



OIKOS UNIVERSITY

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GOSPEL OF JOHN (NT 320) SPRING 2023

Professor: David A. Sylvester	
Instructional Contact Hours (Class Hours): Tuesdays, 3:45 - 6:15 pm.	Classroom: C-101
Office Hours / Consultation: By appointment: Tuesdays Noon-1 pm, or after class.	E-mail: dsylvesterteacher@gmail.com Phone number: 510-435-9017
Credit Unit(s): 3.0	
Prerequisite(s): none	
Corequisite(s): none	

1. MISSION STATEMENT

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions.

2. COURSE DESCRIPTION

This course examines the Gospel of John as a Fourth Gospel and its theological perspective as essential preparation for a comprehensive knowledge of the Bible and understanding Christian doctrine. (Institutional Objective #1) It provides a deep examination of the meaning of the life, death and resurrection of Christ as presented in the Gospel of John and encourages students to develop the lifelong habit of personal growth in their Christian spiritual life and in their ethical standards through Bible study. (Institutional Objective #2, #7) The course will connect John as the Fourth Gospel in dialogue with the Synoptic Gospels of Matthew, Mark and Luke to prepare them for Christian service (Institutional Objective #6) and a missionary vision of the gospel in worldwide outreach. (Institutional Objective #7)

3. LEARNING OBJECTIVES

- Student will explore what the Gospel of John is written in the view of traditional and historical approach.
- Student will understand the theological significance of the different emphases in John's presentation of Jesus as the Christ compared to the Synoptics' presentations.
- Student will understand the structure of the Gospel of John through its various claims on faith in Jesus as the Christ, presented as seven "signs." of God's glory and power working through Jesus.

- Students will learn to interpret the challenges of daily life and contemporary issues through the perspective of Christian spiritual living with the view of Gospel of John.

COURSE NUMBER AND TITLE		
Student Learning Outcome: By the end of this course, students should be able to:	Course Evaluation Objectives	Assessment Method
Understanding the Gospel of John in relationship to the Synoptics and to the Old Testament	Analyze specific texts of spiritual and theological signs in John	In class writing assignments and quizzes.
Know the history and tradition of the development of John within the tradition of the development of the Gospels	Discussing the readings of modern scholarship of exegesis of John.	Group discussion, oral presentations
Explain the significance of the mystical theological perspective of divine signs in John	Discuss and reflect on spiritual levels of interpretation of the texts in John	Individual responses, group discussion and writing
Interpret experiences in daily life and contemporary issues through the view of Gospel of John.	Discuss and reflect on the meaning of everyday events through the lens of John's theology	Student writing and work for the course's major project

4. CLOs in Alignment of ILOs and PLOs (Class Learning Outcomes in Alignment of Institutional Learning Outcomes and Program Learning Outcomes)

- Students who complete the current course will gain a foundation knowledge in general education and in the Bible and Christian doctrine. (Program Learning Objective 1) They will develop excellent communication skills, greater competitive knowledge and proper attitudes for success in their chosen profession (Institutional Objectives 4, 5).
- By reflecting on the insights of the Gospel of John, they will gain greater appreciation for importance of personal spiritual growth (Institutional Objective 2) and for high ethical standards to be successful in surviving turbulent times. (Institutional Objective 7, Program Learning Objective 4)
- By participating in group discussions and oral class presentations, students will learn to present and manifest their own perspectives more clearly (Institutional Objective 4). The group discussions will foster cooperative relationships and strengthen oral self-confidence needed later for effective preaching skills (Program Learning Objective 2).

- Students will learn to recognize the role Biblical teachings and Christian doctrines play in social change and learn to encourage others to live with greater Christian integrity in the midst of change. (Institutional objectives). Their wider historical perspective will help them communicate using practical historical examples and lessons in their service and commitment to local congregations and world missions. (Program Learning Objective 3)

5. INSTRUCTIONAL METHODS / CLASS FORMATION

Lecture: Yes	Discussion: Yes	Case Studies: Yes	Journaling: Yes
Role-Play: Yes	Book Report: No	Quizzes: Yes	Others:
Studio:	Lab:	Multi-Media (Online): Videos	
Small-Groups Work: Yes		Audio/Visual Aids: Yes	
Groups Demonstrations: Yes		Student Presentations: Yes, in oral discussion groups	

6. INSTRUCTIONAL MATERIALS & REFERENCES, REQUIRED TEXTBOOK(S)

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
Holy Bible, in English-student's original language translation	NIV or RSV preferred			

7. RECOMMENDED READING AND OTHER COURSE RESOURCES

Required Work & Materials:

Writing Portfolio: Students are required to keep all their writing and class paper handouts for the course in a folder as their Writing Portfolio and bring it to every class. It will be reviewed during the semester for grading. Lost writing is a lost grade.

Portfolio writing paper: Students must bring to class 8.5" x 11" lined notebook paper for class writing and saving in Portfolio (*clean cut, not ripped out of spiral notebook.*)

Personal journal: Students are encouraged to maintain a private journal that will serve as the basis for their spiritual autobiography and personal reflections during the reading program. Students choose their journal and bring it to class. This journal is entirely

private. Participation, not content, will influence grade, but not be graded. This is intended to help students engage personally with the gospel texts.

Review Exam: Students will show their understanding of the information in the course material with a Review Exam toward the end of the semester. This exam will count as 10% of their grade.

Spiritual Autobiography: Students will also write a reflection on their spiritual experiences during their lives and explore ways that their worldviews or beliefs changed in the process. This reflection will begin with a series of freewriting reflections, undergo revisions and in its final form, serve as the major project of the semester. There will be no regular grading of this autobiography, except noted as pass/fail. Successful completion will count as 30% of their grade.

Required Access to Equipment

Computer/smartphone & Software -- Students must have access to a working computer to receive and send Word documents, both for reading and writing, throughout the semester.

Email access -- Students must have daily access to valid email address to receive and respond to email messages from the instructor and communicate with students between classes.

Supplemental Reference Texts:

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
<i>The Writings of the New Testament</i>	Johnson, Luke Timothy.	3rd edition, Minneapolis: Fortress Press, 2010	0800663616	2010
<i>An Introduction to the New Testament.</i>	Carson, D.A. & Moo, Douglas J.	Grand Rapids, MI. Zondervan	0310238595	2005
<i>Written that You May Believe</i>	Schneiders, Sandra S.	Herder & Herder	0824519264	2003

8. ASSIGNMENTS

A. Out of Class Learning Activities – Homework, reading, writing, research on Internet.

- B. Knowledge Analysis Reports – Readings of Bible passages, analysis and interpretation, group discussions.
- C. Quizzes – Students will bring three questions to class on specific readings to show their knowledge of the text.
- D. Final Exam – Students will take a Final Exam, Part I - freewriting response to class - and Part II - multiple choice exam with short essay answers.

**9. ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS /
RATIONALE FOR GRADE DETERMINATION**

A. Grade Assessment

Assignments	% of Grade
Attendance and Participation	15%
Writing Portfolio	30%
Readings, Homework questions/quizzes	15%
Review Exam	10%
Spiritual Autobiography	30%
Total	100%

B. Grade Definition

A	Excellent. Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	Good. More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Average. Basic knowledge needed to function and carry-on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Below average. Demonstrates poor, but passable awareness of course material, may not be eligible for transfer.
F	Fail.

I	Incomplete. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following quarter. If all work is not submitted by the end of the following quarter, a grade of F will be posted automatically and counted in the computation of the GPA.
W	Withdrawal. Signifies that a student has withdrawn from a course after the Add/Drop deadline. A “Withdrawal” is not allowed after the Withdrawal deadline. This is a permanent mark with no grade points assigned.

C. Grade Scale

The final course grades are based on the grading system in the catalog (by percentage):

Grade	Percent	GPA	Grade	Percent	GPA
A+	98-100	4.0	A	94-97	4.0
A-	90-93	3.7	B+	87-89	3.3
B	84-86	3.0	B-	80-83	2.7
C+	77-79	2.3	C	74-76	2.0
C-	70-73	1.7	D+	67-69	1.3
D	64-66	1.0	D-	60-63	0.7
F	Below 60	0.0			
I	Incomplete				
W	Withdraw				

10. COURSE POLICIES

- A. **Attendance, Preparation, and Participation:** Arriving to class on time, being fully prepared, and actively participating in the discussions and activities are important for the student's success in the course. **Tardiness and absences** must be discussed with the professor. The professor will assign make-up work as necessary on a case-by-case basis for excused (including medical) absences. Medical absences require notice from medical office or doctor.
- B. There are 15 classes, one point each for full attendance and full participation, or a total of 15 points toward the final grade. A student may be excused from an absence if the student submits documents to show medical appointment or other circumstance to the office administrator during the week following the absence. A student who expects to

be absent should call or email the school administrator Miwon Sul [http://info@oikos.edu](mailto:info@oikos.edu).

- C. Because the class meets once a week for extended hours, it counts for a full week of classes in a regular schedule. Missing one class is the same as missing one week of the semester. This is why students must be present and on time for every class. A large part of the final grade is based on attendance and active participation in the class meetings. Attendance is taken at the beginning of every class. Students who arrive after the beginning of class must sign the "Late Sheet" near the door of the classroom when they enter. Otherwise, they will be counted as absent.

One absence = discussion with teacher.
Two absences = discussion with Oikos administration.
Three absences = Academic probation.
Four absences = failing grade of F

NOTE: Three late arrivals or early departures = one absence.

- D. **Writing Format:** All written assignments must be according to **APA** writing guidelines. **Format:** Times New Roman font, 12 font size, 2.0 (double space) with one-inch margins all around. **Citations:** Works that are cited must be given proper credit. The citations should be in **APA** format. A brief tutorial on the APA format can be found at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- E. **Academic Misconduct:** Students are expected to maintain the highest standards of academic conduct. There are many types of academic misconduct. While plagiarism, cheating, and multiple submissions are clearly notated, students may be cited for any other form of academic misconduct according to University policies. **Plagiarism, which consists of using someone else's ideas or words, is a serious offense. Please cite your sources properly to avoid unintentional plagiarism.** Cheating can include having someone else write student papers, buying term papers off the internet, **using ChatGPT** and copying answers during an exam. In addition, working in groups for individual assignments can also constitute cheating. Multiple submission of a single work is not accepted and will be considered an act of academic misconduct. Instructors who believe they have discovered academic misconduct will submit a grade of X (the equivalent of an unreported grade) for the course until the academic misconduct charge is resolved.
- F. **Academic Expectations:** Students are expected to interact with the books they have read, the lecturers' comments, their personal experiences, and the Bible. Do not use Wikipedia or similar references, as they are unreliable. It is also expected that you to

have properly researched your paper and will make liberal use of footnotes and references. If you have any questions in this regard you may email your professor for clarification. During the course, if you have questions related to your coursework, please be sure to ask either during class or individually with your professor.

- G. **Deadlines:** All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week the assignment is late or a portion thereof. Permission for late work is granted only by special request at the discretion of the faculty.
- H. **Oikos test policy:** Tests must be taken on the assigned dates. Except in cases of documented medical emergency, make-up exams are not permitted without prior approval from the instructor.
- I. **Advance Assistance:** Students wishing feedback from the instructor or TA regarding initial drafts of papers/presentations are invited to schedule appointments with the instructor/TA sufficiently in advance of due dates to enable review, discussion, and subsequent refinement.
- J. **Make-up Work and Extra-Credit Work.** Make-up and extra credit work is generally **not available and is not accepted** as a substitute for regular work. Students are expected to do every assignment to the best of their abilities and to submit them properly on time. However, in the event of unusual circumstances, students may be given the opportunity to make up missed assignments and/or earn extra credit **at their instructor's discretion**. Extra credit will not apply for students with excessive unexcused absences since attendance and in-class participation is imperative in the learning process.
- K. **Emergency Procedures:** In case of emergency, such as sudden earthquake and fire, it is highly recommended that you leave the classroom and building location as directed by school officials. You must stay with your instructor and classmates until you are officially notified further announcement.
- L. **Other Policies** on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance apply according to the Student Handbook and Catalog.
- M. **Students with Disabilities:** Disabled students who require additional time/arrangements for examinations or other arrangements for assignments must secure verification/assistance from the Student Services Office

11. COURSE SCHEDULE and TOPICAL OUTLINE:

Please be aware that this syllabus is only a preview of assignments and will change depending on class progress. **Follow the directions in the weekly assignment email for each week's homework and deadlines.**

Wk	Date	Class Topic	Class and Reading	Assignments
1	1/24/ 2023	Climate of Modern Pluralism	<p><u>Class:</u> Introduction to NT 320 Discussion: Assumptions about religion, spirituality, your impressions, life questions Group discussions on topics <u>Due in class:</u> Freewriting on your views, ideas from discussion for Portfolio <u>HW:</u> Write your three (3) best questions for class discussion.</p>	Group class discussion, prepare reading and writing homework.
2	1/31	Heritage of Greek philosophy	<p>Syllabus, EZ, spiritual autobiography project, Writing Portfolio, use of Populi. 1. <u>Review Discussion:</u> Worldviews, character, virtues & vices freewriting 2. Introduction to philosophical thought Supernatural, Plato's Cave Allegory, YouTube video, diagram, Visible & Intelligible realms. Diagram explanation 1:00- 4:00 minutes https://www.youtube.com/watch?v=aHLASQstKVQ&t=59s Overview: https://www.youtube.com/watch?v=1RWOpQXTltA&list=RDLV1RWOpQXTltA&index=1 ENG 102 & NT 10:09 min https://www.youtube.com/watch?v=xOULKUK07kU&list=RDLV1RWOpQXTltA&index=6 <u>Group Discussion;</u> Read thru dramatized Cave Allegory <u>HW due next class:</u> Re-read Cave Allegory - Write your three (3) best questions for class discussion.</p>	Group class discussion, prepare reading and writing homework.
3	2/7	Plato's Cave Allegory	<p><u>Class & discussion:</u> Turn in HW 1. Act out dramatized Cave allegory, read original 2. Class discussion, Supernatural Freewriting: Reflections for Portfolio</p>	Group class discussion, reading and writing homework.

			<p>HW - Read Bible selections before class. - Write your three (3) best questions for class discussion. Bring Bible to next class.</p>	
4	2/14	Heritage of Old Testament	<p><u>Class:</u> Introduction to Old Testament, Class Readings & Group Discussions: <u>Biblical Prehistory:</u> 1. Creation & Fall in Garden 2. Commandments, 3. Cain & Abel, 4. Noah & Flood Reflection time <u>Due in class:</u> Freewriting on passage of your choice for Portfolio HW: Read Bible selections before class. HW: List words, grammar you don't understand.</p>	Group class discussion, prepare reading and writing homework.
5	2/21	<u>In Person 5</u> Heritage of Old Testament	<p><u>Class: Intro to OT 2:</u> <u>Abraham thru Judges:</u> 5. Abraham leaves Ur for Canaan 6. Abraham's family through Joseph 7. Moses & Exodus 8. Joshua & Conquest 9. Judges Reflection time <u>Due in class:</u> Freewriting on passage of your choice for Portfolio <u>HW due next class:</u> - Read Bible selections before class. - List words, grammar you don't understand.</p>	Group class discussion, prepare reading and writing homework.
6	2/28	<u>In Person 6</u> Heritage of Old Testament	<p><u>Class: OT 3 -Kings, Rise & Fall of Monarchy, Return:</u> 10. Samuel, Saul, David, Solomon 11. Ahab & Jezebel, Elijah in cave, 12. Invasion of Assyrians, 13. Babylonian captivity, Ezra, return 14. Prophets & silence to Malachi Reflection time <u>Due in class:</u> Freewriting on passage of your choice for Portfolio</p>	Group class discussion, prepare reading and writing homework.

			<p><u>HW due next class:</u> - Read Bible selections assigned in class. - List words, grammar you don't understand.</p>	
7	3/7	<p>Zoom 1: OT, Bible Interpretation</p>	<p><u>Class:</u> Turn in Writing Portfolio for review Discussion of Bible Interpretation - 4 levels of meaning - historical criticism - meditation, lectio divina <u>Handouts:</u> - Interpreting the Bible - Lectio Divina - Spiritual Awareness HW: no homework</p>	<p>Group class discussion, prepare reading and writing homework.</p>
8	3/14	<p>Zoom 2 Harmony of Gospels: Synoptics & John Jesus' Public Ministry in John</p>	<p><u>Class:</u> Background audience, purpose. <u>Group Discussions:</u> Jesus in Synoptics <u>Handout:</u> Life of Jesus in Synoptics John the Baptist preparing the way: Mark 1:1-6, Malachi, Isaiah. Reflection time, Freewriting <u>HW:</u> Read Gospel of John 1. John: 1:19-2:12 2. John: 2:13-4:42 3. John: 4:43 to 5:47 4. Feeding 5,000 (John 6:5-14). 5. Walking on water (John 6:16-21) HW: Look up unknown words, read passages, write and discuss 3 questions to ask on Discussion Board</p>	<p>Group class discussion, prepare reading and writing homework.</p>
9	3/21	<p>Zoom 3 Jesus and miracles</p>	<p><u>Class:</u> Gospel of John, Signs 1-5 Freewriting on passages. Jesus' Public Ministry in John: <u>Signs 1-5</u> - Gospel of John No birth narratives. Begins with John the Baptist, first disciples. Discussion: 1. John: 1:19-2:12, including disciples, Wedding at Cana 2. John: 2:13-4:42, incl. healing son</p>	<p>Group class discussion, prepare reading and writing homework.</p>

			<p>3. John: 4:43 to 5:47, incl. healing paralyzed man 4. Feeding 5,000 (John 6:5-14). 5. Walking on water (John 6:16-21)</p> <p>Reflection time, FW</p> <p><u>Homework due next class:</u> Read and prepare: 6. Healing man born blind (John 9:1-7). 7. Raising Lazarus (John 11:1-45). 8. Final days John 17:1-19:42. 9. The Empty Tomb. John 20: 1-10 HW: Look up unknown words, write up 3 questions for Discussion Board.</p>	
10	3/28	In Person 7 Jesus' Final Days	<p><u>Class discussion</u> <u>Jesus & Signs 6-9:</u> 6. Healing man born blind (John 9:1-7). 7. Raising Lazarus (John 11:1-45). 8. Final days John 17:1-19:42. 9. The Empty Tomb. John 20: 1-10 <u>Reflection & freewriting due in class</u> <u>End class in silence, lights off.</u></p> <p><u>HW due next class:</u> Attend Easter service at church of your choice. - Read Bible selections assigned for the next class.</p>	Group class discussion, prepare reading and writing homework.
	4/4	Paschal mystery	EASTER BREAK - NO CLASS	Personal Reflection
11	4/11	Zoom 4 Jesus & Rebirth	<p><u>Class:</u> Enter class in silence, lights off. Lights on: <u>Readings & Group Discussion:</u> Resurrection and commission of disciples: John 20:11-21:25 (end), Acts 1:1-3:10 HW: Read Bible selections assigned for the next class.</p>	Group class discussion, prepare reading and writing homework.
12	4/18	Zoom 5 John and Christian spiritual life.	<p><u>Class:</u> Attendance Reflections on Easter service</p> <p>Discuss freewriting for Portfolio.</p> <p>Readings, discussion: John's mystical vision: John 1:1-18, Letters 1-3 of John.</p>	Group class discussion, prepare reading and writing homework.

			<p>Character traits, repentance, reform of life. Later asceticism of desert monks.</p> <p><u>HW Due in class:</u> Study for Final Exam OR 1st freewriting draft of spiritual autobiography</p>	
13	4/25	<p>Zoom/ In Person Christian Spiritual Living</p>	<p><u>John & Christian Spiritual Living</u> Review for Final Exam Or 1st Draft Writing Workshop: Review portfolio, freewriting <u>Group discussion</u> Your impressions of last 12 weeks <u>Freewriting in class, due by end of class:</u> HW: Study for Final Exam Due next Class: Bring updated and organized Writing Portfolio for discussion and Final Exam</p>	<p>Group class discussion, prepare reading and writing homework.</p>
14	5/2	<p><u>In Person/ Zoom</u> Writing Workshop</p>	<p>Hand in updated and organized Writing Portfolio Final Exam - due in class. <u>OR Revising Workshop: Spiritual Autobiography</u> Group Discussion: Re-read and discuss your portfolio & Spiritual Autobiography HW: Revised Spiritual Autobiography OR no HW if Final Exam</p>	<p>Group class discussion, prepare reading and writing homework.</p>
15	5/9	<p><u>In Person/ Zoom</u> Final Class & Spiritual Auto-biography</p>	<p>Attendance Mandatory! <u>Due:</u> Turn in complete Portfolio for review & grading Reflection on course, human stories in literature with spiritual life in John. <u>Closing:</u> Reflection on Worldviews - Select portions of your work to read aloud.</p>	<p>HAPPY SUMMER VACATION!</p>

**12. Rubric for Grading in Gospel of John, NT 320, Spring 2023
Writing Portfolio & Final Spiritual Autobiography**

RUBRIC (FINAL WRITTEN PROJECT)				
CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Make sincere effort in preparation of assigned Biblical readings in John for written classwork.	<ul style="list-style-type: none"> * Little or no preparation of Biblical texts before class. * Short, cryptic description of Biblical episodes in answers. * Didn't look up any unknown terms and references before class. 	<ul style="list-style-type: none"> * Average preparation of Biblical texts. * Some description of Biblical episodes in answers. * Looked up a few unknown terms and references before class 	<ul style="list-style-type: none"> . * Good preparation of assigned Biblical texts. * Reasonable description of Biblical episodes in answers. * Looked up many unknown terms and references before class. 	<ul style="list-style-type: none"> * Excellent preparation of assigned Biblical texts. *Comprehensive description of Biblical episodes in answers. * Looked up all unknown terms and references before class.
Works cooperatively in group discussions about Biblical and spiritual topics related to writing for Portfolio & Autobiography.	<ul style="list-style-type: none"> *Added little in group discussion to develop own ideas for class freewriting, for Portfolio and Autobiography. *Mostly withdrawn and passive, little effort or ideas in writing for Portfolio & Spiritual Autobiography. 	<ul style="list-style-type: none"> *Spotty participation in group discussion to develop own ideas for class freewriting, for Portfolio and Autobiography *Spotty effort, repeating obvious ideas in writing for Portfolio & Spiritual Autobiography. 	<ul style="list-style-type: none"> * Good participation in group discussion to develop own ideas for class freewriting, for Portfolio and Autobiography. *Reasonable thoughtful reflection in writing for Portfolio & Spiritual Autobiography. 	<ul style="list-style-type: none"> *Superior participation in group discussion to develop own ideas for class freewriting, for Portfolio and Autobiography. *Extensive and thoughtful reflection in writing for Portfolio & Spiritual Autobiography.
Shows engagement and caring about understanding Biblical topics in John and at personal level in class writing	<ul style="list-style-type: none"> . * Least amount reflection on deeper meaning of topic under discussion. *Almost no effort to understand topic at universal level. 	<ul style="list-style-type: none"> . * Some reflection on deeper meaning of topic under discussion. * Some understanding of topic at universal religious level. . *Some insight with new, personal ideas 	<ul style="list-style-type: none"> *Good reflection on deeper meaning of topic under discussion. *Moderate understanding of topic at universal level. *Good insight with new, personal ideas 	<ul style="list-style-type: none"> *Serious reflection on deeper meaning of topic under discussion. *Superb understanding of context, significance of topic at universal religious level.

	*Little insight with new, personal ideas			*Great insight in new, personal ideas
Effectively communicates in writing about personal spiritual growth for Portfolio & Spiritual Autobiography	. *Little analysis of spiritual meaning of texts *Little effort in writing and presentation.	*Routine analysis of spiritual meaning of texts. *Somewhat clear writing but often confused, muddled	* Good analysis of spiritual meaning of texts. * Reasonably clear writing, good oral presentation.	*Sophisticated analysis of spiritual meaning of texts. *Very clear writing, superior oral presentation