


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

Course	PENTECOSTAL ISSUES: AN ESCHATOLOGY TO LIVE AND PREACH PENT 0701 1S
Date, Time, and Delivery Format	SEPTEMBER 9 – DECEMBER 2, 2024 MONDAYS 2:15 – 5:05 PM SYNCHRONOUS ONLINE
Instructor  Master's Pentecostal Seminary @ Tyndale Seminary	DR. VAN JOHNSON, ThD Dean, Master's Pentecostal Seminary Adjunct NT, Tyndale Seminary Tyndale Office: C308 Church Address: 2885 Kennedy Rd, Toronto, ON, M1V 1S8 Email: vjohnson@tyndale.ca ; vjohnson@mpseminary.com Office Hours: Please contact me to arrange a Zoom meeting TA: Samantha Jagan, BA, MTS Email: sjagan@mpseminary.com
Class Information	SYNCHRONOUS ONLINE: LIVESTREAM BY ZOOM
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

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

For Fall 2024 the topic is “Eschatology,” the study of the end-times. The eschatological expectation for the imminent return of Christ dominated early Christianity as it did early Pentecostalism. This course will look at eschatology from a range of perspectives: Old Testament and New Testament, and apocalyptic eschatology in Second Temple Judaism. The influence of various forms of apocalyptic eschatology on the Pentecostal tradition will be examined: Pre-millennialism, Dispensationalism, Former/Latter Rain and Promise theology. Finally, the historic and current function of eschatology within Pentecostalism will be presented, along with the ramifications of a reconstructed Pentecostal eschatology.

Format: weekly classes, with lectures and class participation (virtual discussion groups, and short classroom reports).

II. LEARNING OUTCOMES

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

1. Differentiate various eschatological systems and their functions through written and oral analyses of required readings.
2. Demonstrate through participation in discussion the ability to think constructively about a Pentecostal future with alternate views of eschatology.
3. Describe the essential features of apocalyptic eschatology in both early Christianity and early Pentecostalism through analysis of biblical books and early Pentecostal newsletters.
4. Contribute to the wider dialogue among Pentecostals about the significance of eschatology for the future of the movement by preparing a teaching outline.

III. COURSE REQUIREMENTS

A. REQUIRED READING AND TOOLS

Please note: Only 1 book requires purchase: *The Blessed Hope*. Other readings are e- books or the article/chapter to be read is on the class page. For assigned readings, see [IV. B. 'Reading and Assignment Schedule.'](#)

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

Collins, John. [*The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*](#). Third ed. Grand Rapids: Eerdmans, 2016. [e-book. Access online through the Tyndale Library]

Constantineanu, Corneliu, ed. [*Pentecostals in the 21st Century: Identity, Beliefs, Praxis*](#). Eugene, OR: Cascade Books, 2018. [e-book. Access online through the Tyndale Library]

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

Ladd, George. *The Blessed Hope*. Grand Rapids: Eerdmans, 1956. [To be purchased, either as a book or a digital e-book]

Walls, Jerry, ed. [*The Oxford Handbook of Eschatology*](#). Oxford University Press: New York, 2008. [e-book. Access online through the Tyndale Library]

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Jacobsen, Douglas. [*Thinking in the Spirit: Theologies of the Early Pentecostal Movement*](#). Bloomington and Indianapolis, IN: Indiana University Press, 2003.

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

Murphy, Frederick. [*Apocalypticism in the Bible and Its World: A Comprehensive Introduction*](#). Grand Rapids, MI: Baker Academic, 2012.

Wacker, Grant. [*Heaven Below: Early Pentecostals and American Culture*](#). Cambridge, MA: Harvard University Press, 2003.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- a. Livestream attendance for the entire duration of the class at announced times
- b. Headphones (preferred), built-in microphone, and web-camera
- c. Well-lit and quiet room
- d. Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- e. Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- f. A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

All assignments are to be submitted on the course page by the due date.

1. Participation in 5 livestream discussions (5 x 1%)

During 5 livestream classes, students will demonstrate a perceptive reading of the assigned articles by participation in the discussions of the articles. Articles and due dates are listed in section [IV. Course Schedule, B. Reading and Assignment Schedule](#).

Each Monday discussion is worth 1 marks: 1 mark for making a contribution relevant to the topic.

2. Biblical Book Analysis / Due Sep 29 (20% = 15% written; 5% oral)

The student will be assigned a biblical book to analyze how eschatological references to the ‘already’ and the ‘not yet’ function within it. Eschatological references include: the cross [his death], Christ’s resurrection, ascension, coming of the Holy Spirit, return of Jesus, general resurrection, the judgment, heaven and hell.

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

Five pages, double-spaced, with conclusion.

- b. Oral Component: Each student will give a brief synopsis of his/her research on a biblical book **in class on Sep 30**.

Late Penalty: Written work submitted after midnight Sep 29 will be graded out of 10 [not 15] and zero points for oral presentation. Written work submitted after Oct 13th will be graded as zero.

3. Newsletter Analysis: Eschatology and Wheel Elements / Due Oct 27 (before midnight) (20% = 15% written; 5% oral)

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

- a. Written Component: Analyze one early Pentecostal newsletter: What function do the elements serve in the documents: 1. encouragement [maintain patterns of belief and behaviour]; 2. exhortation [change patterns of belief and behaviour], and 3. evangelism [personal witness/missions])? And what particular behaviours are encouraged or exhorted (praxis)?
5-7 pages, double-spaced.

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

- i. Clarity (grammar, organization);
- ii. Comprehensiveness (all categories covered, with sufficient detail);
- iii. Comprehension (understanding, analytical ability).

- b. Oral Component: Each student will give a brief synopsis of his/her research **in class on Oct 28. Late Penalty:** Written work submitted after midnight Oct 27 will be graded out of 10 [not 15] and zero points for oral presentation. Written work submitted after Nov 10 will be graded as zero.

4. Book Review: *The Blessed Hope*, George Ladd / Nov 3 (15%)

a) Summarize main ideas, including the idea of the blessed hope itself; b) evaluate Ladd's argument and its implications for yourself and your ministry. 5 pages, double-spaced. Please include a few sentences about the author's teaching career and other publications. Tyndale late policy applies.

(See Appendix 1: "Book Review Evaluation Rubric")

5. Teaching Eschatology / Due Nov 24, before midnight (40% = 25% written; 5% oral)

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

Oral component involves presentation of the highlights of your outline: ~10 minutes (dependent on class size) **In class Nov 25. (See Appendix 2: "Teaching Notes Evaluation Rubric")**

Late Penalty: Written: after Nov 24, 2/3 letter grade penalty per week, but after Dec 13 a further extension must be pursued with the Registrar’s Office. Oral presentation: zero grade if written work not handed in by Nov 24.

F. EQUITY OF ACCESS

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

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

1. Participation	5%
2. Book review	15%
3. Biblical book analysis	20%
4. Newsletter analysis	20%
5. Teaching eschatology	40%
Total	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

Turnitin Text-Matching Software

Turnitin will be used for assignments. Tyndale has a subscription to a text-matching software called *Turnitin*. It serves both the student and the grader in evaluating the originality of the submission and in determining the accuracy of source citations. All written work is to be submitted through this program on the course resource page at [classes.tyndale.ca](#). When you file your document, you will receive a report on its originality. The goal here, of course, is to encourage students to express in their own words and with their own thoughts the material that they generate under their own name.

These resources may be helpful: [Student Guides for Turnitin](#) via [classes.tyndale.ca](#) course resource page. Interpreting similarity: [Guide](#), [Video](#), [Spectrum](#)

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. *Unless otherwise specified in the syllabus*, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). **Faculty may not grant an extension beyond the last day of exams** for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at <https://www.tyndale.ca/registrar/seminary/forms>. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

Academic Integrity

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

The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another person’s words and the use of an opinion with no reference to the source.

Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. Artificial intelligence (AI) programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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

Research Ethics

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

I. COURSE EVALUATION

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

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

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

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. CONTENT: LECTURE OUTLINE

Section 1: Introduction to Eschatological Systems

Sep 9

1. Eschatology as Fulfillment of God's Promises
2. OT Prophetic Eschatology

Sep 16

3. Second Temple Judaism and Jewish Apocalyptic Literature
4. NT Apocalyptic: Primary events

Section 2: Modern Adaptations of Biblical Eschatologies

Sep 23

1. Dispensationalism
2. Millennialism: historic pre-millennialism, post-millennialism
3. A-millennialism, a Reformed View

Sep 30

4. Early Pentecostal Constructs

4.1 Former / Latter Rain

4.2 Promise Theology

Section 3: Eschatology in Early Pentecostalism

Oct 7

1. Adoption of Apocalyptic Eschatology
2. Adaptation of Apocalyptic Eschatology

Oct 14 Thanksgiving Monday

Oct 21

3. Apocalyptic Eschatology as a means of knowing (epistemology)
4. Apocalyptic Eschatology as a means of living (praxis)

Section 4: Eschatology and Aspects of Pentecostalism

Oct 28

1. Sanctification
2. Mission

Nov 4

3. Other-worldliness
4. This-worldliness

Section 5: Reconstructing Pentecostal Eschatology

Nov 11

1. Eschatology and Mission
2. Eschatology and the Affections

Nov 18

3. Eschatology and social issues
4. Eschatology and witness

Nov 25: Video session

Dec 2: Reconstructed Pentecostal Eschatology

B. READING AND ASSIGNMENT SCHEDULE

Sep 16. Section 1—Introduction to Eschatological Systems

Reading & Discussion:

- 1) J.J. Collins, [*The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature.*](#)
1.1 chapter 1 [up to the end of “The General Matrix, Postexilic Prophecy”]
- 2) C. Rowland, “The Eschatology of the New Testament Church,” chapter 3 in [*The Oxford*](#)

[Handbook of Eschatology](#). [E-book]

Sep 30. Section 2—Modern Adaptations of Biblical Eschatologies

1) Class Presentation: Biblical books and their eschatologies

Oct 28. Section 3—Eschatology in early Pentecostalism

1) Class Presentation: Early Pentecostal Newsletters

2) Reading & Discussion:

- 2.1 V. Johnson, “Fulfillment of God’s Promise in the Soon-to-Return King,” chapter 11 in [Pentecostals in the 21st Century: Identity, Beliefs, Praxis](#). [E-book]
- 2.2 G. McClung, “Try to Get People Saved,” In *The Globalization of Pentecostalism* [chapter on class page]

Nov 3. George E. Ladd, *The Blessed Hope* [book review to be submitted]

Nov 4. Class discussion on *The Blessed Hope*.

Nov 11. Section 4—Eschatology and Aspects of Pentecostalism

Reading & Discussion:

- 1.1 W. Ma, “The Theological Motivations for Pentecostal Mission,” chapter 13 in [Pentecostals in the 21st Century: Identity, Beliefs, Praxis](#). E-book
- 1.2 K. Warrington, “Eschatology,” In *Pentecostal Theology*. [chapter on class page]

Nov 25. Section 5—Reconstructing Pentecostal Eschatology

Class Presentation: Preaching / Teaching Eschatology

Dec 2. Summary

Reading and Discussion:

B. Braaten, “The Recovery of Apocalyptic Imagination,” in *The Last Things*. [article on class page]

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

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

A. PENTECOSTAL JOURNALS

1. Print form

Asian Journal of Pentecostal Studies (1998-).

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

Journal of Pentecostal Theology (1992-)

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

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

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

2. Online

[Australasian Pentecostal Studies](#) (1998-)

[Canadian Journal of Pentecostal-Charismatic Christianity](#)

[Cyberjournal for Pentecostal-Charismatic Research](#) (1997-)

[PentecoStudies: The Online Journal for the European Research Network on Global Pentecostalism](#) (2002-)

[Encounter: Journal for Pentecostal Ministry](#) (2004-)

B. MONOGRAPHS

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

Blumhofer, E. *Pentecost in My Soul. Explorations in the Meaning of Pentecostal Experience in the Early Assemblies of God*. Springfield, MO: Gospel Publishing House, 1989.

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

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

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

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

- Jacobsen, D. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington and Indianapolis, IN: Indiana University Press, 2003.
- Land, Steven. *Pentecostal Spirituality: A Passion for the Kingdom*. Sheffield, UK: Sheffield Academic Press, 1994.
- McGee, G., ed. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody, MA: Hendrickson, 1991.
- Mittelstadt, M. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.
- Myland, D. Wesley. *The Latter Rain Covenant and Pentecostal Power*. Chicago: Evangel, 1910. Reprinted in *Three Early Pentecostal Tracts*, ed. D. Dayton. New York and London: Garland, 1985.
- Nienkirchen, C.W. *A.B. Simpson and the Pentecostal Movement: A Study in Continuity, Crisis, and Change*. Peabody, MA: Hendrickson, 1992.
- Rawlyk, George A. *Aspects of the Canadian Evangelical Experience*. Montreal: McGill-Queen's University Press, 1997.
- Robeck, C. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville: Thomas Nelson, 2006
- _____, and Amos Yong. *The Cambridge Companion to Pentecostalism*. New York: Cambridge University Press, 2014.
- Strachan, G. *The Pentecostal Theology of Edward Irving*. Peabody, MA: Hendrickson, 1988.
- Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2003. E-book.
- Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008.
- Wilkinson, M., ed. *Canadian Pentecostalism. Transition and Transformation*. Montreal & Kingston: McGill-Queen's University Press, 2009.
- Wilkinson, M. and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden and Boston: Brill Academic Publishers, 2010.

Appendix 1: “Book Review Evaluation Rubric”

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

Appendix 2: “Teaching Outline Preparation Rubric”

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