

TEACHING THE BIBLE IN THE CHURCH: THE PSALMS

CE 3083 | OT 3053

January Term 2018 – Monday-Friday, January 8-19 in Schlegel 122

Instructor: Marcus Hong, mhong@lpts.edu

CREDIT: 3 credits. This course fulfills the Teaching Ministry Requirement and the Biblical Elective Requirement.

COURSE DESCRIPTION: This is an interdisciplinary course concerned with the practice of teaching the Bible for the benefit of the church (broadly conceived). It does so through an experiential case study simulation: designing a Bible study on the Psalms. Through that case study, it develops critical skills in the practice of biblical exegesis, interpretation, and educational design.

PREREQUISITES: Scripture 1

GOALS: The goals of this course support MDiv Student Learning Objectives 1 and 5

SLO 1: Students will gain knowledge and understanding of the Bible, and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts.

SLO 5: Students will acquire the knowledge and skill sets necessary for the practice of Christian ministry – as demonstrated by effectiveness in such activities as:

- Leading congregations within the framework of their communions, confessions, and polity
- Preaching, teaching, and leading worship
- Praying and teaching others to pray
- Leading an organization effectively
- Providing public leadership
- Inviting others into the Christian faith
- Offering pastoral care
- Participating in constructive intra-Christian and interreligious engagement

At the end of the course, students should:

1. Be able to exegete a passage of Scripture in order to create a plan for teaching the text;
2. Have had an experience teaching one or more texts from the Psalms and examining and assessing their own teaching and the teaching of others;
3. Critically examine issues related to teaching the Bible, including:
 - Biblical authority
 - Teaching the Hebrew Scriptures in a Multicultural and Pluralistic Context
 - Exegesis and interpretation skills and presuppositions
 - Teaching in different situations with different age groups.

TEACHING METHODS: In the classroom, we will utilize lectures, presentations, group discussion, teaching demonstrations, creation of art, and video, audio and various forms of media. Students will also learn through crafting brief summaries of readings, writing generative questions, and intentionally revising a written work.

School and Class Policies

DISCUSSION: For ours to be an open classroom where freedom to speak and respect for all are assured, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly.

INCLUSIVE LANGUAGE: Learning is fundamentally linked to communication, self-expression, and personal and social transformation. It respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive. Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of the construction of an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work will be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism and white privilege, homophobia and transphobia, ageism, and prejudice toward people with physical and intellectual disabilities also permeate our society and are detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to being a community respectful and welcoming of difference and opposed to all forms of social oppression.

Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy (though they can be). In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

From the Dean's Office

ATTENDANCE: Students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

PLAGIARISM AND DOCUMENTATION POLICY: All students are expected to abide by Seminary policies and expectations concerning student integrity, including academic honesty and avoidance of plagiarism. Louisville Seminary's policy on plagiarism is detailed in the Student Handbook, which is available on the Louisville Seminary Intranet or from the Dean of Students Office. Assistance with academic writing is available from the Academic Support Center.

SPECIAL ACCOMMODATIONS: Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

CITATION POLICY: Citations should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Assignments and Readings

GRADING: Students will receive feedback on their teaching demonstrations from both their fellow students and the instructor. All other work will be evaluated by the instructor.

Assignment Breakdown

Reading Summaries of Bracke & Tye, Jacobson & Jacobson	20%
Reading Summaries and Generative Questions	10%
Biblical Authority and Pedagogical Interpretation	20%
Teaching Demonstration and Reflection	20%
Final Project	20%
Class Participation	10%

TOTAL: 100%

Grade Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C	73-76	D	63-66
B+	87-89	C+	77-79	D-	60-62
B	83-86	C-	70-72	F	59 and below

Detailed rubrics for most assignments (excluding Class Participation) can be found at the end of the syllabus, further guidance will be given in class.

READING SUMMARIES OF BRACKE & TYE AND JACOBSON & JACOBSON

Before the first day of class, read all of Jacobson & Jacobson and all of Bracke & Tye (total: 336 pp) and write 250-word summaries (approx. ½ page, single-spaced) of each of the chapters (*excluding* Jacobson and Jacobson, “Introduction” – total of 12 summaries). **Please submit these summaries by e-mail on the first day of class (January 8).** These summaries will help you engage in discussion of these materials when we address them during the class, so it would be good to bring them with you during the first week. You are strongly encouraged to begin this project over Christmas Break, though it could be feasibly done during the week of January 1-7, depending on your schedule.

2 READING SUMMARIES AND GENERATIVE QUESTIONS

For Days 2 and 3 of class (January 9 and 10), you will sign up to write TWO 250-word summaries, ONE for each topic we will be addressing (The Psalms in a Multicultural, Pluralistic Context; Teaching in a Multicultural, Pluralistic Context). At the end of each summary, craft 2-3 generative questions (not included in the word count). For help on writing generative questions, see the Handout (on CAMS) on writing good questions.

BIBLICAL AUTHORITY & PEDAGOGICAL INTERPRETATION PROJECT

Due Day 5 of class, Friday, January 12. Without consulting outside authorities, write a brief piece (no more than 1500 words, no less than 1000, single-spaced) that addresses the following topics (should be in the form of a newsletter article to a congregation, a sermon, or a poem/spoken word)

- Working understanding of Biblical Authority – Why do we read the Bible? What does it mean that we call it Scripture? What kind of authority does the Bible have in our lives, faith communities, society? Why does it have such authority and who grants it such authority?
- How and why the Bible does or does not have an impact on your spiritual life and the ministry to which you feel called.
- How the above responses shape the way the Bible is taught and learned.

TEACHING DEMONSTRATION AND REFLECTION

Due various times during the second week of the course.

For this assignment, you will be divided into SIX groups. Each group will select an audience: children, youth, adults, staff/church leaders, clergy group, an ecumenical retreat. Each group will also select a psalm to teach from one of six groupings of psalms: Book I, Part 1 - Psalm 1-21; Book I, Part 2 - Psalm 22-41; Book II - Psalm 42-72; Book III and Book IV - Psalm 73-106; Book V, Part 1 - Psalm 107-119; Book V, Part 2 - Psalm 120-150

You will design and implement (via an in-class simulation) a lesson plan for teaching and learning this psalm. The demonstration should take no more than an hour, and will be followed by 15-20 minutes of feedback and discussion. The day after teaching, each member of the teaching team will write a 600-word reflection on their teaching, as well as the experiencing of team teaching. Each teaching group will meet once with the instructor for a 30 minute conference before they teach. The following documents should be submitted on the following days, by the following people:

- 1200-word Explanatory Materials – submitted by the group on the day you teach
 - Includes aims and goals; audience; setting and environment; roles of teacher and learner (500 words); helpful background exegetical research on the chosen psalm(s) (500 words); and a rationale for the methods chosen that emerges from the interaction between your audience and your exegesis of the biblical text (200 words). A sample will be provided in class. **At least TWO commentaries should be consulted for the exegetical portion.**
- 1-2 page lesson plan, with any supplemental materials - submitted by the group on the day you teach
 - A sample format will be provided in class.
- 600-word reflection on teaching - submitted by each individual on the day after you teach

FINAL PROJECT

Due by MIDNIGHT on Friday, January 19. EITHER

- 1) A revision of the Biblical Authority Project submitted in the first week of class. This version should be in conversation with no less than three authors from *Engaging Biblical Authority*, our readings on education and pedagogy, and our reading and reflections on Parker Palmer's *To Know As We Are Known*. This version should be no more than 2500 words, no less than 2000.
- 2) An expansion and revision of your single Teaching Demonstration into a curriculum of 3-4 lessons, or a weekend-long retreat. All aspects of the project, including explanatory materials, but excluding the reflection on teaching (which you will not submit) should be revised. This should address more than one psalm and include exegetical portions for each psalm.

BOOKS:

Required

Teaching The Bible in the Church (Tye and Bracke)
Introduction to the Psalms (Jacobson and Jacobson)
Engaging Biblical Authority (William Brown, ed.)
To Know As We Are Known (Parker Palmer)

On desk reserve at the library

Oxford Handbook of the Psalms

Additional readings and resources will be distributed in class or on CAMS (see the schedule below)

Schedule

DAY 1 – MONDAY, JANUARY 8

DUE BY E-MAIL: Chapter Summaries for Bracke and Tye and Jacobson and Jacobson

9:00-10:00 Plenary 1 - Intro to the Course

BREAK

10:30-12:00 Plenary 2 - Intro to Teaching
Addresses Bracke and Tye, Introduction and Chapters 1 and 2

LUNCH

12:30-2:00 Plenary 3 - Intro to the Psalms
Addresses Jacobson and Jacobson, Chapters 2, 3, and 6.

DAY 2 – TUESDAY, JANUARY 9

DUE IN CLASS: Summaries of Psalms in a Multicultural, Pluralistic Context Essays

9:00-10:30 Plenary 4 – The Psalms in a Multicultural, Pluralistic Context

Sign up to read one of the following essays and write a summary of the essay and some questions to share with the class. NOTE: These are all in the desk reserve copy in the library.

1. Sadler, “Singing a Subversive Song,” in *Oxford Handbook of the Psalms*
2. Ahn, “Rising from Generation to Generation,” in *Oxford Handbook of the Psalms*
3. Sanchez, “Psalms in Latin America,” in *Oxford Handbook of the Psalms*
4. Brettler, “Jewish Theology of the Psalms,” in *Oxford Handbook of the Psalms*

BREAK

10:45-12:00 Plenary 5 – The Psalms as Prayer
Addresses Jacobson and Jacobson, Chapter 4

1. Brueggemann, “Fearful Thirst for Dialogue,” in *Disruptive Grace* (CAMS)
2. Brueggemann, “Preface to the Second Edition” and “Letting Experience Touch the Psalms,” in *Praying the Psalms* (CAMS)
3. Don E. Saliers, “Prayer: Shaping and Expressing Emotion,” in *The Soul in Paraphrase* (CAMS)

LUNCH

1:00-2:30 Plenary 6 – Teaching the Psalms as Prayer

1. Battle, “Teaching and Learning as Ceaseless Prayer,” in *The Scope of Our Art* (CAMS)

DAY 3 – WEDNESDAY, JANUARY 10

DUE IN CLASS: Summaries of Teaching in a Multicultural, Pluralistic Context Essays

9:00-10:30 Plenary 7 – Teaching in a Multicultural, Pluralistic Context

Addresses Bracke and Tye, Chapters 3 and 5.

Sign up to read one of the following sets of essays and write a summary of the essay(s) and some questions to share with the class. NOTE: The Wimberly articles are hyperlinked to a permalink for an online PDF of the article. Click to access. You may have to use library barcode and last four digits of phone number to access, unless on library computer.

1. [Anne S. Wimberly, “Hospitable Kinship...” in *Teaching Theology and Religion* vol. 7 no. 1](#) and [Anne S. Wimberly “Called to Listen...” in *International Review of Mission*; Jul 1998](#)
2. Elizabeth Conde-Frazier, “From Hospitality to Shalom,” in *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation* (CAMS)
3. bell hooks, “Embracing Change: Teaching in a Multicultural World,” from *Teaching to Transgress* and “Democratic Education,” and “Keepers of Hope” in *Teaching Community* (CAMS)

BREAK

10:45-12:00 Plenary 8 – The Psalms as Poetry

Addresses Jacobson and Jacobson, Chapters 1 and 5

1. Jacobson, “Burning Our Lamps with Borrowed Oil,” in *Psalms and Practice* (CAMS)
2. Tanner, “Rethinking the Enterprise,” in *Soundings in the Theology of Psalms* (CAMS)
3. Brueggemann, “Poems vs. Memos” in *Ice Axes for Frozen Seas* (CAMS)

LUNCH

1:00-2:30 Plenary 9 – Teaching the Psalms as Poetry

1. [Rolf A. Jacobson, “Teaching Students to Interpret Religious Poetry,” in *Teaching Theology and Religion*, 2004, vol. 7 no. 1](#) (hyperlinked to permalink, click to access)
2. bell hooks, “Essentialism and Experience” in *Teaching to Transgress* (CAMS)

DAY 4 – THURSDAY, JANUARY 11

9:00-11:00 30 minute conferences to discuss teaching demonstrations.

11:00-12:15 Plenary 10 – The Psalms in Worship

1. Long, “The Psalms in Christian Worship,” in *Oxford Handbook of the Psalms*
2. Long, “Preaching” in *Oxford Handbook of the Psalms*
3. Witvliet, “Praise and Lament...,” in *Worship Seeking Understanding* (CAMS)
4. [Martin Tel, “Necessary Songs,” in *The Christian Century*, January 8, 2014](#) (hyperlinked to permalink, click to access)

LUNCH

1:00-2:30 Plenary 11 – Teaching the Psalms through Worship

1. Marcus Hong, “Calling on the Name of the Lord,” unpublished paper, (CAMS)

DAY 5 – FRIDAY, JANUARY 11

DUE IN CLASS: Biblical Authority and Interpretation Project

9:00-10:00 30 minute conferences to discuss teaching demonstrations.

10:00-11:30 Plenary 12 – Engaging Biblical Authority

Everyone read Brown’s Introduction and at least 3 other essays (sign-up).

LUNCH Encouraged to go to the Women at the Well Worship Service

Free afternoon to work on Teaching Demonstrations

3-DAY WEEKEND – MARTIN LUTHER KING JR HOLIDAY ON MONDAY

DAY 6 – TUESDAY, JANUARY 16

9:00-10:15 Teaching Demonstration 1

BREAK

10:30-11:45 Teaching Demonstration 2

BREAK

12:00-12:30 Reflection on Palmer, Part 1 - Intro, Chp. 1 and 2

Free afternoon to work on final project or teaching demonstrations

DAY 6 – WEDNESDAY, JANUARY 17

9:00-10:15 Teaching Demonstration 3

BREAK

10:30-11:45 Teaching Demonstration 4

BREAK

12:00-12:30 Reflection on Palmer, Part 2 - Chp. 3 and 4

Free afternoon to work on final project or teaching demonstrations

DAY 6 – THURSSDAY, JANUARY 18

9:00-10:15 Teaching Demonstration 5

BREAK

10:30-11:45 Teaching Demonstration 6

BREAK

12:00-12:30 Reflection on Palmer, Part 3 - Chp. 5, 6 and 7

Free afternoon to work on final project. No class on Friday, January 19; work on final project.

Final Project Due via e-mail by Midnight on Friday, January 19.

List of Commentaries and Other Resources

One Volume Commentaries

Broyles, Craig C. *Psalms*. New International Biblical Commentary, Old Testament Series, vol. 11. Peabody, MA: Hendrickson; Carlisle, Cumbria: Paternoster Press, 1999.

Brueggemann, Walter and W.H. Bellinger, Jr. *Psalms*. New Cambridge Bible Commentary. New York: Cambridge University Press, 2014.

deClaisse-Walford, Nancy L., Rolf A. Jacobson and Beth LaNeel Tanner. *The Book of Psalms*. New International Commentary on the Old Testament, vol. 15. Grand Rapids, MI: Eerdmans, 2014.

Limburg, James. *Psalms*. Westminster Bible Companion, vol. 14. Louisville, KY: Westminster John Knox Press, 2000.

Mays, James L. *Psalms*. Interpretation: A Bible Commentary for Teaching and Preaching Series, vol. 15. Louisville, KY: John Knox Press, 1994.

The New Interpreter's Bible, Vol. IV: Introduction to Hebrew Poetry, Job, Psalms, 1& 2 Maccabees. Edited by Leander E. Keck. Nashville, TN: Abingdon Press, 1994. [NOTE: Psalms section written by J. Clinton McAnn, Jr.]

Exegetical Commentaries

Craigie, Peter C., Marvin E. Tate and Leslie C. Allen. *Psalms* (3 vols; 1-50; 51-100; 101-150). Word Biblical Commentary, vols. 19, 20 and 21. Waco, X; Word Books, 1983, 1990.

Dahood, Mitchell J. *Psalms* (3 vols; 1-50; 51-100; 101-150). Anchor Bible Commentary, vols. 16, 17 and 17a. Garden City, NY: Doubleday, 1966, 1970.

Kraus, Hans-Joachim. *Psalms: A Commentary* (2 vols; 1-59; 60-160). Continental Commentaries. Translated by Hilton C. Oswald. Minneapolis, MN: Augsburg Fortress, 1988, 1989. Original: *Psalmen*. Neukirchener Verlag, 1961, 1978.

Hossfeld, Frank-Lothar and Erich Zenger. *Psalms* (3 vols; 2 published - 51-100, 101-150). Hermeneia Commentary Series, vol 18 pts 2 and 3. Minneapolis, MN: Fortress Press, 2005, 2011.

Theological Commentaries

Charry, Ellen T. *Psalms 1-50: Sighs and Songs of Israel*. Brazos Theological Commentary on the Bible. Grand Rapids, MI: Brazos Press, 2015.

[NOTE: This is the only volume on the psalms that has been published in this series. Nevertheless, it will be helpful for the group working with Book 1.]

Davidson, Robert. *The Vitality of Worship: A Commentary on the Book of Psalms*. Grand Rapids, MI: Eerdmans, 1998.

Hopkins, Denise Dombkowski. *Psalms: Books 2-3*. Wisdom Commentary vol. 21. Collegeville, MN: Liturgical Press, 2016.

[NOTE: This is the only volume on the psalms that has been published in this series. Nevertheless, it is a good one and will be helpful for those groups working with Books 2 and 3.]

Linguistic Aids and Helpful Translations

Alter, Robert. *The Book of Psalms: A Translation with Commentary*. New York, NY: W. W. Norton, 2007.

Rozenberg, Martin S. and Bernard M. Zlotowitz. *The Book of Psalms: A New Translation and Commentary*. Northvale, NJ: Jason Aronson, 1999.

READING SUMMARIES – BRACKE, TYE, JACOBSON RUBRIC

Components	Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Educational Categories	15		Demonstrates strong understanding of author's argument and perspective, accurately summarizes content. (10-15 pts)	Demonstrates adequate understanding of author's argument and perspective, summarizes content. (6-9 pts)	Struggles to articulate author's argument or perspective, with little attention to content. (2-5 pts)	This area is not addressed in any fashion. (1pt)
Exegetical Work	5		Good use of written English that communicates clearly and documents when material is quoted. (5 pts)	A few grammatical or spelling errors that detract from understanding. Proper documentation provided. Some parts unclear or disorganized. (4 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2-3 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pt)
TOTAL	20 pts.		Comments:			

READING SUMMARIES – VARIOUS CHAPTERS RUBRIC

Components	Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Summary	10		Demonstrates strong understanding of author's argument and perspective, accurately summarizes content. (10-15 pts)	Demonstrates adequate understanding of author's argument and perspective, summarizes content. (6-9 pts)	Struggles to articulate author's argument or perspective, with little attention to content. (2-5 pts)	This area is not addressed in any fashion. (1pt)
Questions	5		Offers generative questions. (5 pts)	Offers helpful questions (3-4 pts)	Offers vague questions (2 pts)	This area is not addressed in any fashion (1 pt)
Writing style & mechanics	5		Good use of written English that Communicates clearly and documents when material is quoted. (5 pts)	A few grammatical or spelling errors that detract from understanding. Proper documentation provided. Some parts unclear or disorganized. (4 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2-3 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pt)
TOTAL	20 pts.		Comments:			

BIBLICAL AUTHORITY AND INTERPRETATION PROJECT RUBRIC

Components	Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Content	10		Addresses all three topic areas (authority; spiritual impact; how to teach and learn) comprehensively and in a way that connects the three areas. (8-10 pts)	Addresses all three topic areas adequately, with some connections; or addresses all three topic areas well, but with little connection. (5-7 pts)	Addresses at least 2 of the topic areas, but misses one; no connections. (2-4 pts)	This area is not addressed in any fashion. (1pt)
Communication	5		Communicates perspective creatively in a way that can be understood by lay people. (4-5 pts)	Communicates in a way that can be understood by lay people. (3 pts)	Difficult to understand or confusing. (2 pts)	This area is not addressed in any fashion (1 pt)
Writing style & mechanics	5		Good use of written English that communicates clearly and documents when material is quoted. (4-5 pts)	A few grammatical or spelling errors that detract from understanding. Proper documentation provided. Some parts unclear or disorganized. (3 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pt)
TOTAL	20 pts.		Comments:			

TEACHING DEMONSTRATION RUBRIC

Components	Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Educational Categories	8		Demonstrates strong grasp of educational categories, with meaningful attention to each of the four aspects. (7-8 pts)	Demonstrates adequate grasp of categories, with some attention to each aspect. (4-6 pts).	Missing one or two categories; thin articulation. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Exegetical Materials	8		Demonstrates strong and creative grasp of exegetical method, with careful attention to both the text and its potential for teaching. Meaningfully consults at least two commentaries. (7-8 pts)	Demonstrates adequate grasp of method, with insight into both the text and its potential. Meaningfully consults at least one commentary. (4-6 pts).	Inadequate insight, with attention not paid to either the text or its import for teaching. Commentaries not consulted in a meaningful way. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Rationale	4		Offers a solid rationale for chosen pedagogical methods that brings together educational categories and exegetical materials (4 pts)	Offers a sufficient rationale with some links (3 pts)	Confusing or unhelpful rationale, with few links (2 pts)	This area is not addressed in any fashion (1 pt)
Lesson Plan	8		Strong, clear and well-organized lesson plan that emerges from the categories, exegesis and rationale. (7-8 pts)	Helpful lesson plan with links to categories, exegesis and rationale (4-6 pts).	Confusing or disorganized lesson plan, with few ties to other materials (2-3 pts)	This area is not addressed in any fashion (1 pt)
Peer Feedback	4		Score represents average score given by peers			
Reflection Paper	4		Thoughtful reflection on group work and teaching experience (5-6 pts)	Demonstrates some reflection (3-4 pts)	Simplistic or generalized reflection (2 pts)	This area is not addressed in any fashion (1 pt)
Writing style & mechanics	4		Good use of written English that communicates clearly and documents when material is quoted. (4-5 pts)	A few grammatical or spelling errors that detract from understanding. Proper documentation provided. (3 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pt)
TOTAL	40 pts.		Comments:			