. The due date for all initial forum postings in Forum A is Tuesday at midnight. Please respond to other members in your group by Thursday at midnight.
4. The due date for postings in Forum B is Thursday at 5pm.

IN SPECIFIC

1. Forums overview (35%)

Participation in class forums is a central element of the course, and the 35% awarded for effective participation in the forums is indicative of its importance. Unlike traditional assignments in a classroom oriented course, where the student has anywhere from a few weeks to a few months to complete an assignment, the forums demand concentrated effort in a short span of time.

2. Forum A: interaction with online students (25%)

The topics for the individual forums will be assigned the week before they are to be discussed. Each week that a forum is called the student will submit a response to the forum topic, and then within two days write a reply to every initial posting from the others in your group. The initial posting must be posted by midnight on the **Tuesday** of the week a forum topic is assigned. The response to all postings in your group is due by midnight **Thursday**. Of course, the discussion may continue beyond two postings each, but the grader is evaluating the first two. There is no particular advantage in writing at length. A precise, carefully worded post is appreciated by everyone, especially the one who grades. **Note: the best 5/6 forums will count toward the student's grade (5 x 5 points) = 25%.**

2.1 Re. length of postings

Initial posting: when I ask for a paragraph, I mean 100-150 words. A lot can be said in a paragraph of that length.

Responses: the response to another's initial posting, or a response to someone else's response, should be in the 50-100 word range, but no more than a 100 words please.

3. Forum B: interaction with classroom/livestream students (10%)

The classroom-based section meets on five Fridays during the semester (Jan 18, Feb 1, Feb 15, Mar 8, Apr 5). The video of the session will be available to the online section the following week. The delay is necessary for production purposes. The classroom videos are approximately 5 ½ hours in length and divided into 4 sections.

The student will be expected to watch the video of the classroom content, and then respond with a two-part post in Forum B by Thursday **5pm** preceding the next classroom session (**see section IV Course Schedule for due dates**) Part 1: what comment do you want to make about the lecture or discussion? (i.e., what would you have said if you were in the room?). Part 2: what question do you want to ask about what you heard? Grading here is simple: for Part 1, make a thoughtful comment that shows you were listening, and receive 1 point; for Part 2, ask a question that shows you were listening, and receive 1 point (5x2)= 10%.

For example: live video shot on Friday, Jan 18, posted to online section on Wednesday, Jan 23, and responded to by the students with a posting by 5pm Thursday, Jan 31. At one o'clock on the next day, Friday Feb 1, the instructor will discuss the online postings as part of classroom discussion.

3.1 Re. length of postings

For part 1: same as above, about 100 – 150 words.

For part 2: one sentence

(See Appendix 1: "Forum Discussion Evaluation Rubric")

II. Reading Reports 10% each (20%)

- a. Read *Four Views on the Millennium*, Clouse et al. / **Due Feb 23**
Summarize the four views in one page each, then argue for one of them as the view to be preferred. 5 pages.
- b. Read *The Blessed Hope*, G.E. Ladd / **Due Mar 23**
Summarize main ideas, including the idea of the blessed hope itself. 5 pages.

(See Appendix 2: "Book Review Rubric")

III. Biblical Book Analysis / Due Feb 1 (10%)

The student will be assigned a biblical book to analyze how eschatological references to the 'already' and the 'not yet' functioned within it. Texts will be assigned on the first day of the course. Eschatological references include: the cross, resurrection, ascension, coming of the Holy Spirit, return of Jesus, the judgment, afterlife in heaven and hell.

Analyze book: What function do the elements serve in the book? That is: 1. encouragement [maintain patterns of belief and behaviour]; or 2. exhortation [change patterns of belief and behaviour], or 3. evangelism [witness/ missions]? And what particular behaviours are encouraged or exhorted (praxis)?

Five pages, double-spaced, with conclusion.

IV. Newsletter Analysis: Eschatology and Wheel Elements / Due Mar 8 (10%)

In the assigned newsletter the student will explore the explicit connections between eschatology and two of the following: Spirit Baptism, Sanctification, Mission (evangelism, home and abroad), Otherworldliness (values, affections), Inclusivity, and/or healing.

Analyze assigned early Pentecostal newsletter: What function do the elements serve in the document: 1. encouragement [maintain patterns of belief and behaviour]; 2. exhortation [change patterns of belief and behaviour], and 3. evangelism [personal witness/missions]? And what particular behaviours are encouraged or exhorted (praxis)?

5-7 pages, double-spaced. **Due Mar 8 (before class)**

Evaluation of written work will be based on the following categories:

- a. Clarity (grammar, organization);
- b. Comprehensiveness (all categories covered, with sufficient detail);
- c. Comprehension (understanding, analytical ability).

5. Preaching / Teaching Eschatology / Due Apr 6 (25%);

Each student is to prepare a teaching or preaching outline for an area of eschatology. For those doing a preaching outline, please choose a biblical text as a starting point. For those doing a teaching outline, please choose a topic as a starting point. In both cases, the outline should be in point form, with all significant terminology defined. The best outlines will include historical material.

(See Appendix 3: "Teaching Notes Evaluation Rubric")

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

1. Forum Participation	35%
2. Reading Reports	20%
3. Biblical book analysis	10%
4. Newsletter analysis	10%
5. Presentation notes	25%
Total	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: Jan 14-18

A. Assignments

Watch Video: About this course

Write in Forum A: Introductions (non graded)

Week 2: Jan 21-25

A. Assignments

1. Forum A: Read Collins chapter, and respond to question

J. Collins, "The Apocalyptic Genre," chapter 1 in *Apocalyptic Imagination*.

E-book

2. Watch Class Video (response due Jan 31st)

B. Lecture *Introduction to Eschatological Systems*

1. Eschatology as Fulfillment of God's Promises

2. OT Prophetic Eschatology

3. Second Temple Judaism and Jewish Apocalyptic Literature

4. NT Apocalyptic: Jesus, Paul, John

Week 3: Jan 28–Feb 1

A. Assignments

1. Forum A: Read Sheppard article and Dayton chapter and respond to question

G. Sheppard: "Pentecostals and the Hermeneutics of Dispensationalism" **E-article**

D. Dayton: "The Rise of Premillennialism," In *Theological Roots of Pentecostalism*

[chapter on class page]

2. Bible Book Analysis **due on Feb 2, midnight**

3. Forum B: responses to class video by 5pm Jan 31st

Week 4: Feb 4-8

A. Assignments

1. Watch Class Video (response due Feb 14th)

B. Lecture *Modern Adaptations of Biblical Eschatologies*

Holiness Adaptations:

1. Dispensationalism

2. Former / Latter Rain

3. Promise Theology

4. Millennialism: pre-, post-, and a-millennial

Week 5: Feb 11-15

A. Assignments

1. Forum A: Read McClung and respond to question
G. McClung, "Try to Get People Saved," In *The Globalization of Pentecostalism* [chapter on class page]
2. Forum B: responses to class video by 5pm Feb 14th.

READING WEEK: Feb 18-22

Book Report #1, The Meaning of the Millennium, Feb 23

Week 6: Feb 25-29

A. Assignments

1. Watch Class Video (response due March 7th)

B. Lecture *Eschatology in Early Pentecostalism*

1. Adoption of Apocalyptic Eschatology
2. Adaption of Apocalyptic Eschatology
3. Apocalypse as a means of knowing
4. Apocalypse as a means of living

Week 7: Mar 4-8

A. Assignments

1. Forum A: Read Warrington and Johnson answer the question.
K. Warrington, "Eschatology," In *Pentecostal Theology*. [chapter on class page]
V. Johnson, "Fulfillment of God's Promise in the Soon-to-Return King,"
chapter 11 in *Pentecostals in the 21st Century*. **E-book**
2. Forum B: responses to class video by 5pm March 7th

Week 8: Mar 11-15

A. Assignments

1. Watch class video (response due March 28th)

B. Lecture *Eschatology and Aspects of Pentecostalism*

Eschatology and ...

1. Sanctification
2. Mission
3. Other-worldliness
4. This-worldliness

Week 9: Mar 18-22

A. Assignments

1. Forum A: Read Ma and answer the question in Forum A. W. Ma, "The Theological Motivations for Pentecostal Mission," chapter 13 in *Pentecostals in the 21st Century*. **E-book**

Book Report #2, The Blessed Hope, Mar 23

Week 10: Mar 25-29

A. Assignments

1. Forum A: Read Braaten and answer the question in Forum A
C. Braaten, "The Recovery of Apocalyptic Imagination," in *The Last Things*.
[article on class page]
2. Forum B: responses to class video by 5pm March 28th

Week 11: Apr 1-5

A. Assignments

1. **Presentation Notes Due Apr 6**

Week 12: Apr 8-12

A. Assignments

1. Watch class video (response due by April 14th)
2. Forum B: responses to class video by midnight Sunday Apr 14th

B. Lecture *The Future of Pentecostal Eschatology*

1. Eschatology and Mission
2. The Future of Pentecostal Eschatology; A post-apocalyptic Pentecostalism?

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Some of the following entries are available for viewing online from the WorldCat site in the Tyndale library system. For example, search for E.P. Sanders et al, *Redefining First Century Jewish and Christian Identities*.

A. PENTECOSTAL JOURNALS

1. Print form

Asian Journal of Pentecostal Studies (1998-).

Journal of the European Pentecostal Theological Association (1982-).

Journal of Pentecostal Theology (1992-)

Paraclete: A Journal Concerning the Work of the Holy Spirit (1967-95)

Pneuma: The Journal of the Society for Pentecostal Studies (1979-)

Spirit, A Journal of Issues Incident to Black Pentecostalism. (1997-)

2. Online

Australasian Pentecostal Studies @ www.aps.webjournals.org (1998-)

Canadian Journal of Pentecostal-Charismatic Christianity @
<https://journal.twu.ca/index.php/CJPC/index>

Cyberjournal for Pentecostal-Charismatic Research @ www.pctii.org/cyber (1997-)

PentecoStudies: The Online Journal for the European Research Network on Global Pentecostalism @ www.glopent.net/pentecostudies (2002-)

Encounter: Journal for Pentecostal Ministry @ www.agts.edu/encounter/about.html (2004-)

B. MONOGRAPHS

Anderson, A. *An Introduction to Pentecostalism*. Cambridge, U.K.: Cambridge University Press, 2004.

Blumhofer, E. *Pentecost in My Soul. Explorations in the Meaning of Pentecostal Experience in the Early Assemblies of God*. Springfield, MO: Gospel Publishing House, c1989.

Dayton, D. *Theological Roots of Pentecostalism*. Grand Rapids, MI: Zondervan, 1987.

Dieter, M.E. *Five Views on Sanctification*. Grand Rapids: Zondervan, 1987.

Faupel, D. *This Gospel of the Kingdom: The Significance of Eschatology in the Development of Pentecostal Thought*. Sheffield: Sheffield Academic Press, 1996.

Horner, R.C. *From the Altar to the Upper Room*. Toronto, 1891. In "The Higher Christian Life." *Sources for the Study of the Holiness, Pentecostal, and Keswick Movements*. Edited by D. Dayton. Vol. 22. New York and London: Garland Publishing, Inc., 1985.

Jacobsen, D. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington and Indianapolis, IN: Indiana University Press, 2003.

Land, Steven. *Pentecostal Spirituality: A Passion for the Kingdom*. Sheffield, U.K.: Sheffield Academic Press, 1994.

McGee, G., ed. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody, MA: Hendrickson, 1991.

Mittelstadt, M. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.

Myland, D. Wesley. *The Latter Rain Covenant and Pentecostal Power*. Chicago: Evangel, 1910. Reprinted in *Three Early Pentecostal Tracts*, ed. D. Dayton. New York and London: Garland, 1985.

Nienkirchen, C.W. *A.B. Simpson and the Pentecostal Movement: A Study in Continuity, Crisis, and Change*. Peabody, MA: Hendrickson, 1992.

Rawlyk, George A. *Aspects of the Canadian Evangelical Experience*. Montreal: McGill-Queen's University Press, 1997.

Robeck, C. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville: Thomas Nelson, 2006

_____, and Amos Yong. *The Cambridge Companion to Pentecostalism*. New York: Cambridge University Press, 2014.

Strachan, G. *The Pentecostal Theology of Edward Irving*. Peabody, MA: Hendrickson, 1988.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2003. **E-book.**

Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008.

Wilkinson, M., ed. *Canadian Pentecostalism. Transition and Transformation*. Montreal & Kingston: McGill-Queen's University Press, 2009.

Wilkinson, M. and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden and Boston: Brill Academic Publishers, 2010.

Appendix 1: Forum Discussion Evaluation Rubric

Category	D/1	C/2	B/3	A/4
Completeness	addresses none of the questions presented; far too short; nearly all are incomplete	addresses less than all of the questions; shorter in length; several answers are incomplete	addresses all parts of the questions; respectable length; somewhat complete	completely addresses all parts of the questions; respectable length; complete response
Promptness and Initiative	initial posting after Tuesday; does not respond to most postings; rarely participates freely	initial posting on or before Tuesday; responds to most postings several days after initial discussion; limited initiative	initial posting on or before Tuesday; responds to most postings within a timely manner; requires occasional prompting to post	initial posting on or before Tuesday; consistently responds to postings in a timely manner; demonstrates good self-initiative
Presentation	utilizes poor spelling and grammar in most posts; posts appear "hasty"	errors in spelling and grammar evidenced in several posts	few grammatical or spelling errors are noted in posts	consistently uses grammatically correct posts with rare misspellings
Relevance	posts topics which do not relate to the discussion content; makes short or irrelevant remarks	occasionally posts off topic; most posts are short in length and offer no further insight into the topic	frequently posts topics that are related to discussion content; post prompts further discussion of topic	consistently posts topics related to discussion topic; cites additional references, post prompts further discussion
Quality of Argument [Clarity and Effectiveness]	does not express opinions or ideas clearly; no connection to topic	unclear connection to topic evidenced in minimal expression of opinions or ideas; mostly unsubstantiated opinions	opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to topic	expresses substantiated opinions and ideas in a clear and concise manner with obvious connection to topic

Appendix 2: “Book Review Evaluation Rubric”

Areas of Evaluation/ Demonstrated Level	D	C	B	A
1. Reading Comprehension	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.
2. Critical Analysis	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/ applicability of the text is vague and there is little to no textual example to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis.
3. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.
4. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

Appendix 3: “Teaching Outline Preparation Rubric”

	A	B	C	D
Content/Structure	Teaching outline demonstrates an excellent grasp of the subject and presents material effectively in a reasonable order.	Teaching outline demonstrates a good grasp of subject matter and presents material in a reasonable order.	Teaching outline demonstrates a fair grasp of subject matter and presents material in a somewhat reasonable order.	Teaching outline shows little comprehension of subject and presents material in a haphazard fashion.
Clarity	All primary terms are defined clearly; statements are well crafted; and there is a minimum of spelling and grammatical issues.	Most primary terms are defined; statements are clear; there are some spelling and grammatical issues.	Some primary terms are defined; statements sometimes lack clarity; spelling and grammatical issues somewhat affect clarity.	Terms undefined; many statements are unclear; and spelling and grammatical issues make meaning unclear.
Resources	Demonstrates superior choice and use of resources necessary to create a quality teaching outline (mix of dictionary articles and monographs, 10-15 sources used and cited).	Demonstrates good choice and use of resources to create a quality teaching outline (mix of dictionary articles and monographs, 7-10 sources used and cited).	Demonstrates limited selection of sources and ineffective use of some of them (4-6 sources used and cited).	Demonstrates little research and ineffective use of sources.
Context	Insightful presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Good presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Little presentation of the larger context of the subject material.	No presentation of the larger context of the subject material.