

Term Project Assignment Sheet

1. The Purpose of the assignment is for the student to gain a thorough understanding of your chosen passage through using a guided exegetical method.
2. The Goal of the assignment is for the student to work through the exegetical process until you have a thorough understanding of what Paul was communicating to the Philippians specifically in your chosen passage; and to demonstrate that understanding by communicating Paul's message in your own words and showing how you arrived at that understanding. The paper is primarily like a commentary in that you should explain what Paul was saying to his first readers. The paper should also show your process in coming to that understanding insofar as it is necessary to show your understanding to be consistent with Paul's words.
3. The paper will be in proper format with citation. This is not a research paper, but an exegesis paper, so references are not required except as is necessary to aid exegesis. However, any references used should be documented.
4. The paper will be 12-15 pages long (2500-3000 words) and have approximately the following proportions (these are guidelines, not strict rules):
 - 1-2 pages describing the historical background, occasion and purpose
 - 3-4 pages describing the process and results of your exegesis that helped you understand the passage.
 - 4-5 pages describing the meaning of the passage in your own words – including the flow of thought and how it addresses the occasion and purpose.
 - 2-3 pages describing the intended application for the original audience and how this passage can be applied today
5. Many of the weekly exegesis assignments will be on the assigned passages, so this research will form the basis of the exegesis paper. However, the Project should be a synthesis and description of the passage, not just a reproduction of your research notes.

PTH223 Advanced Biblical Interp.- Term Project Gradesheet

Name: _____ Passage: _____

Key: I= Inadequate, F= Fair, C= Competent, E= Excellent

| 1. Presentation: | I | F | C | E | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|
| Spelling, Grammar, Proper Format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Proper Documentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Accurate Use of Resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Thoroughness of Research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | /5 |

| 2. Historical Background | I | F | C | E | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| Historical Context | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| General Occasion and Purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Occasion and Purpose of specific passage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Specific Historical Cultural (Where Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | /25 |

| 3. Exegetical Research | I | F | C | E | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| Observations and Insights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Grammar Studies (Where Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Word Studies (Where Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Flow of Thought | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Logic and Argument of Passage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Awareness of Interpretive Problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | /30 |

| 4. Meaning of the Passage | I | F | C | E | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| Placing Argument in Historical/ Literary Context | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Point of the Passage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Communicates understanding of the passage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Communicates relationship of the parts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | /30 |

| 5. Application | I | F | C | E | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| Faithfulness to point of passage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Awareness of contemporary context | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Personal Insight/ Generally Applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Redemptive (not legalistic) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | /10 |

6. The following need attention if checked:

- Needs to be a unified essay rather than a series of research notes. Needs better logical structure and connection.
- Lacks balance; do not give undue space to an item of lesser significance and/or too little attention to a matter of major importance.
- Needs to use better quality resources. Needs to avoid the use of first and/or second person in an exegesis paper.
- Needs to use correct form of bibliographic citation.

7. Final Grade_____

/100

8. General Comments:

PTH223 Advanced Biblical Interp. - Term Project Grading Rubric

| Requirements | ‘A’ Paper-Excellent | ‘B’ Paper-Competent | ‘C’ Paper-Fair | ‘D’ Paper-Inadequate |
|---|---|--|---|--|
| Presentation (5 points) | No spelling and/or grammatical mistakes. Neat and properly formatted. All resources properly documented. | Few spelling and/or grammatical mistakes. Fairly neat and properly formatted. Resources properly documented. | Contains spelling and grammatical mistakes. Lacks neatness and proper format. Not all resources properly documented. | Significant spelling and/or grammatical mistakes. Not neat or properly formatted. Resources not documented. |
| Historical Background (25 points) | Demonstrates a thorough understanding of the original historical context, occasion and purpose. Understands specific cultural items mentioned in the passage. | Demonstrates an understanding of the original historical context, occasion and purpose. | Lack of understanding or clarity of the original historical context, occasion and purpose. | Does not understand or address the original historical context, occasion and purpose |
| Exegetical Research (30 points) | Uses all of the relevant exegetical skills and methods. Demonstrates excellent skill in research. Demonstrates an understanding of the passage that is based on exegesis. | Uses the relevant exegetical skills and methods. Demonstrates skill in research. Demonstrates an understanding of the passage that is based on exegesis. | Neglects some necessary exegetical skills and methods. Understanding of the passage is not completely based on exegesis. | Does not demonstrate exegetical skills. Does not demonstrate an understanding of the passage that comes from exegesis |
| Meaning of the Passage (30 points) | Clearly, thoroughly, accurately understands and communicates the meaning of the passage to its original readers in its historical and literary contexts. | Clearly, accurately understands and communicates the meaning of the passage to its original readers in its historical and literary contexts. | Understands and communicates the meaning of the passage, but not connected to its original readers in its historical and literary contexts. | Fails to understand and/or communicate the meaning of the passage. Fails to connect the meaning to its original readers in its historical and literary contexts. |
| Application (10 points) | Thoroughly, faithfully connects the point and applications of the passage for the original readers to the possible contemporary applications. | Faithfully connects the point of the passage for the original readers to the possible contemporary applications. | Connects the point of the passage for the original readers to the possible contemporary applications. | Fails to connect the point of the passage to its contemporary application. |