THEO2213 WISDOM AND THE PSALMS

First Term 2026-2027 Mon 2:30 pm-5:15pm WMY508

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Course Description:

This course covers selected readings from the Psalms of the Hebrew bible and the biblical Wisdom Proper. It provides a general introduction to the Hebrew Poetry, the Psalms and the Wisdom Literature of the Hebrew Bible, in particular to their genres, literary structures, messages and theologies, as well as their historical and Ancient Near Eastern backgrounds. Historical studies aided with contextual interpretations will be the approach taken in engaging the biblical text, while theological and exegetical studies of the text will interact vigorously with contemporary use of the texts, in their ecclesiastical and social dimensions. Insights and influences from modern literary and critical studies of the texts will also be introduced in the course of interpretation.

Exegesis of selected passages from Job, Proverb, Ecclesiastes, Psalms and also from Wisdom passages from the prophets.

Course Objectives:

1. To learn the content of the Psalms and Wisdom Literature of the Hebrew bible.
2. To understand Hebrew Poetry and Hebrew Wisdom Theology, and their histories of interpretations.
3. To engage the biblical texts with various dimensions of the contemporary use of the texts within ecclesia and public life.
4. To understand the status of biblical scholarship on Wisdom Literature and Psalms, and to explore possible topics for further research.

Learning Outcomes:

Knowledge Outcomes:

(1) To be able to understand the Psalms and Wisdom literature in terms of its historical scholarship and contemporary interpretations.
(2) To be able to interpret and engage the texts in their contemporary usages.

Attitude Outcomes

(1) To develop students' ability to have a critical and yet sympathetic understanding and appreciation of the Hebrew Poetry and Wisdom literature of the Hebrew bible within the milieu of modern biblical scholarship.
(2) To develop students' sensitivity to the relevancy of biblical Psalters and Wisdom literature in the ecclesiastical and social dimension of worship and religious life.

Course Content and Schedule:

The class will meet each week for lectures and discussion. This course mainly engages textual studies of selected portions of the Psalms and Wisdom literature, in terms of their interpretations, historical and contextual, highlighting themes and issues within the text.

Date	Topics	Key concepts/topics	Readings
Sep 7	Course Introduction, What is Wisdom?	Hokmah, Wisdom proper, Wisdom studies	Berry, Ch.1, Ballard Ch.1, Hunter (5)
Sep 14	Overview on Wisdom Literature Scholarship, Wisdom Theology; Hebrew Poetry and Parallelism	Hebrew Poetry, Parallelism, Wisdom Theology, Theological history, Reading Strategy, Context of emergence of Wisdom and Psalms	Berry Ch.1&2, Ballard Ch.5, Perdue (3) Hunter (5)
Sep 21	The Book of Proverbs (I)	Literary Structure, Traditional Wisdom, 'Fear of the Lord' , Lady Wisdom,	Berry Ch.6, Perdue(3), (4), Hunter (5)
Sep 28	The Book of Proverbs (II)	Themes and Theology in the book of Proverbs.	Berry Ch.6, Perdue(3), (4), Hunter (5)
Oct 5	Qoheleth (I)	Structure and Literary Features	Berry Ch.8, Perdue(3), (4) Hunter (5)
Oct 12	Qoheleth (II)	Various themes in Qoheleth	Berry Ch.8, Perdue(3), (4), Hunter (5)
Oct 19	Public Holiday: The day following Chung Yeung Festival		
Oct 26	Job (I)	Structure and Literary Features	Berry Ch.7, Perdue(3), (4), Hunter (5)
Nov 2	Job (II)	Reception of Job	Berry Ch.7, Perdue(3), (4), Hunter (5)
Nov 9	Job (III)	Themes and Theology of Job	Berry Ch.7, Perdue(3), (4), Hunter (5)
Nov 16	Psalms (I)	Genre, Structure, Canon and the Interpretation trends, Praise and Lament, Corporate and Individual	Berry Ch.14, Ballard Ch.6, Hunter (6)
Nov 23	Psalms (II)	Collection and Editing of the Psalms: Songs of Korah; Psalms of Ascent	Berry Ch.14, Ballard Ch.7, Hunter (6)
Nov 30	Psalms (III)	Acrostic Psalms, Wisdom Psalms, Creation Psalms; Theology of the Psalms	Berry Ch.14, Ballard Ch.3& 8, Hunter (6)
Dec 7	Make-up Class for Concluding Discussion		

(1) Berry, Donald K., *An Introduction to Wisdom and Poetry of the Old Testament.* Nashville: Broadman & Holman Publishers, 1999. [BS1455 .B394 1999]

(2) Ballard, H. Wayne and W. Dennis Tucker, Jr., eds. *An Introduction to Wisdom Literature and the Psalms: Festschrift Marvin E. Tate*. Georgia: Mercer University Press, 2000. [BS1455 .I58 2000]

(3) Perdue, Leo G.. *The Sword and the Stylus: An Introduction to Wisdom in the Age of Empires*. Cambridge: Eerdmans, 2008. [BS1455 .P38 2008]

(4) Perdue, Leo G.. *Wisdom Literature: A Theological History*. Louisville/London: Westminster John Knox Press, 2007. [BS1455 .P424 2007]

(5) Hunter, Alastair. *Wisdom Literature*. SCM Core Text; London: SCM Presss, 2006. [BS1455 .H86 2006]

(6) Hunter, Alastair. *An Introduction to the Psalms.* T&T Clark Approaches to Biblical Studies; New York: T&T Clark, 2008. [BS1430.52 .H86 2008]

Course Components:

The course consists mainly of lectures, interwoven with class discussion, independent reading and research activities. The time allocation (on average per week) of the learning activities is as follows:

Online Lecture		**Class Discussion**		**Reading and Research**		**Written assignments**	
In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class
2-2.5 hrs	NA	0.5-1 hr	NA	NA	3 hrs	NA	2 hrs
M		M		M		M	
M: Mandatory activity in the course							

Assessment Scheme

1. Reading Report: (20%) Submission Date: Oct 26, 2026

Read Perdue, Hunter or Ballard, relevant chapters, and write a 2000 words of summary report reflecting your understanding of the reading materials with regards to Wisdom literature.

2. Group Project Presentation: (30%)

Students form a group and select from one of the books in biblical Wisdom proper, a Psalm or a group of Psalms, and present as a project, 10-15 mins to the class on the followings: literary structure, themes and issues, theological and exegetical exposition, socio-political, economic and religious background, etc. The group should also lead the class to discuss for at least 10 mins. A presentation material e-file must be submitted together with a general outline. The presentation will be evaluated by peer review.

3. Term Paper: (50%) Submission Date: Dec 7, 2026

Write a term paper of term paper of 5000-5500 words in English or 6000-6500 words in Chinese on the topic: "Wisdom and Creation in the Hebrew Bible" OR any topics. Submit a proposed outline by Nov 16. The final paper is to be submitted on Dec 7. Late submission will not be accepted without prior written approval and may suffer penalty in grade.

Full documentation standard (*The Chicago Manual of Style*) must be strictly observed or suffer grade repercussion.

The paper should cover the following areas:

(i) The purpose of the book/texts selected for the research topic
(ii) The relationship between the topic and the book/texts selected
(iii) The significance of the text and topic in current scholarship
(iv) The implication of the text and topic for the ecclesiastical usages and current social environments.

Learning Resources for Students

Basic readings will be taken from:

(1) Alter, Robert. *The Art of Biblical Poetry.* New York: Basic Book, 1985. (Revised and Updated, 2011)
(2) Anderson, Bernhard W. *Out of the Depths: The Psalms Speak for Us Today*. Philadelphia: Westminster Press, 1974.
(3) Ballard, H. Wayne and W. Dennis Tucker, Jr., eds. *An Introduction to Wisdom Literature and the Psalms: Festschrift Marvin E. Tate*. Georgia: Mercer University Press, 2000.
(4) Berry, Donald K. *An Introduction to Wisdom and Poetry of the Old Testament.* Nashville: Broadman & Holman Publishers, 1995.
(5) Blenkinsopp, Joseph. *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel.* Louisville: Westminster John Knox Press, 1995.
(6) Brown, William P. ed. *The Oxford Handbook of the Psalms*. Oxford: OUP, 2014.
(7) Brueggemann, Walter. *From Whom No Secrets Are Hid: Introducing the Psalms.* Louisville: WJK, 2014.
(8) Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books: The Wisdom and Songs of Israel.* Chicago: Moody Press, 1979. [中譯本：卡洛克著，賴建國、陳興蘭譯《舊約詩歌智慧書導論》台北：中華福音神學院，1986。]
(9) Clifford, Richard J. *The Wisdom Literature*. Interpreting Biblical Texts; Nashville: Abingdon Press, 1998.
(10) Clines, David J. A. *Job 1–20*. WBC 17. Dallas: Word, 1989.
(11) _____. *Job 21–37*. WBC 18A. Grand Rapids: Zondervan, 2006.
(12) _____. *Job 38–42*. WBC 18B; Nashville: Thomas Nelson, 2011.
(13) Crenshaw, James L. *Old Testament Wisdom: An Introduction*. Third Edition. Louisville: WJK, 2010.
(14) _____. *Reading Job: A Literary and Theological Commentary.* Macon, GA: Smyth & Helwys, 2011.
(15) deClaisse-Walford, Nancy L. ed. *The Shape and Shaping of the Book of Psalms: The Current State of Scholarship.* Atlanta: SBL Press, 2014.
(16) Dell, Katharine J. *Job: Where Shall Wisdom Be Found?* Sheffield: Sheffield Phoenix Press, 2013.
(17) Firth, David G., and Philip S. Johnston, eds. *Interpreting the Psalms: Issues and Approaches*. Downers Grove, Ill; Leicester: IVP Academic; Apollos, 2005.
(18) Flint, Peter W., Patrick D. jr Miller, Aaron Brunell, and Ryan Roberts, eds. *The Book of Psalms: Composition and Reception*. Leiden: BRILL, 2005.
(19) Fox, Michael V. *Qohelet and his Contradictions*. Sheffield: Almond Press, 1989.
(20) _____. *A Time to Tear Down and A Time to Build Up: A Reading of Ecclesiastes*. Grand Rapids, Michigan: Eerdmans, 1999.
(21) Gillingham, S E. *The Poems and Psalms of the Hebrew Bible.* Oxford: Oxford University Press, 1994.
(17)_____. *Psalms Through the Centuries: Volume One.* Oxford: Blackwell Publishing, 2008.
(18) Goldingay, John. *Psalms: Psalms 1-41*. Vol.1 Grand Rapids: Baker Academic, 2006.
(19) _____. *Psalms: Psalms 42-89.* Vol.2 Grand Rapids: Baker Academic, 2007.
(20) _____. *Psalms: Psalms 90-150.* Vol.3 Grand Rapids: Baker Academic, 2008.
(21) Hartley, John E. *The Book of Job.* NICOT. Grand Rapids: Eerdmans, 1988.
(22) Magonet, Jonathan. *A Rabbi Reads the Psalms.* London: SCM Press, 1994.
(23) McCann, J Clinton, ed. *The Shape and Shaping of the Psalter*. Journal for the Study of the Old Testament. Sheffield: JSOT, 1993.
(24) Mitchell, David C. *The Message of the Psalter: An Eschatological Programme in the Book of Psalms*. Journal for the Study of the Old Testament Supplement. Sheffield: Sheffield Academic Pr, 1997.
(25) Mitchell, David C. 'Lord, Remember David: G H Wilson and the Message of the Psalter'. *Vetus Testamentum* 56, no. 4 (1 January 2006): 526–548.
(26) Peterson, David L. and Richards, Kent Harold. *Interpreting Hebrew Poetry*. Minneapolis: Fortress Press, 1992.
(27) Perdue, Leo G. *The Sword and the Stylus: An Introduction to Wisdom in the Age of Empires*. Cambridge: Eerdmans, 2008.
(27)_____. *Wisdom Literature: A Theological History*. Louisville/London: Westminster John Knox Press, 2007.
(28) _____. *Wisdom and Creations: The Theology of Wisdom Literature*. Nashville: Abingdon Press, 1994.
(29) R.E. Clements. *Wisdom in Theology*. Grand Rapids, Michigan: The Paternoster Press, 1992.
(30) Ross, Allen. *A Commentary on the Psalms*. Grand Rapids: Kregel Academic, 2011.
(31) Seow, C. L. *Job 1–21: Interpretation and Commentary.* Grand Rapids: Eerdmans, 2013.
(32) Weeks, Stuart. *An Introduction to the Study of Wisdom Literature*. T&T Clark Approaches to Biblical Studies; London: T&T Clark, 2010.
(33) Wilson, Gerald H. *The Editing of the Hebrew Psalter*. Society of Biblical Literature Dissertation. Atlanta: Scholars Pr, 1985.
(34) Zenger, Erich, ed. *The Composition of the Book of Psalms*. Bibliotheca Ephemeridum Theologicarum

Lovaniensium. Leuven; Paris; Walpole, Mass: Uitgeverij Peeters, 2010.
(35) Zuck, Roy B, ed. *Reflection with Solomon: Selected Studies on the Book of Ecclesiastes.* Grand Rapids: Baker Book, 1994.
(36) _____. *Learning from the Sages: Selected Studies on the Book of Proverbs.* Grand Rapids: Baker Book, 1995.
(37) _____. *Sitting with Job: Selected Studies on the Book of Job.* Eugene: Wipf and Stock, 2003 [1992].
(38) 卜洛克(C. Hassell Bullock) 著，林秀娟譯《詩篇概論》(*Encountering the Book of Psalms*) 洛杉磯：美 國麥種傳道會，2010年。
(39) 安東尼奧・奈格里(Antonio Negri)著，郭大維譯《約伯之工：人類勞動的聖經寓言》（*Job, la force de l'esclave*）台北：台灣基督教文藝出版社，2013。
(40) 柏杜著《柏杜論智慧神學》香港：基道出版社，2012。
(41) 張國定著《聖經釋讀：詩歌智慧書》香港：播道會文字部，2012。
(42) 梁工，郭曉霞等著《詩歌書：智慧文學解讀》北京市：宗教文化，2003。
(43) 莫非(Ronlad E. Murphy)著，段素革譯《生命之樹：聖經智慧文學之探索》(簡體) (*Tree of Life: An Exploration of Biblical Wisdom Literature*) 北京：宗教文化出版社，2010。
(44) 費哈洛(Harod Fisch)著，林秀娟譯《詩裏藏真--聖經文學技巧與詮釋》（Poetry with a Purpose） 香 港：國際漢語聖經出版社，2011。
(45) 黃儀章著《活出智慧人生：舊約智慧書信息研究》香港：天道，2013。
(46) 福克爾曼(J. P. Fokkelman)著，李雋譯《聖經詩歌導讀》(*Reading Biblical Poetry : An Introductory Guide*) 香港：天道書樓，2008。
(47) 摩根(G. Campbell Morgan)著，柳惠容《默想智慧先知書》(*Exposition on the Prophetic and the Wisdom Books*) 紐澤西州：美國更新傳道會，2005。
(48) 潘朝偉著《生命交響曲：詩篇的現代意義》新加坡：新加坡福音證主協會，2009。
(49) 盧卡斯(Ernest Lucas)著，紀榮神譯《舊約文學與神學：詩篇與智慧文學》(*The Psalms & Wisdom Literature*) 香港：天道書樓，2010年。
(50) 戴浩輝著《智慧文學導論》香港：道聲出版社，2008。
(51) 謝挺著《詩歌智慧書》香港：播道會文字部，2023。

Other suggested readings will be given in class and through the Blackboard.

Contact Details for Teacher:

Lecturer:	Dr. Sam Lau (劉耀生)
Email:	drsamyslau@gmail.com

Academic Honesty and Plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

Use of Generative Aritificial Intelligence (AI) Tools:

This course follows the CUHK policy on the use of Generative AI for assignments and adopts **Approach 3 - Use only with explicit acknowledgement**
(as outlined in https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf).

Students may use AI tools in certain class activities and assignments, provided they explicitly acknowledge and properly cite the input from AI tools.

Acknowledging Support from AI Tools
Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate any content (whether text, image, data, or other formats) that was created by the tool.

•Example of Acknowledgement:
"I acknowledge that AI tools were used in the preparation of this work. Specifically, [*AI tool name, version, and provider*] was used for [*list the exact purposes — e.g. plan my essay, providing grammar suggestions*]. All interpretations, arguments, and final wording are my own. I have reviewed and verified all AI-generated content for accuracy, relevance, and originality before including it in this work."

The prompts can be stated in your content or listed by a copy of the text as an appendix.

•Example of Citation in The Chicago Manual of Style:
Footnote

1. ChatGPT, response to "Explain the concept of Jubilee in the Old Testament," OpenAI, August 12, 2025.

Please also refer to the CUHK Library resources: "How to cite AI-generated content?"
https://libguides.lib.cuhk.edu.hk/c.php?g=566638&p=7102001

Students are reminded to use AI tools responsibly and ethically and to be aware of their limitations. It is recommended that students clarify with the course teacher and obtain permission if necessary, when in doubt.

Please also refer to the Information and Technology Services Centre (ITSC) University's AI guidelines (AI Hub@CUHK).

A Paper-grading Rubric

CATEGORY	*Excellent*	*Good*	*Fair*	*Poor/ Inadequate*
Introduction/ Thesis ____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence ____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis ____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Conclusion ____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Organization/ Development of Thesis ____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Citation/ Bibliography Format ____	*conforms to academic rules for formatting and citation of sources are perfect.	*conforms to academic rules for formatting and citation of sources with minor exceptions.	*frequent errors in academic format.	*lack of academic format/numerous errors.

Name	Exegetical Paper Grading Rubric
Description	Students should be able to analyze on the passage by different exegetical methods (Part I Exegetical, 30%) and to respond and comment to critical issues posted by scholars (Part II Critical issues, 20%). 1. Describe the exegetical methods the student used in the critical handling of the biblical passage 2. Analyze the biblical passage critically. 3. Relate the critical result to the scholarly discussion of the critical issues of the biblical books. 4. Construct implications of the ideas in the biblical passages critically and in a scholarly manner.

Rubric Detail

	Levels of Achievement			
Criteria	**Poor/Inadequate**	**Fair**	**Good**	**Excellent**
Thesis on the Critical issue of the Biblical books	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	A clear statement of what is being proposed or argued in the paper.
Methodology and handling of the Biblical text	There is no explanation of the method used and the method used to analyse the text is unclear. The text doesn't seems to be understood.	Methodology has been mentioned in the paper but not enough description and how it is used. Methodology has been used but reader must work hard to relate the application of the methodology and the text. The text has been interpreted but not adequately.	There is description of what and how the (exegetical) methodology is being used but less thorough. Application of the methodology to the Biblical text is less clear. The text has been interpreted but less convincely.	Well description of what and how the (exegetical) methodology is being used and clear application of methodology to analyse the Biblical text is demonstrated throughout the paper. The text has been convincely interpreted.
Arguments	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the biblical text in question to show why the proposed thesis is valid.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the biblical text in question to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the biblical text in question to show why the proposed thesis is valid, but this is done not as consistently.	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the biblical text in question to show why the proposed thesis is valid.

	Levels of Achievement			
Criteria	**Poor/Inadequate**	**Fair**	**Good**	**Excellent**
Counter-Arguments	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.
Organization	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.
Style	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.
Documentation	Source materials are used without documentation.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.