

# Scripture 1375: The Passion Narratives Spring Semester 2010

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## Course Description

The Passion Narratives of the Gospels serve as liturgical texts of the church during Holy Week celebrations. They also serve as interpretive keys to the Gospel narratives. This course will engage in exegetical, historical, and literary studies of these texts with a view to determining the theological message of each Evangelist.

## Texts:

Students are not required to buy the following texts, although they may wish to do so. Significant readings will be assigned from these texts on a regular basis. The texts will be on reserve at the Seminary of the Immaculate Conception. Students at other schools may wish to inquire about the availability of these texts in their respective libraries.

*The Catholic Study Bible (NAB)*. Revised NT. NY: Oxford University, 1990.  
Aland, Aland, K. *Synopsis of the Four Gospels* (English Edition). United Bible Societies, 1982.

Carroll, J. T. and J. B. Green. *The Death of Jesus in Early Christianity*. Peabody, MA: Hendrickson, 1995.

Matera, F. J. *Passion Narratives and Gospel Theologies*. New York: Paulist Press, 1986.

Senior, D. *The Passion of Jesus in the Gospel of John*. The Passion Series, vol. 4; Collegeville, Minn.: Liturgical Press, 1991.

\_\_\_\_\_. *The Passion of Jesus in the Gospel of Luke*. The Passion Series, vol. 3; Wilmington, Del.: Michael Glazier, 1992.

\_\_\_\_\_. *The Passion of Jesus in the Gospel of Mark*. The Passion Series, vol. 2; Wilmington, Del.: Michael Glazier, 1984.

\_\_\_\_\_. *The Passion of Jesus in the Gospel of Matthew*. The Passion Series, vol. 1; Wilmington, Del.: Michael Glazier, 1985.

### **Other recommended texts:**

- Brown, R. E. *The Death of the Messiah*. 2 vols.; New York: Doubleday, 1994.
- Donohue, J. R. and D. J. Harrington. *The Gospel of Mark*. SP 2; Collegeville, Minn.: Liturgical Press, 2002.
- Harrington, D. J. *The Gospel of Matthew*. SP 1; Collegeville, Minn.: Liturgical Press, 1991.
- Fitzmyer, J. A. "Crucifixion in Ancient Palestine, Qumran Literature, and the New Testament" in *To Advance the Gospel*. Grand Rapids, Mich.: Eerdmans, 1981: 125-146.
- Johnson, L. T. *The Gospel of Luke*. SP 3; Collegeville, Minn.: Liturgical Press, 1991.
- Matera, F. J. *New Testament Christology*. Louisville, Ken.: Westminster John Knox Press, 1999.
- Moloney, F. J. *The Gospel of John*. SP 4; Collegeville, Minn.: Liturgical Press, 1998.
- Neyrey, J. *The Passion According to Luke*. New York: Paulist Press, 1985.
- Sloyan, G. S. *Jesus on Trial: A Study of the Gospels*. 2<sup>nd</sup> ed. Minneapolis, Minn.: Fortress, 1996.
- Stegner, W. R. "The Baptism of Jesus: A Story Modeled on the Binding of Isaac" in *Abraham and Family*. Washington, DC: Biblical Archeology Society, 2000: 57-66.

### **Electronic resources:**

Students are encouraged to learn the use of the biblical software, *Bibleworks*. It is not recommended for purchase unless the student has the capacity to work with original biblical languages. It is available for use in the library at the Seminary of the Immaculate Conception. Students from other seminaries should check with their respective libraries.

### **Course goals:**

#### **Academic**

- Introduce students to the use of the methods and tools of New Testament Biblical criticism.
  - Knowledge of the processes necessary to discerning the literal meaning of the text.
  - Familiarity with the distinction between diachronic and synchronic readings of the biblical text.
  - Familiarity with the use of narrative criticism.
  
- Develop students' skills in research and critical analysis.
  - Familiarize the students with the use of *BibleWorks* software.

- Assign tasks that require the use of library and online research, including database searches.
- Assign written tasks that require professional writing skills and critical analysis of questions and the opinions of others.

### **Pastoral**

- Provide students with information and resources for preaching.
  - Familiarize the student with the essential role of the literal meaning in ecclesial preaching.
- Allow students to exercise teaching opportunities
  - Require a teaching component with peer and instructor feedback.
  - Invite students to assist classmates in the learning process.

### **Human**

- Foster a shared learning environment where students will learn to cooperate.
  - Require discussion board activity and periodic peer feedback.
- Encourage students to engage in the learning environment in imitation of the passion they study – to engage in selfless service of one another.

### **Spiritual**

- Assist the student to integrate the content of the passion narratives into his or her life and ministry.
  - Provide opportunities for prayer within the learning environment.
  - Provide texts for *lectio divina*.
  - Engage in discussion of the meaning of the text for contemporary living.

## **Assignments**

### **Readings**

Students will be assigned readings each week from the Gospels, from required texts, and/or from readings posted on the wiki.

The readings will be linked to the activities of the course, to the discussion board conversations, and to other assignments. For this reason, it is important that students strive to follow the weekly program of readings.

### **Discussion boards**

Formal and informal participation in the discussion boards is a required component of the course. Each student's participation will be evaluated according to the scoring guide.

The grade for discussion board participation will constitute 20% of the course grade.

## **Essays**

Periodically, students will choose and answer essay questions on the wiki. There will be a total of six essays over the course of the semester.

The grade for the combined essays will constitute 15% of the course grade.

The essays should be composed in Word, using either MLA or Chicago style. They should be approximately 2-4 pages. They should be emailed to the professor as attachments so that they can be graded and returned in like fashion. In addition, the essay should be uploaded to the students essay page on the due date itself, thereby making the work visible to classmates. All written assignments must follow the following pattern of file names: "Surnameofstudent assignment name date" (e.g. Henning essay 1 May 10).

These essays are not "mini research papers." They should all be answerable from the assigned readings and the biblical text. Therefore, you are not required to provide a bibliography or notes. However, you are free to do further research if you wish to do so, or if you find the additional reading helpful. In any case, borrowed ideas or quotes must be attributed.

In preparing your answer please note the following:

When commenting on scriptural matters it is imperative to cite the text itself and/or give examples from the text.

Try to avoid stringing together quotes from others. Instead, construct an argument of your own, citing evidence to support that argument.

Essay choices:

### **Essay 1**

a. Comment on the historical questions concerning the Passion accounts. How much information is demonstrable by modern critical methods? What are areas of speculation? Is the resolution of such questions required for analysis of the Passion accounts?

b. Who is responsible for the death of Jesus?

### **Essay 2**

a. Mark's Gospel is sometimes described as a "passion narrative with an introduction." Do you agree? If so, explain why this may be true, using examples from the text.

b. Text critics argue that at least one version of Mark's Gospel ended at 16:8. If you agree with this possibility, then argue for it from the text of Mark, particularly from the Passion account.

#### Essay 3

a. Comment upon the differences in the Christological Portrait of Jesus in the Passion Narratives of Mark and Matthew.

b. In adding five blocks of teaching material to Mark's framework, how does Matthew emphasize Jesus' role as the interpreter of the Mosaic Torah? How does the Matthean Passion account relate to this aspect of Matthew's portrait of Jesus? How do Jesus' experiences and actions in the Passion relate to discipleship?

#### Essay 4

a. Discuss the ethical dimensions of Luke's Passion account.

b. If you agree that one might add the subtitle "Innocence and Irony" to Luke's Passion, comment on why that might be so.

#### Essay 5

a. How is John's Passion similar to the accounts in the Synoptics? How does it differ?

b. Relate the Fourth Gospel's Passion account to the proposed circumstances of the Johannine community.

#### Essay 6

a. Of the four gospel passion accounts, which do you find the most compelling and why?

b. If you were called upon to write a passion account for the community in which you live, what would it look like? What elements would you borrow from the gospel accounts and why would you borrow them?

### ***Lectio divina***

Students will be asked to engage in four *lectio divina* exercises (one taken from each of the four gospels). They will choose a passage from a list of several, engage with the passage in *lectio divina*, and then offer a reflection upon the passage.

The grade for the combined exercises will constitute 15% of the course grade.

*Lectio divina* is a spiritual and prayerful reading of biblical text that has communion with God as its purpose and goal. In September 2005, Pope Benedict XVI stated: "I would like in particular to recall and recommend the ancient tradition of *Lectio divina*: the diligent reading of Sacred Scripture accompanied by prayer brings about that intimate dialogue in

which the person reading hears God who is speaking, and in praying, responds to him with trusting openness of heart (cf. *Dei Verbum*, n. 25). If it is effectively promoted, this practice will bring to the Church - I am convinced of it - a new spiritual springtime."

For our purposes, you will chose a passage from each of the four Passion Narratives, following the schedule found in the course outline. Engage the passage using the steps of *Lectio divina*:

If you are unfamiliar with the practice of *Lectio divina*, links on the wiki will help you get started.

After you have spent time with your text in reading, meditation, and prayer. Write a 1-2 page reflection paper, describing any insights you gained or graces you received from your encounter with the text. Write the reflection by creating a wiki page with the title: yoursurname gospelname lectio reflection (e.g. Henning Mark lectio reflection).

### **Activities**

In a given week, a brief activity or activities may be assigned.

They will range from the creation of a personal page to the completion of a survey.

These activities will constitute 10% of the course grade.

### **Summative project**

The summative project will be accomplished and evaluated in stages.

It will be a cooperative venture with small groups assigned by the professor.

The project will total 40% of the final grade.

The summative project will take place in stages. The purpose of the project is to conceive and design a parish program focused on one of the four Passion Narratives.

#### **Part I. Proposal**

Each student will be assigned to one of 2-4 groups for the project.

Each group will be assigned a Passion Narrative (Mark, Matthew, Luke of John).

The group will then produce a proposal for the project

The proposal highlights some aspect(s) of a particular passion narrative and provides a plan to bring that aspect of the text to an educational, spiritual, or evangelical purpose in a concrete pastoral setting. The proposal should provide specific characteristics of the setting and the approach that will be used for the presentation. It should describe any technology or techniques that will play a role in the presentation. It should outline a plan for research, for the establishment of a wiki or web page, a timetable of accomplishment, and arrangements for division of labor.

#### Part II. Research process

Wiki: the group will establish its own wiki at PBworks, designating one group member as administrator and all others as editors.

At a specified date, classmates from other groups will be added as readers.

The wiki or web page should provide adequate space for each student to contribute to the planning process.

It should include a group calendar and space for an asynchronous online discussion.

Each student should have individual pages for posting personal information, ideas, and component parts of the project.

Bibliography: As part of the research process, the group will assemble a bibliography of works and/or resources to be consulted for the creation of the presentation.

The bibliography must include a minimum of 3 commentaries, 3 other books, 2 journal articles, one theological/biblical dictionary.

The bibliography may also include chapters, essays, web sites and any other works to be consulted.

#### Part III. Project Plan

The completed project plan will be outlined on the group wiki.

It must include written scripts of material to be presented and detailed explanations of any activities or other components of the presentation.

It should include an evaluation, by the group, of the way in which the finished product achieves the goals of the proposal

Feedback: Once all individuals have been added as users to the other wikis, each individual will review the work of the other groups, and provide written feedback using the "comments" feature.

#### Delivery

Each group member will deliver the completed presentation.

Preferably, the delivery will be done in a pastoral setting (e.g. parish, school, nursing home, etc.). If that is not possible, the student may deliver the presentation to an artificial setting (e.g. in a classroom, to fellow seminarians).

The presentation will be videotaped by someone other than the presenter.

The tape of the presentation will be sent by mail or electronically to the professor for viewing and evaluation.

## **Course Schedule**

This course is primarily asynchronous. Most of the work will be proceed according to the individual schedules of the students. There will be optional synchronous group meetings using Fuze Meeting. The “weeks” of the course are defined as running from Wednesday 6:00 PM (EDT) to Wednesday 5:59 PM (EDT)

### **Week 1**

#### Topics

- Why Passion Narratives?
- How important are questions of historicity?
- Biblical typology

#### Readings

- Carroll-Green chapters 1 & 9
- The Passion and Death of Jesus by Fr. Just

#### Assignments

- Create a personal wiki page, introducing yourself to your classmates
- review the course outline
- view the week 1 camtasia presentations

#### Activities

- Take the week 1 survey
- explore the wiki and familiarize yourself with its contents.
- start contributing to the discussion boards

### **Week 2**

#### Topics

- What is narrative analysis
- The Passion accounts and claims of anti-Semitism
- The importance of the OT in and for the NT

#### Readings

- Carroll-Green chapters 10 & 11
- Comparative chart

#### Assignments

- Essay 1
- start work with group on project proposal

#### Activities

- Take the week 2 survey
- View the week 2 camtasia presentations
- View the talk by Bishop Di Noia

### Week 3

#### Topics

The Theology of Mark

#### Readings

The Gospel of Mark  
Matera, chapters 1, 2, & 3

#### Assignments

Markan *lectio divina*  
continue working on project proposal

#### Activities

Take the week 3 survey  
View week 3 camtasia presentations

### Week 4

#### Topics

The Passion according to Mark

#### Readings

Markan commentary by Donald Senior  
Read the selections from patristic sources found on the wiki.

#### Assignments

Essay 2  
continue working on project proposal

#### Activities

Take the week 4 survey  
View the week 4 camtasia presentations  
Choose one of the patristic quotes from the above reading and write a page reflecting on its meaning for you as a believing Christian

### Week 5

#### Topics

The Theology of Matthew

#### Readings

The Gospel of Matthew  
Matera, chapters 4, 5, & 6

#### Assignments

Matthean *lectio divina*  
Submit group project proposal

#### Activities

Take the week 5 survey  
View the week 5 camtasia presentations

Find an image of the crucifixion at your seminary that moves or intrigues you. Photograph the image and post it to the discussion board. Begin a discussion of its meaning and effect.

## Week 6

### Topics

The Passion according to Matthew  
The Passion in Patristic Art and theology

### Readings

Matthean commentary by Donald Senior

### Assignments

Essay 3  
establish group wiki

### Activities

Take the week 6 survey  
View the week 6 camtasia presentations  
Find a website that you believe useful for the study of the passion narratives. Share your find on the discussion board.

## Week 7

### Topics

The Theology of Luke-Acts

### Readings

Luke-Acts  
Matera, chapters 7, 8, & 9

### Assignments

Lukan *lectio divina*  
work on summative project

### Activities

Take the week 7 survey  
View the week 7 camtasia presentations  
Add a resource to the shared bibliography.

## Week 8

### Topics

The Passion according to Luke  
The Passion in Romanesque Christian Art

### Readings

Lukan commentary by Donald Senior  
Kingdom and Church in Luke Acts

### Assignments

Essay 4  
compose project bibliography

### Activities

- Take the week 8 survey
- view the week 8 camtasia presentations
- Find a work of art in your seminary that depicts a scene from the passion (other than the crucifixion). Take a photo, post it on the discussion board and begin a discussion of its meaning and effect.

### Week 9

#### Topics

The Theology of John

#### Readings

The Gospel of John

Senior, *The Passion of Jesus in John*, parts I & II

#### Assignments

Johannine *lectio divina*

work on summative project

#### Activities

Take the week 9 survey

view week 9 camtasia presentations

### Week 10

#### Topics

The Passion according to John

The Passion in Gothic Christian art

#### Readings

Senior, *The Passion of Jesus in John*, part III

Carroll-Green, chapter 5

#### Assignments

Essay 5

work on summative project

#### Activities

view week 9 camtasia presentations

find an image of a classic work of "Passion Art" that may be viewed online. Post a link to the image in the discussion board and begin a discussion of its meaning and effect.

### Week 11

#### Topics

The Passion accounts and discipleship

The death of Jesus as Sacrifice

The Passion in Christian Art in the age of nominalism

#### Readings

Carroll Green, chapter 12

## Assignments

Essay 6

Post completed presentation on group wiki

## Activities

view week 11 camtasia presentations

## Week 12

### Topics

The pastoral and liturgical importance of the passion accounts  
course summary

### Readings

Matera conclusion

The Death of Jesus as Sacrifice

### Assignments

Examine presentations of other groups and offer feedback  
communicate with professor in order to establish date of  
presentation and arrangements for sending video

### Activities

Complete the course survey

view week 12 camtasia presentations

## **Requirements for writing style:**

Style sheet:

In written assignments, students of the Seminary of the Immaculate Conception must use MLA. Students of other institutions may choose either MLA or Chicago Style/Turabian.

Written assignments:

Writing assignments must be written in MS Word, using default margins and 12 point black text. Times New Roman is the preferred font. Simple pagination should be used rather than headers or footers. The title page should include the students name, the course, and the date. The student may post the document on his or her own page or email the file to the professor for posting. Grammar and spelling will be considered for evaluative purposes. Proof-reading is strongly recommended. All written assignments must follow the following pattern of file names: "Surnameofstudent assignment name date" (e.g. Henning essay 1 May 10).

Informal writing:

More informal contributions to the wiki and/or responses to pages should strive for proper spelling and grammar for the sake of clarity. Although, such will not be

considered for evaluative purposes. Also, in the composition of wiki pages, students are free to use more creativity in matters such as font, color, and or pictures or other media.

Attribution:

All direct quotes must be attributed to the author by the use of notes. Original ideas must likewise be attributed. Failure to do so may result in a failing grade for the assignment and/or the course.

You may also wish to use notes for other purposes. For example, you might cite a recognized expert on a given matter in order to support your argument. Or you may use explanatory or ancillary notes. In this case, you address a subtopic by use of a note in order to avoid the interruption of your argument.

### **Guidelines for Wiki and Discussion Board Use:**

For the purposes of this online course, the Wiki serves as our shared space, analogous to the classroom. For the purposes of clarity, here are proposed guidelines for participation. Your own comments or suggestions are welcome. We also need to keep in mind that there will be different levels of participation, some more formal than others, requiring flexibility on the part of all participants. Please consider the following:

Scheduling:

In this online class, there will be no fear of being late for "class," but there is a need for timely participation. The course work is broken down in to one week segments, Wednesday 6:00 PM (EDT) to 5:59 PM (ETD). It is crucial to the process that students exercise good time management and be prepared to interact with fellow students in discussions and with their written contributions to research. Likewise, it is important that each student receive timely feedback in responses to questions and the evaluation of assignments.

Appropriate language:

Vulgar, suggestive, or insulting language is not acceptable in any aspect of the course. Any postings containing such language will be deleted from the wiki and the student may face disciplinary consequences. On the positive side, all participants are encouraged to take opportunities to offer supportive advice or encouragement to fellow students.

Editing:

Each student in the course will have "editing" privileges on the wiki. this allows the student to post and delete their own material and/or assignments. A student

may respond to work or ideas posted by others, but no student should ever delete or edit the work of another. (The wiki keeps a record of all edits.)

**Privacy:**

The wiki will only be accessible to the professor and students of the course. Please respect the privacy rights of all who share this space. Do not share any material beyond the registered users unless explicit permission is given by the professor.

**Proper attribution:**

In written assignments, students must attribute all quotes and cite sources for the ideas of others. Failure to do so would constitute plagiarism, an honor-code violation for students of the Seminary of the Immaculate Conception.

**Copyrighted material:**

Please observe all laws governing the use of copyrighted material. You may wish to consult your institution's librarian if you have questions about copyright propriety.

**Scoring Guides for Course Requirements:**

**Scoring guide for discussion board participation**

	Unsatisfactory	Nearing proficiency	Proficient	Advanced
Quality of Presence	The student does not participate weekly, or does so less than twice per week.	The student participates in at least two discussions a week. He makes at least one contribution per week.	The student participates in at least two discussions a week. At least one of these is a contribution.	The student participates in various discussions several times a week, with both original contributions and responses to other postings. He responds to a variety of classmates and on a variety of subjects.
Quality of Contributions	The student makes few original comments. He does not spark discussion by others. He responds to other only occasionally to	The student posts ideas and original commentary. He also responds to the postings of others. However, his contributions elicit little	The student contributes ideas or comments that initiate discussion among other students; and/or his responses to others indicate his understanding of their	The student contributes ideas or comments that initiate discussion among other students; and/or his responses to others indicate his understanding of their thoughts/ideas,

	other posts. His responses do not indicate understanding or give specific feedback.	response or conversation on the part of other students.	thoughts/ideas.	and some of his responses spark further comments on the part of the other students. He poses questions that result in conversation among the other students.
Quality of peer support	The student rarely assists fellow students with advice or response to questions.	The student occasionally assists fellow students with advice or response to questions.	The student assists fellow students by answering questions and offering helpful advice.	The student readily and regularly assists fellow students by answering questions and offering helpful advice. His is a tangible, friendly, and open presence in the discussion board.

Scoring Guide for Essays

	Unsatisfactory	Nearing proficiency	Proficient	Advanced
Style 20 points	There are spelling or grammatical errors.	There are no grammatical or spelling errors.	There are no grammatical or spelling errors. The essay follows MLA or Chicago style. The writing identifies a clear thesis.	There are no grammatical or spelling errors. The essay follows MLA or Chicago style. The writing identifies a clear thesis and then exposes the evidence for the thesis. The work and its component parts are structured logically.
Content 40 points	The essay lacks textual or other evidence in its response to the question. It fails to address all the component parts of the question.	The essay cites biblical texts, demonstrating familiarity with the texts in question. It responds to all component parts of the essay question.	The essay cites biblical texts, demonstrating familiarity with the texts in question. It responds to all component parts of the essay question. It cites sufficient examples/evidence to support the thesis.	The essay cites biblical texts, demonstrating familiarity with the texts in question. It responds to all component parts of the essay question. It cites sufficient examples/evidence to support the thesis. The content demonstrates familiarity with, and use of, the opinions of others.
Analysis 40 points	The essay fails to demonstrate knowledge of the material and/or fails to express a response to the question in a structured and logical argument.	The essay demonstrates knowledge of the material in a merely expository manner.	The essay demonstrates knowledge of the material by its capacity to explain the question to the reader in a clear and logical manner.	The essay demonstrates knowledge of the material by its capacity to explain the question to the reader in a clear and logical manner. The author also demonstrates the capacity for criticism of the text and/or the opinions of other authors.

### Scoring Guide for Lectio Divina Exercises

	Unsatisfactory	Nearing Proficiency	Proficiency	Advanced
Style 10 points	There are spelling or grammatical errors.	There are no grammatical or spelling errors.	There are no grammatical or spelling errors. The reflection follows MLA or Chicago style.	There are no grammatical or spelling errors. The composition follows MLA or Chicago style. The writer demonstrates the capacity to communicate ideas clearly and succinctly for the reader.
Exposition 50 points	The composition does not adequately explain the literal	The reflection describes the literal sense of the passage.	The reflection describes the literal sense of the passage, and its	The reflection describes the literal sense of the passage, its

	sense of the passage.		component parts.	component parts, and the questions that arise regarding its import for contemporary life.
Appropriation 20 points	The writer simply describes the passage with no indication of its import for his life.	The writer applies the passage to his life, but does so in a way that suggests misunderstanding of the text or insufficient personal reflection.	The reflection demonstrates the writer's understanding of the passage and one aspect of its significance for his life.	The reflection demonstrates the writer's understanding of the passage and various aspects of its significance for his life. He does not merely "report" on the text, but allows it to confront him in his context.
Maturity 20 points	The writer fails to demonstrate a capacity to identify or explain the importance of the particular text for Christian discipleship or the spiritual life.	The writer identifies questions about the text, but misses their challenge to himself or to the contemporary world.	In his reflection upon the text, the writer identifies the questions that are foundational for the Christian life. He does not demonstrate sufficient capacity to guide others in this/these aspect(s) of the spiritual life.	In his reflection upon the text, the writer identifies the questions that are foundational for the Christian life. His level of insight into the text and into the spiritual life suggest that he would be a good guide to others in reflecting upon this text.

### Scoring Guide for Summative Project

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
Proposal (Group) 10 points	The proposal highlights some aspect of a particular passion narrative and provides a plan to bring that aspect of the text to an education, spiritual, or evangelical purpose in a concrete pastoral setting.	The proposal highlights some aspect of a particular passion narrative and provides a plan to bring that aspect of the text to an education, spiritual, or evangelical purpose in a concrete pastoral setting. The proposal provides specific characteristics of the setting and the approach that will be used for	The proposal highlights some aspect of a particular passion narrative and provides a plan to bring that aspect of the text to an education, spiritual, or evangelical purpose in a concrete pastoral setting. The proposal provides specific characteristics of the setting and the approach that will be used for the presentation. It outlines a plan for research, for the establishment of a wiki or web page, a timetable of	The proposal highlights some aspect of a particular passion narrative and provides a plan to bring that aspect of the text to an educational, spiritual, or evangelical purpose in a concrete pastoral setting. The proposal provides specific characteristics of the setting and the approach that will be used for the presentation. It describes any technology or techniques that will play a role in the presentation. It outlines a plan for research, for the establishment of a wiki or web page, a timetable of

		the presentation.	accomplishment, and arrangements for division of labor.	accomplishment, and arrangements for division of labor.
Bibliography (Group) 10 points	The bibliography does not include the minimum number of sources in each category.	The bibliography includes the minimum number of sources in each category.	The bibliography includes the minimum number of sources in each category. It follows either MLA or Chicago style in its format.	The bibliography includes the minimum number of sources in each category. It follows either MLA or Chicago style in its format. It also goes beyond the minimum, demonstrating mastery of the sources available for the question.
Wiki (Group) 20 points	The wiki or web page is inadequate to host the plan and does not provide space for cooperation or individual contribution.	The wiki or web page provides adequate space for each student to contribute to the planning process.	The wiki or web page provides adequate space for each student to contribute to the planning process. It includes a group calendar and space for an asynchronous online discussion.	The wiki or web page provides adequate space for each student to contribute to the planning process. It includes a group calendar and space for an asynchronous online discussion. Each student has individual pages for posting personal information, ideas, and to post component parts of the project.
Presentation Plan (Group) 35 points	The presentation incorporates the literal sense of the text in question. It meets a pastoral need of the target audience.	The presentation incorporates the literal sense of the text in question. It meets a pastoral need of the target audience. The presentation has a plan to engage the audience.	The presentation incorporates the literal sense of the text in question. It meets at least one pastoral need of the target audience. The presentation has a viable plan to engage the audience and draw response and participation.	The presentation incorporates the literal sense of the text in question, demonstrating that the group has researched the topic well and understood the "genius" of a particular passion narrative. It demonstrates a thoughtful analysis of the characteristics of the target audience and meets at least one pastoral need of the target audience. The presentation has a viable plan to engage the audience and draw response and participation in multiple ways.
Feedback (Individual) 5 points	The seminarian does not provide feedback or gives a response that would indicate unfamiliarity or a lack of	The seminarian provides polite and thoughtful feedback to his peers on their presentation.	The seminarian provides polite and thoughtful feedback to his peers on their presentation. His feedback indicates that he understands the content and purpose of the other group's efforts.	The seminarian provides polite and thoughtful feedback to his peers on their presentation. Either he demonstrates understanding of what they have accomplished in positive feedback or he offers them specific corrective advice that helps them to improve their

	understanding with regard to the efforts of the other group.			presentation.
Delivery (Individual) 20 points	The seminarian accomplishes the delivery of his content. Those present are disinterested and unmoved by the presentation, for example, they do not ask questions related to the presentation.	The seminarian engages his target audience. He accomplishes the delivery of his content in the time allotted. Those present are attentive.	The seminarian engages his target audience by the use of technological or rhetorical devices. He accomplishes the delivery of his content in the time allotted. The student demonstrates an understanding of the state of the audience and adapts his presentation to the needs of the moment.	The seminarian engages his target audience by the use of technological or rhetorical devices in his delivery. He accomplishes the delivery of his content in the time allotted. The student demonstrates an understanding of the state of the audience and adapts his presentation to the needs of the moment. The audience responds and participates. They recognize his credibility as an authority on the matter by asking questions targeted to the material.

**Grading guide for the Seminary of the Immaculate Conception:**

Grades represent the judgment of the professor on the performance of the student on a number of levels. These include:

**Mastery of Content** The ability of the student to retain and control the data or information of the course which represents the raw material from which any further progress must be fashioned.

**Knowledge of Method** The recognition of the tools and techniques with which the content is arrived at and validated.

**Understanding** The faculty of organizing the data of the course into a meaningful whole and of relating it to other disciplines.

**Expression** Skill in conveying intelligibly what has been learned.

Grading should be based on all evidence by which the student reveals control of a subject. This includes examinations, papers, reports, class performance, participation in discussion groups, etc.

**A** = 4.0 **Superior**--Exceptionally fine comprehension of subject, ability to integrate and synthesize; demonstrates initiative and original thinking.

**A-** = 3.7 **Excellent** comprehension and ability to integrate and articulate course material. Displays critical thinking skills.

- B+** = 3.5 **Good**--Consistent ability to extend comprehension beyond material presented; independent resourcefulness in completing assignments.
- B** = 3.0 **Above-average** comprehension and ability to make broad application of principles.
- B-** = 2.7 **Average**--Acceptable, but not in-depth ability to apply principles and articulate material.
- C+** = 2.5 **Below Average**--More than basic understanding with some ability to apply principles and articulate course content.
- C** = 2.0 **Passing**--Basic understanding with limited ability in application and articulation.
- C-** = 1.7 **Passing/Minimal comprehension** with work of poor quality and marginal ability to articulate essential concepts.
- I** = 0.0 **Incomplete** (*The instructor has agreed to delay completion of certain requirements. The delay cannot exceed six weeks after the conclusion of the semester in which the course has been taken. After that point, "I" automatically becomes "F."*)
- F** = 0.0 **Failure**--Insufficient grasp of subject or failure to complete requirements.

Note: Examinations may be written or oral at the discretion of the professor.

A 93-100	B+ 87-89	B- 80-82	C 73-76
A- 90-92	B 83-86	C+ 77-79	C- 70-72