**Research Paper Grade Sheet**

Student Topic Box

The first four sections below cover the paper’s *content* (70% of the grade). The Form grade (the other 30%) is based on Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. (Chicago: Univ. of Chicago Press, 2018). Follow also the *SBC Writing Standards 2018* and the checklist on the next two pages.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Introduction***

**Purpose** (the paper addresses what issue?) [ ]  [ ]  [ ]  [ ]  [ ]

**Scope** of the issue defined/narrowed down [ ]  [ ]  [ ]  [ ]  [ ]

**Procedure** for addressing the issue introduced [ ]  [ ]  [ ]  [ ]  [ ]

***Body***

**Wide research** (other views included, good sources) [ ]  [ ]  [ ]  [ ]  [ ]

**Individual work** (<20% quotes; careful citation) [ ]  [ ]  [ ]  [ ]  [ ]

**Key Bible texts** noted and addressed adequately [ ]  [ ]  [ ]  [ ]  [ ]

**Development** (proves points, not just lists verses) [ ]  [ ]  [ ]  [ ]  [ ]

**Interpretation** of passages accurate (exegesis) [ ]  [ ]  [ ]  [ ]  [ ]

***Conclusion***

**Solution** given to issue raised in introduction [ ]  [ ]  [ ]  [ ]  [ ]

**Main points** reviewed and/or restated [ ]  [ ]  [ ]  [ ]  [ ]

**Length** (1/2 to 1 page, no unnecessary info.) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

(These can be addressed anywhere in the paper)

**Application** (shows why the topic is important) [ ]  [ ]  [ ]  [ ]  [ ]

**Depth** (leaves any questions unanswered?) [ ]  [ ]  [ ]  [ ]  [ ]

**Internet** not used for more than 20% of sources [ ]  [ ]  [ ]  [ ]  [ ]

***Form***

**Format** (Contents & title page, length, pages numbered) [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typographical errors, punctuation [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** (agreement of subject/verb and tenses) [ ]  [ ]  [ ]  [ ]  [ ]

**Footnotes** (*not* end notes; proper form; biblio. incl.) [ ]  [ ]  [ ]  [ ]  [ ]

**Arranged** **logically** (not a collection of thoughts) [ ]  [ ]  [ ]  [ ]  [ ]

**Sections** agree with Contents page; no orphan headings [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments**: 19th edition (19 June 2018)

**Research Paper Checklist**

\* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!

19th edition (19 June 2018)

**1. General Format**

1.1 The most complete and widely used format guide is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013, 2018). 466 pp.

1.2 Areas not answered by Turabian are addressed in the SBC Writing Standards (2018 edition).

1.3 Other issues are found in *The Chicago Manual of Style,* 17th ed. (Chicago: Editorial Benei Noaj, 2017) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies,* 2nd ed., eds. Patrick H. Alexander *et al.* (Peabody, MA: Hendrickson, 2014).

**2. Preliminaries**

2.1 The title page should follow the typical format in Turabian.

2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.

2.1.2 Please include your mail box number after your name.

2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.

2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.

2.3\* Include a Table of Contents.

2.3.1 The Contents page should include only the first page number of each section.

2.3.2 Subtitles within the Contents page should be indented.

2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.”

2.3.4 “Table of Contents” should not be an entry on the Table of Contents.

2.4 Page numbers should be at the top right in the preliminaries (except no number on Title Page and Table of Contents) and at the bottom centre from the first page to the end.

**3. Body & Style**

3.1\* Provide an introduction that summarizes the problem(s) your paper aims to answer.

3.2\* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)

3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.

3.4 Double-space the paper throughout in prose form (not outline form).

3.5\* Write in the third person rather than the first person (“This author…” and not “I” or “we” or “us”).

3.6 Follow these guidelines for headings within the text:

3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.

3.6.2 Headings should not have periods (full stops or colons) after them.

3.6.3\* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.).

3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).

3.6.5 Don’t repeat a heading on the next page even if it covers the same section of the paper.

3.6.6 Each research paper should have at least 2-3 headings or divisions.

3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) ***bold italics*** left column, (4) regular text left column, and (5) **bold**text that begins an indented paragraph. If only two levels are needed then (2) above may be skipped.

3.7\* Do not clutter your paper with unnecessary details that do not contribute to your purpose.

3.8\* Make every statement a full sentence within the text (the exception is headings).

3.9 Critically evaluate your sources; do not believe a heresy just because it’s in print!

3.10 Make sure your reasoning is solid and logical.

3.11\* Provide a conclusion which solves/summarizes the problem addressed in the introduction

**4. Abbreviations**

4.1\* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).

4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.

4.3\* Use proper biblical book abbreviations with a colon between chapter and verse: Gen Exod Lev Num Deut Josh Judg Ruth 1 Sam 2 Sam 1 Kgs 2 Kgs 1 Chr 2 Chr Ezra Neh Esth Job Ps (plural Pss) Prov Eccl Song Isa Jer Lam Ezek Dan Hos Joel Amos Obad Jonah Mic Nah Hab Zeph Hag Zech Mal Matt Mark Luke John Acts Rom 1 Cor 2 Cor Gal Eph Phil Col 1 Thess 2 Thess 1 Tim 2 Tim Titus Phlm Heb Jas 1 Pet 2 Pet 1 John 2 John 3 John Jude Rev

4.4 Do not start sentences with an Arabic number. Write “First Kings 3:16…” (not “1 Kings 3:16…”).

4.5 Write out numbers under ten in the text (e.g., “three”); abbreviate those over ten (e.g., “45”).

4.6 “For example” (e.g.) and “that is to say” (i.e.) appear only in parentheses. Each has two periods and a comma.

**5. Quotations**

5.1\* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!

5.2 Use proper quotation formats with single quotation marks within double ones.

5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).

5.4\* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.

5.5 Provide biblical support for your position rather than simply citing your opinion.

5.6 If your source quotes a more original source, then quote the original in this manner: R. N. Soulen, *Handbook,* 18 (cited by Rick Griffith, *New Testament Backgrounds,* 7th ed. [SBC, 1999], 165).

Research Paper Checklist (2 of 2)

**6. Punctuation**

6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage”,)

6.2 Periods & commas go *outside* parentheses (unless a complete sentence is within the parentheses). For example: “Jesus wept” (John 11:35). but never “Jesus wept.” (John 11:35)

6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.

6.4 A space should not follow a beginning parenthesis or beginning quotation mark.

6.7 A space should always follow a comma and 1-2 spaces always follow a period.

6.8 Bible book abbreviations do not have a period.

**7. Footnotes**

7.1\* The first reference to a book includes (in this order) the author's *given* name first then family name, title (in *italics* but not in quotes), publication data in parentheses (place, colon, publisher, comma, then year), volume (if more than one), and page number (no “p.” or “pp.”). For example: Ralph Gower, *The New Manners and Customs of Bible Times* (Chicago: Moody, 1987), 233. In footnotes, use a period only *once* at the end of the citation. Indent the first line of each footnote entry.

7.2\* Cite later references to the same book but a different page number with only the author's family name (not given name), book title (no subtitle) and new page number. For example: Gower, *The New Manners and Customs of Bible Times*, 166.

7.3 Further citations to the same book follow the same format. Turabian and SBC no longer use “ibid” (Latin abbreviation for “in the same place”) or “idem” (Latin abbreviation for “by the same author”).

7.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data in parentheses, volume, and page. For example: P. Trutza, “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible,* 5 vols., ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975, 1976), 4:92-102. (If needed, look up the author’s name after the Contents page by tracing the initials at the end of the article.)

7.6 Footnote numbers are raised with no parentheses and go *after* a quotation’s punctuation (e.g., period).

7.7 Always cite your footnote numbers in sequence rather than using a former number again.

7.8 Use only numbers as footnote references (don’t use letters or \*#@^%, etc.).

7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).

7.10 Cite book, chapter, and paragraphs of primary (ancient) sources with Arabic numerals and full stops (e.g., “Josephus, *Jewish Antiquities* 18.1.3,” not “Josephus, *Jewish Antiquities,* Book XVIII, Chapter 1, Section 3”).

7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).

**8. Bibliography**

8.1 Alphabetize all sources by family name without numbering the sources.

8.2 Make entries single-spaced with the second line indented and with a double space between entries.

8.3 Do not cite an author’s title in a footnote or the bibliography (no “Dr.,” “Rev.” etc.).

8.4 Cite book references differently than in the footnotes by including the author's *family* name first (not given name), title (in *italics* but not in quotes), publication data *without* parentheses (place, colon, publisher, comma, then year), and volume (if more than one). For example: Gower, Ralph. *The New Manners and Customs of Bible Times.* Chicago: Moody, 1987. Use full stops (not commas) after each given name, title, and date; don’t use parentheses (but do use them in footnotes). Indent each line after the first line in an entry.

8.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data, volume, and page. For example: Trutza, P., “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible.* Ed. Merrill C. Tenney. 5 vols. Grand Rapids: Zondervan, 1975, 1976. 4:92-102. (You may need to find the author’s name after the Contents page by tracing the initials at the end of the article.)

8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.

8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).

8.8\* Include the bibliography even if the professor has assigned the sources.

8.9 Primary sources should be listed under the ancient author’s name, followed by the translator’s name. For example: Josephus. *The Works of Josephus.* Translated by William Whiston…

8.10 Primary sources with several or unknown authors should be listed by editor and/or translator’s name. For example: Danby, Herbert, trans. *The Mishnah.* Oxford: University, 1933.

**9. Common Grammatical and Spelling Mistakes**

9.1 “Respond” (verb) is used for “response” (noun). “The respond” should be “The response.”

9.2\* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.

9.3 Write “BC” dates *before* “BC” but “AD” dates *after* “AD” (“AD 70” and “70 BC” but never “70 AD” or “BC 70”).

9.4 Always capitalize the words “Christian,” “Bible,” “Christ,” “Word of God,” and “Scripture(s).”

9.5 The current trend is to *avoid* capitalization, especially in the adjectives “biblical,” “scriptural,” etc.

9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles. 19th edition (19 June 2018)

SINGAPORE BIBLE COLLEGE

“OT/NT SURVEY” OR “THE BIBLE…BASICALLY”
COURSE EVALUATION

(for SBC students to have their students complete on the last day of class)

YOUR NAME (OPTIONAL):………………………………… CLASS SIZE: ………

SBC STUDENT TEACHER:…………………….…………… DATE:……….……….

Please summarize how you feel about each question and give this to your teacher.

KEY: SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA – Strongly Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD |  D |  U |  A | SA |
| The course objectives were clearly explained. |  |  |  |  |  |
| The course objectives were achieved. |  |  |  |  |  |
| The teacher was well prepared for each class. |  |  |  |  |  |
| The course material was effectively presented. |  |  |  |  |  |
| The teacher gave me some resources for further learning. |  |  |  |  |  |
| The teacher responded well to students’ questions. |  |  |  |  |  |
| The teacher encouraged students to think for themselves and to express their ideas. |  |  |  |  |  |
| The teacher was accessible to students outside classes. |  |  |  |  |  |
|  TOTAL |  |  |  |  |  |

**COMMENTS:**

**1. In what ways did you find this course helpful for your personal spiritual growth?**

**2. In what ways did this course help you better serve Christ?**

**3. How can this course be improved for future students?**

**4. Further comments:**

 17 Dec. 2014

Teaching Report Grade Sheet

Student Mailbox Date

Bible Book(s) or Presentation(s) Taught Language

For students teaching either the class PPT or “The Bible…Basically” seminar or other courses, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. This form is also for students sharing lessons with unbelievers.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Introduction***

**Class** (whom did you teach and in what language?) [ ]  [ ]  [ ]  [ ]  [ ]

**Scope** (what did you teach in each session?) [ ]  [ ]  [ ]  [ ]  [ ]

**Procedure** (how did you conduct the sessions?) [ ]  [ ]  [ ]  [ ]  [ ]

***Body***

**Specifics** given rather than general observations [ ]  [ ]  [ ]  [ ]  [ ]

**Challenges** faced in teaching addressed adequately [ ]  [ ]  [ ]  [ ]  [ ]

**Improvements** suggested in content [ ]  [ ]  [ ]  [ ]  [ ]

***Application***

**Action Points** given to improve next time teaching [ ]  [ ]  [ ]  [ ]  [ ]

**Personal** and transparent (self-critical is good) [ ]  [ ]  [ ]  [ ]  [ ]

***Conclusion***

**Main points or lessons** reviewed and/or restated [ ]  [ ]  [ ]  [ ]  [ ]

**Length** (2-4 single-spaced pp., w/o unnecessary info.) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Handouts** (student’s own material included) [ ]  [ ]  [ ]  [ ]  [ ]

**Creativity** (pictures of class, video clips, quizzes) [ ]  [ ]  [ ]  [ ]  [ ]

**Course Evaluations** included & responses totaled [ ]  [ ]  [ ]  [ ]  [ ]

***Form***

**Format** (typed, title page, pages numbered) [ ]  [ ]  [ ]  [ ]  [ ]

**Submitted** in printed form (not emailed to professor) [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typos fixed, punctuation good, 12 pt. font [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** (agreement of subject/verb and tenses) [ ]  [ ]  [ ]  [ ]  [ ]

**Footnotes** (not endnotes, if used; biblio. of resources) [ ]  [ ]  [ ]  [ ]  [ ]

**Arranged** **logically** (not a collection of thoughts) [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Teaching Report grade: %

**Comments:** 3rd edition (15 Oct 2018)

**PowerPoint Presentation Grade Sheet**

Class Date

Topic/Project

Group Members

The Introduction, Body, Conclusion, and Miscellaneous concern the presentation *content* (70% of the grade). The *form* grade (the other 30%) concerns how you present your material.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Introduction***

**Attention** (focuses listener's need on the theme) [ ]  [ ]  [ ]  [ ]  [ ]

**Procedure** for addressing the text/topic introduced [ ]  [ ]  [ ]  [ ]  [ ]

***Body***

**Overall content** (charts, other good info.) [ ]  [ ]  [ ]  [ ]  [ ]

**Individual work** (not excessive quotations) [ ]  [ ]  [ ]  [ ]  [ ]

**Key passages/issues** addressed well [ ]  [ ]  [ ]  [ ]  [ ]

**Problem Texts** (fair to views, own view supported) [ ]  [ ]  [ ]  [ ]  [ ]

**Interpretation** of passages accurate (exegesis) [ ]  [ ]  [ ]  [ ]  [ ]

***Conclusion***

**Solution** given to issue raised in introduction [ ]  [ ]  [ ]  [ ]  [ ]

**Main points** reviewed and/or restated [ ]  [ ]  [ ]  [ ]  [ ]

**Application** (exhorts life change in specific areas) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

(Applies to the whole presentation)

**Depth** leaves no key questions unanswered [ ]  [ ]  [ ]  [ ]  [ ]

**Interesting** in voice, illustrations, presence [ ]  [ ]  [ ]  [ ]  [ ]

**Theological** content shows insight [ ]  [ ]  [ ]  [ ]  [ ]

**Handouts** attractive with sources for further study [ ]  [ ]  [ ]  [ ]  [ ]

***Form***

**Format** (slides attractive, clear, 20+ point font size) [ ]  [ ]  [ ]  [ ]  [ ]

**Many Good Pictures/Visuals** (not too much text) [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typographical errors, punctuation [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** (agreement of subject/verb and tenses) [ ]  [ ]  [ ]  [ ]  [ ]

**Length** is 30+ minutes w/o unnecessary info. [ ]  [ ]  [ ]  [ ]  [ ]

**Digital** Readable PPT & MS Word File Submitted [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 7 Sep 2017

**PowerPoint Translation Grade Sheet**

Student Mailbox Date

Bible Book or Presentation Translated Language

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately [ ]  [ ]  [ ]  [ ]  [ ]

**No English** on any slide (design new memory aids) [ ]  [ ]  [ ]  [ ]  [ ]

--For example, replace “A Judge Must Judge” or “ARC” with a mnemonic in your language

***Fonts***

**Notes page #** in Arial bold 24 point upper right screen [ ]  [ ]  [ ]  [ ]  [ ]

**Generic** fonts or popular language fonts (e.g, unicode) [ ]  [ ]  [ ]  [ ]  [ ]

**Sans-serif** fonts used that lack “feet” (e.g., Arial) [ ]  [ ]  [ ]  [ ]  [ ]

***Text***

Text **does not overlap** other text, image, or page edge [ ]  [ ]  [ ]  [ ]  [ ]

Text **shadow** not seen prior to animation appears [ ]  [ ]  [ ]  [ ]  [ ]

Text **did not need to be enlarged** (should fill the slide) [ ]  [ ]  [ ]  [ ]  [ ]

Text has **good contrast** with background [ ]  [ ]  [ ]  [ ]  [ ]

Text **fits text boxes** correctly with extra space on sides [ ]  [ ]  [ ]  [ ]  [ ]

Text box **colors match** surroundings w/o perimeter lines [ ]  [ ]  [ ]  [ ]  [ ]

***Images***

Images **do not overlap** text or edge of page [ ]  [ ]  [ ]  [ ]  [ ]

Embedded text in **English covered** with translation [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Format** of fonts & background colors same as English [ ]  [ ]  [ ]  [ ]  [ ]

**Animations** don’t need correction; in PPT, not Keynote [ ]  [ ]  [ ]  [ ]  [ ]

**Slide order** remains the same as the English version [ ]  [ ]  [ ]  [ ]  [ ]

**Done right the first time** (no email trail with me!) [ ]  [ ]  [ ]  [ ]  [ ]

**File name** *translated* with dash & number of slides at end [ ]  [ ]  [ ]  [ ]  [ ]

**Easy transfer** by online driveor USB key or email [ ]  [ ]  [ ]  [ ]  [ ]

**Sent as one PowerPoint file** (not separate ones or a pdf) [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 7 Sep 2017

**Handout Translation Grade Sheet**

***Used for “The Bible…Basically” (TBB) Scripts and Class Notes***

Student Mailbox Date

Handout Translated Language

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately [ ]  [ ]  [ ]  [ ]  [ ]

**No English** on any slide (design new memory aids) [ ]  [ ]  [ ]  [ ]  [ ]

--For example, replace “A Judge Must Judge” and “ARC” with a mnemonic in your language in TBB presentation #1

***Fonts & Formatting***

**Slide Advance Hashes** kept in TBB PPT notes sections [ ]  [ ]  [ ]  [ ]  [ ]

**Consistent Fonts** (e.g., Unicode or generic/popular) [ ]  [ ]  [ ]  [ ]  [ ]

**Format** of headings and margins same as English [ ]  [ ]  [ ]  [ ]  [ ]

**Widow headings** avoided [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Done right the first time** (no email trail with me!) [ ]  [ ]  [ ]  [ ]  [ ]

**File name** *translated* with dash & number of pages at end [ ]  [ ]  [ ]  [ ]  [ ]

**Easy transfer** by thumb drive or email [ ]  [ ]  [ ]  [ ]  [ ]

**A Word file for each handout** (not combined or a pdf) [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 2 x 4 x 6 x 8 x 10**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 7 Sep 2017

**IBS Life Notebook Grade Sheet**

*Incorporates the Self Checks as Part of the Grade*

Student Mailbox Project Grade

For students taking the online Internet Biblical Seminary Course, the first four sections below cover the Life Notebook *content* (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. In general, students need to write at least 10 pages for a B and 20 pages for an A grade. Students must answer all 66 questions in the Life Notebook.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Clarity***

**Purpose** (each answer addresses the proper question) [ ]  [ ]  [ ]  [ ]  [ ]

**Specifics** given rather than general answers [ ]  [ ]  [ ]  [ ]  [ ]

**Color** of questions is in red and answers in black [ ]  [ ]  [ ]  [ ]  [ ]

***Quality***

**Wide research** (interacts with other views & sources) [ ]  [ ]  [ ]  [ ]  [ ]

**Individual work** (no more than 20% quotations) [ ]  [ ]  [ ]  [ ]  [ ]

**Development** (proves points, not just lists verses) [ ]  [ ]  [ ]  [ ]  [ ]

**Interpretation** of passages accurate (exegesis) [ ]  [ ]  [ ]  [ ]  [ ]

***Application***

**Action Points** apply the content to the student’s life [ ]  [ ]  [ ]  [ ]  [ ]

**Follow up** from previous action points highlighted [ ]  [ ]  [ ]  [ ]  [ ]

**Personal** and transparent answers (self critical is good) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Critical Thinking** (shows how/why student disagrees) [ ]  [ ]  [ ]  [ ]  [ ]

**Depth** (answers all 66 questions with sufficient depth) [ ]  [ ]  [ ]  [ ]  [ ]

**Length** (5-10 lines/question, 20+ single-spaced pages) [ ]  [ ]  [ ]  [ ]  [ ]

**Overall** content (substance rather than filling space) [ ]  [ ]  [ ]  [ ]  [ ]

***Format***

**Submitted** via email in Word & pages numbered [ ]  [ ]  [ ]  [ ]  [ ]

**Self-Check 16 Grades** printed with average grade [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typos fixed, punctuation good, 12 pt. font [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** shows agreement of subject/verb & tenses [ ]  [ ]  [ ]  [ ]  [ ]

**Citations** given in footnotes instead of endnotes [ ]  [ ]  [ ]  [ ]  [ ]

**Sections** clearly stated without orphan headings [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

1. Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Life Notebook grade: %

2. Multiplied by .75 to weight Life Notebook at 75% of Project Grade: %

3. Self-Checks Average Grade over all 16 Lessons %

4. Multiplied by .25 to weight Self-Checks at 25% of Project Grade: %

5. Total of Lines 2 and 4 for Project Grade of both Life Notebook (75%) and Self-Checks (25%) %

**Comments**:

**IBS Life Notebook Grade Sheet (OTS Edition)**

Student Mailbox Project Grade

For students taking the online Internet Biblical Seminary Course, the first four sections below cover the Life Notebook *content* (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. In general, students need to write at least 20 pages for a B and 30 pages for an A grade. Students must answer all questions in the two Life Notebooks but submit them as a single digital file.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Clarity***

**Direct** (each answer addresses the proper question) [ ]  [ ]  [ ]  [ ]  [ ]

**Specifics** given rather than general answers [ ]  [ ]  [ ]  [ ]  [ ]

**Color** of questions is in red and answers in black [ ]  [ ]  [ ]  [ ]  [ ]

***Quality***

**Wide research** (interacts with other views & sources) [ ]  [ ]  [ ]  [ ]  [ ]

**Individual work** (no more than 10% quotations) [ ]  [ ]  [ ]  [ ]  [ ]

**Development** (proves points, not just lists verses) [ ]  [ ]  [ ]  [ ]  [ ]

**Interpretation** of passages accurate (exegesis) [ ]  [ ]  [ ]  [ ]  [ ]

***Application***

**Action Points** apply the content to the student’s life [ ]  [ ]  [ ]  [ ]  [ ]

**Follow up** from previous action points highlighted [ ]  [ ]  [ ]  [ ]  [ ]

**Personal** and transparent answers (self critical is good) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Critical Thinking** (shows how/why student disagrees) [ ]  [ ]  [ ]  [ ]  [ ]

**Depth** (answers all questions with sufficient depth) [ ]  [ ]  [ ]  [ ]  [ ]

**Length** (5-10 lines/question, 30+ single-spaced pages) [ ]  [ ]  [ ]  [ ]  [ ]

**Overall** content (substance rather than filling space) [ ]  [ ]  [ ]  [ ]  [ ]

***Format***

**Submitted** via email in Word & pages numbered [ ]  [ ]  [ ]  [ ]  [ ]

**Flow** and readability of content [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typos fixed, punctuation good, 12 pt. font [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** shows agreement of subject/verb & tenses [ ]  [ ]  [ ]  [ ]  [ ]

**Citations** given in footnotes instead of endnotes [ ]  [ ]  [ ]  [ ]  [ ]

**Sections** clearly stated without orphan headings [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Life Notebook grade: %

**Comments**:

*1st OTS edition—8 July 2014*

**IBS Life Notebook Grade Sheet (NTS Edition)**

Student Mailbox Project Grade

For students taking the online Internet Biblical Seminary Course, the first four sections below cover the Life Notebook *content* (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. In general, students need to write at least 10 pages for a B and 20 pages for an A grade. Students must answer all 66 questions in the Life Notebook.

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Clarity***

**Direct** (each answer addresses the proper question) [ ]  [ ]  [ ]  [ ]  [ ]

**Specifics** given rather than general answers [ ]  [ ]  [ ]  [ ]  [ ]

**Color** of questions is in red and answers in black [ ]  [ ]  [ ]  [ ]  [ ]

***Quality***

**Wide research** (interacts with other views & sources) [ ]  [ ]  [ ]  [ ]  [ ]

**Individual work** (no more than 10% quotations) [ ]  [ ]  [ ]  [ ]  [ ]

**Development** (proves points, not just lists verses) [ ]  [ ]  [ ]  [ ]  [ ]

**Interpretation** of passages accurate (exegesis) [ ]  [ ]  [ ]  [ ]  [ ]

***Application***

**Action Points** apply the content to the student’s life [ ]  [ ]  [ ]  [ ]  [ ]

**Follow up** from previous action points highlighted [ ]  [ ]  [ ]  [ ]  [ ]

**Personal** and transparent answers (self critical is good) [ ]  [ ]  [ ]  [ ]  [ ]

***Miscellaneous***

**Critical Thinking** (shows how/why student disagrees) [ ]  [ ]  [ ]  [ ]  [ ]

**Depth** (answers all 66 questions with sufficient depth) [ ]  [ ]  [ ]  [ ]  [ ]

**Length** (answers 5-10 lines/question, 20+ pages total) [ ]  [ ]  [ ]  [ ]  [ ]

**Overall** content [ ]  [ ]  [ ]  [ ]  [ ]

***Format***

**Submitted** via email in Word & pages numbered [ ]  [ ]  [ ]  [ ]  [ ]

**Flow** and readability of content, questions given [ ]  [ ]  [ ]  [ ]  [ ]

**Spelling** and typos fixed, punctuation good, 12 pt. font [ ]  [ ]  [ ]  [ ]  [ ]

**Grammar** shows agreement of subject/verb & tenses [ ]  [ ]  [ ]  [ ]  [ ]

**Citations** given in footnotes instead of endnotes [ ]  [ ]  [ ]  [ ]  [ ]

**Sections** clearly stated without orphan headings [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Life Notebook grade: %

**Comments:** 7 July 2016

**Group Project Grade Sheet**

Class Date

Topic/Project

Group Members

 1 2 3 4 5

 Poor Minimal Average Good Excellent

**Creativity (25%)**

Project idea well conceived [ ]  [ ]  [ ]  [ ]  [ ]

Use of audiovisuals [ ]  [ ]  [ ]  [ ]  [ ]

Communicated in a “fresh” manner [ ]  [ ]  [ ]  [ ]  [ ]

Handouts page layout/scripting attractive [ ]  [ ]  [ ]  [ ]  [ ]

Appropriately illustrated (vs. theoretical) [ ]  [ ]  [ ]  [ ]  [ ]

Creativity Grade \_\_\_\_\_

**Expositional (Teaching) Value (25%)**

True to the text of Scripture (interpretation) [ ]  [ ]  [ ]  [ ]  [ ]

Reflects intent of original author (history) [ ]  [ ]  [ ]  [ ]  [ ]

Exposes and solves controversial texts [ ]  [ ]  [ ]  [ ]  [ ]

Exposure to Scripture (quantity) [ ]  [ ]  [ ]  [ ]  [ ]

Applies text to life (relevant exposition) [ ]  [ ]  [ ]  [ ]  [ ]

Expositional Grade \_\_\_\_\_

**Teamwork (25%)**

Appeared to involve the whole group [ ]  [ ]  [ ]  [ ]  [ ]

Coordination between parts of the project [ ]  [ ]  [ ]  [ ]  [ ]

Depth (for a group project of 30% of final grade) [ ]  [ ]  [ ]  [ ]  [ ]

Copies of project distributed to class members [ ]  [ ]  [ ]  [ ]  [ ]

Use of time (not too long or too short) [ ]  [ ]  [ ]  [ ]  [ ]

Teamwork Grade \_\_\_\_\_

**Interesting Presentation (25%)**

Kept the interest of the class [ ]  [ ]  [ ]  [ ]  [ ]

Provided the right mood for the content [ ]  [ ]  [ ]  [ ]  [ ]

Clear & appropriate introduction [ ]  [ ]  [ ]  [ ]  [ ]

Clear & appropriate conclusion [ ]  [ ]  [ ]  [ ]  [ ]

Overall impression [ ]  [ ]  [ ]  [ ]  [ ]

Interest Grade \_\_\_\_\_

Final Grade \_\_\_\_\_\_\_

**Comments:**

*2nd ed. 9 Dec 2016*

**Individual Project Grade Sheet**

Student Date

Topic/Project

Course

 1 2 3 4 5

 Poor Minimal Average Good Excellent

**Creativity (25%)**

Project idea well conceived [ ]  [ ]  [ ]  [ ]  [ ]

Use of audiovisuals [ ]  [ ]  [ ]  [ ]  [ ]

Communicated in a “fresh” manner [ ]  [ ]  [ ]  [ ]  [ ]

Handouts page layout/scripting attractive [ ]  [ ]  [ ]  [ ]  [ ]

Appropriately illustrated (vs. theoretical) [ ]  [ ]  [ ]  [ ]  [ ]

Creativity Grade \_\_\_\_\_

**Expositional (Teaching) Value (25%)**

True to the text of Scripture (interpretation) [ ]  [ ]  [ ]  [ ]  [ ]

Reflects intent of original author (history) [ ]  [ ]  [ ]  [ ]  [ ]

Exposes and solves controversial texts [ ]  [ ]  [ ]  [ ]  [ ]

Exposure to Scripture (quantity) [ ]  [ ]  [ ]  [ ]  [ ]

Applies text to life (relevant exposition) [ ]  [ ]  [ ]  [ ]  [ ]

Expositional Grade \_\_\_\_\_

**Depth (25%)**

Fulfilled requirements of the project [ ]  [ ]  [ ]  [ ]  [ ]

Consistency between parts of the project [ ]  [ ]  [ ]  [ ]  [ ]

Depth (for a group project of 30% of final grade) [ ]  [ ]  [ ]  [ ]  [ ]

Copies of project distributed to class members [ ]  [ ]  [ ]  [ ]  [ ]

Use of time (not too long or too short) [ ]  [ ]  [ ]  [ ]  [ ]

Teamwork Grade \_\_\_\_\_

**Interesting (25%)**

Kept the interest of the class [ ]  [ ]  [ ]  [ ]  [ ]

Provided the right mood for the content [ ]  [ ]  [ ]  [ ]  [ ]

Clear & appropriate introduction [ ]  [ ]  [ ]  [ ]  [ ]

Clear & appropriate conclusion [ ]  [ ]  [ ]  [ ]  [ ]

Overall impression [ ]  [ ]  [ ]  [ ]  [ ]

Interest Grade \_\_\_\_\_

Final Grade \_\_\_\_\_\_\_

**Comments:**

*2nd ed. 9 Dec 2016*

**Reading Report Grade Sheet**

Student Mailbox Date

 1 2 3 4 5

 Poor Minimal Average Good Excellent

***Content***

**Overall content** at doctoral level  **[ ]  [ ]  [ ]  [ ]  [ ]**

**Application** (shows why each book is important) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Author** background given as context for their work **[ ]  [ ]  [ ]  [ ]  [ ]**

**Perspective** (bias or angle or point of view noted) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Depth** (leaves no questions unanswered) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Contrasts** between books provided **[ ]  [ ]  [ ]  [ ]  [ ]**

**Critique** (shows insight in evaluating the books) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Arranged logically** (not a collection of thoughts) **[ ]  [ ]  [ ]  [ ]  [ ]**

***Form***

**Bibliographic Format** follows *SBC Writing Standards* **[ ]  [ ]  [ ]  [ ]  [ ]**

**Page Format** (title page, length, pages numbered) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Spelling** (typographical errors corrected) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Punctuation** follows *SBC Writing Standards* **[ ]  [ ]  [ ]  [ ]  [ ]**

**Grammar** (e.g., agreement of subject/verb, etc.) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Tenses** (present tense used for books and articles) **[ ]  [ ]  [ ]  [ ]  [ ]**

**Footnotes** (not end notes; in proper form) **[ ]  [ ]  [ ]  [ ]  [ ]**

**No orphan headings** (i.e., no widow headings) **[ ]  [ ]  [ ]  [ ]  [ ]**

***Miscellaneous***

**Done right the first time** (no email trail with me!) [ ]  [ ]  [ ]  [ ]  [ ]

**File name** gives student and book report title [ ]  [ ]  [ ]  [ ]  [ ]

**Easy transfer** by email [ ]  [ ]  [ ]  [ ]  [ ]

**A Single Word file** (not separate files or a pdf) [ ]  [ ]  [ ]  [ ]  [ ]

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 2 x 4 x 6 x 8 x 10**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** 1st Edition 7 June 2018