ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

MHT 635(3 Credits)
Pentecostal Theology of Leadership Development
Fridays 2:00-9:30 pm, Saturdays 9:00-5:00 pm

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Spring 2018, Jan. 26-27,
Feb. 9-10; March 23-24
Springfield, MO

COURSE SYLLABUS

COURSE DESCRIPTION

An examination of theological issues related to indigenous church leadership development from a Pentecostal perspective with special attention to spiritual formation, moral issues and social/organizational structures in a missional context.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES (PLOs/ ON: SOGs)***

At the end of this course, the student should be able to:
1. Recognize the relationship between spiritual and corporate disciplines, spiritual formation and the core competencies of the missional leader. (MAIS PLOs #s 1, 2, 3, 4, 5, 6) (ON: SOGs #s 1, 2, 3, 4, 5, 6).
2. Identify the unique role of the local church in leadership formation. (MAIS PLOs #s 2, 4, 5, 6) (ON: SOGs #s 1, 2, 3, 4, 5, 6).
3. Articulate a missions philosophy and praxis founded on the principles of the Indigenous Church (MAIS PLOs #s 5, 6)
4. Explain the unique contribution of Pentecostal missiology to leadership development theory and practice and its understanding of the role of the Holy Spirit in the missionary task. (MAIS PLOs #s 2, 5, 6)
5. Discern the activity of the Holy Spirit in calling and empowering missional leadership. (MAIS PLOs #s 1, 2, 4, 5, 6)

6. Recognize the impact of social/organizational structures on the leader's ability to fulfill divine direction both personally and corporately. (MAIS PLOs #s 1, 3, 4, 6) (ON: SOGs #s 1, 2, 3, 4, 5, 6).

7. Develop a personal theology of leadership development. (MAIS PLOs #s 1, 2, 3, 4, 5, 6) (ON: SOGs #s 1, 2, 3, 4, 5, 6).

***The objectives for this course correspond to the Program Learning Outcomes for the Master of Arts in Intercultural Studies (MAIS PLOs) and the Oikonomia Network's Student Outcome Goals (ON: SOGs) found in Addendum One of this syllabus. The specific corresponding PLOs and SOGs for each objective are identified numerically in the parenthesis.

TEXTBOOKS

Creps, Earl. *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco, CA: Jossey-Bass, 2006. **ISBN-10:** 0787985201, **ISBN-13:** 978-0787985202 Print 240 pp.

Dempster, Murray W., Byron D. Klaus, and Douglas Petersen, eds. *Called and Empowered: Global Mission in Pentecostal Perspective*. **ISBN-10:** 0943575478, **ISBN-13:** 978-0943575476 Peabody, MA: Hendrickson Publishers, 1991. Print 312pp.

Edwards, Gene. *The Tale of Three Kings: A Study in Brokenness*. Carol Stream, IL: Tyndale House Publishers, Inc.1992. **ISBN-10:** 0842369082, **ISBN-13:** 978-0842369084 Print 111pp.

Hodges, Melvin L. The Indigenous Church including the Indigenous Church and the Missionary. rev. ed. Springfield, MO: Gospel Publishing House, 2009. **ISBN-10:** 0882438107, **ISBN-13:** 978-0882438108 Print 208 pp.

McNeal, Reggie. *A Work of the Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass, 2000. **ISBN-10:** 1118103181 **ISBN-13:** 978-1118103180 Electronic and Print 240 pp.

Plueddemann, James E. *Leading Across Cultures: Effective Ministry and Mission in the Global Church.* Downers Grove, IL: InterVarsity Press, 2009. **ISBN-10:** 0830825789 **ISBN-13:** 978-0830825783 Print 220 pp.

Shawchuck, Norman. *What It Means to Be a Church Leader: A Biblical Point of View*. Leith, ND: Spiritual Growth Resources, 1984. **ISBN-10:** 0938180134, **ISBN-13:** 978-0938180135 Print 69 pp (Consult professor for acquisition)

Sills, M. David. *The Missionary Call: Find Your Place in God's Plan for the World.* Chicago, IL: Moody Publishers, 2008. **ISBN-10:** 0802450288 **ISBN-13:** 978-0802450289 Electronic and Print 256 pp.

For information of textbook pricing, go to http://www.bkstr.com/evangelstore/home

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE LIST BELOW.

Recommended Substitutes:

Anderson, Ray S., ed. *Theological Foundations for Ministry*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1979.

_____. *Minding God's Business*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1986.

_____**.** *Ministry on the Fireline: A Practical Theology for an Empowered Church.* Pasadena, CA: Fuller Seminary Press, 1993. 235 pp.

_____. *Soul of Ministry: Forming Leaders for God's People.* Louisville, KY: Westminster John Knox Press, 1997. 256 pp.

Clinton, J. Robert. *The Making of a Leader*. Colorado Springs, CO: NavPress, 1988.

Elliston, Edgar J. *Home Grown Leaders* Pasadena, CA: William Carey Library, 1992.

Engel, James F., and William A. Dyrness. *Changing the Mind of Missions: Where Have We Gone Wrong?* Downers Grove, IL: InterVarsity Press, 2000.

Foster, Richard J. *Money, Sex and Power: The Challenge of the Disciplined Life*. San Francisco CA: Harper and Row, 1985.

Gibbs, Eddie. *ChurchNext: Quantum Changes in How We Do Ministry*. Downers Grove, IL: InterVarsity Press, 2000.

_____. *LeadershipNext: Changing Leaders in Changing Culture*. Downers Grove, IL: InterVarsity Press, 2005.

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness.* Ramsey, NJ: Paulist Press, 1977.

Hodges, Melvin L. *A Theology of the Church and Its Mission: A Pentecostal Perspective*. Springfield, MO: Gospel Publishing House, 1977.

Shawchuck, Norman, and Roger Heuser. *Leading the Congregation: Caring for Yourself While Serving the People*. Nashville, TN: Abingdon Press, 1993.

_____. *Managing the Congregation: Building Effective Systems to Serve People*. Nashville, TN: Abingdon Press, 1996. 378 pp.

Taylor, William D., ed. *Global Missiology for the 21rst Century: The Iguassu Dialogue*. Grand Rapids, MI: Baker Book House Company, 2000.

Van Engen, Charles. *God's Missionary People: Rethinking the Purpose of the Local Church*. Grand Rapids, MI: Baker Book House, 1991.

BASIC OUTLINE (subject to change)

Introduction
A Theology of Pentecostal Leadership
The Development of Pentecostal Leadership in Diverse Contexts
Leadership Development Assemblies of God Missiology
The Priority of the Local Church in Developing Missional Leaders
Call and Empowerment in AG Missiology
Organizational Structures and Pentecostal Leadership

METHODOLOGY

Lectures, discussion, video presentation(s), case studies, book reviews, interviews.

COURSE REQUIREMENTS

1. Faithful attendance to class (as per the Student Handbook) and participation in discussions/groups.
2. Reading of the required textbooks. A Canvas online open book "Quiz" must be completed for each of the following texts and for a missionary biography: **Creps Due Jan. 12; McNeal Due Jan. 19; Edwards, Due Jan. 26; Hodges, Due Feb. 9; Sills, Due Feb. 16; Dempster, Due March 2; Plueddemann Due March 9; and the Missionary biography Due March 23** (see Addendum Two for observations and recommendations)**.**
3. Utilizing the "Model for Ministry Reflection" examine a ministry leadership event in your own life and articulate a contextual theology which addresses the event (i.e. articulate the "mind of Christ" for the ministry event). (7-10 pp.) **Due April 6.**
5. Successful completion of the comprehensive final examination. Based on class notes and the assigned reading, articulate a Pentecostal theology of leadership development which includes an examination of the spiritual and corporate disciplines, organizational structures, the indigenous church, call and empowerment, the role of the local church and Pentecostal distinctives, include a personal reflection on your own call, empowerment and leadership experience- past, present and future. (7-10 pp.) **Due April 20.**

Both the ministry reflection paper and the comprehensive examination should be **double spaced, 12 point Times New Roman font,** and in accordance with Turabian Style formatting.
*See Addendum Three for the "AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing" (The rubric which will be used for the grading of your papers) and Addendum Four for "Tips for Writing Better Papers**."

All work must be submitted electronically as Word Document attachments to Valerie Rance at AGTS by e-mail (vrance@agts.edu or rancev@evangel.edu) PLEASE INCLUDE YOUR LAST NAME AND FIRST INITIAL AS THE FIRST WORD IN THE FILE NAME. It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. **Please keep backup copies of all graded work until you have received a final grade for the course.** If you have any questions or concerns, please do not hesitate to ask.

ACADEMIC INTEGRITY

Students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop, tablet, or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class computer use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring electronic devices to class. **Mobile phones, pagers, and Google glass must be turned off during class** unless extenuating circumstances are discussed with the professor, and approval to have them activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule risk being counted absent for the class. Students are not permitted to take photographs, or make audio or video recordings during class without prior approval from the professor.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf

While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:
    General Principles: http://www.randomhouse.com/words/language/avoid_guide.html
    Gender: http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html
    Racial and Ethnic Identity: http://www.apastyle.org/race.html.
    Disabilities: http://www.apastyle.org/disabilities.html.
    Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

DISABILITY ACCOMMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.
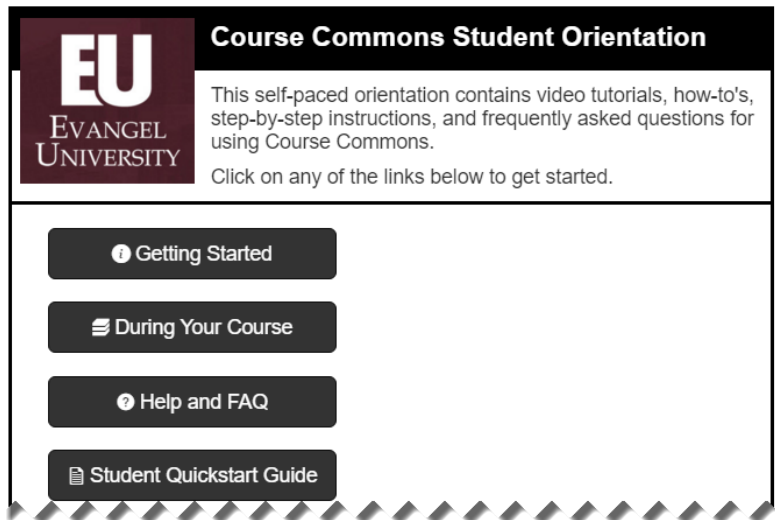
COURSE COMMONS

This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.com/.
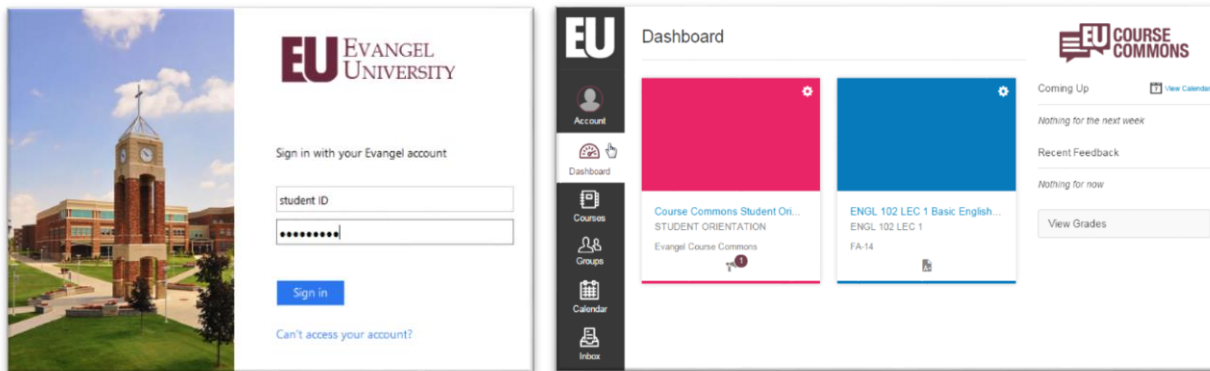
Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

Course Commons Student Orientation

This self-paced orientation contains video tutorials, how-to's, step-by-step instructions, and frequently asked questions for using Course Commons.

Click on any of the links below to get started.

- ⓘ Getting Started
- ⬛ During Your Course
- ❓ Help and FAQ
- 🗎 Student Quickstart Guide

Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: How do I customize my Courses list?

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.
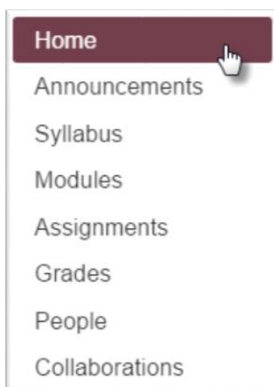

You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons
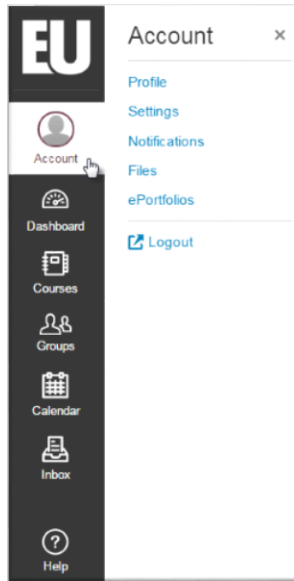
Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications Preferences.

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: How to Check My Grades.

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: https://community.canvaslms.com/community/answers/guides/.
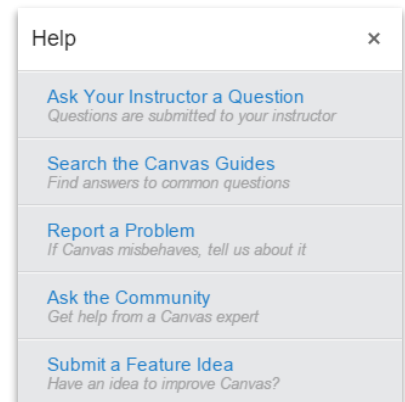
Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

1. Class participation		10%	
2. Canvas online open book "Quizzes" on Required Reading (8 @ 5%)		40%	

       Creps **Due Jan. 12**; McNeal, **Due Jan. 19**;
       Edwards, **Due Jan. 26**; Hodges, **Due Feb. 9**;
       Sills, **Due Feb. 16**; Dempster, **Due March 2**;
       Plueddemann **Due March 9**;
       Missionary Biography, **Due March 23**.

3. Personal use of ministry reflection cycle paper		25%	**Due April 6**
4. Comprehensive final examination		25%	**Due April 20**

*NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary. ANY ASSIGNMENTS SUBMITTED AFTER APRIL 20 WILL AUTOMATICALLY RECEIVE A ONE LETTER GRADE REDUCTION.

GRADING SCALE

A+ (10)		A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

BIBLIOGRAPHY

See the extensive biography available on the Intercultural Doctoral Studies website.

SPECIFIC DATA

Prepared by DeLonn Rance, October 21, 2017.

ADDENDUM ONE

**LEARNING OUTCOMES OF THE
GLOBAL MISSIONS DEPARTMENT**

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God (MAIS PLO # 1)
2. develop biblical theology of missions which addresses the contemporary missional context (MAIS PLO # 2)
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture (MAIS PLO # 3)
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings (MAIS PLO # 4)
5. articulate a Spirit driven missiology and praxis (MAIS PLO # 5)
6. identify, exemplify and foment biblical leadership (MAIS PLO # 6)

FAITH, WORK AND ECONOMICS INTEGRATION

Using the Oikonomia Network's Student Outcome Goals, this course integrates the following:

Outcome 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting "mission" and "ministry" to church activities. (ON: SOG #1)

Outcome 2: Pastors, Christian leaders and local churches prioritize helping people live as stewards of God's world, responsible to work with integrity for its flourishing—individually and collaboratively in communities. (ON: SOG #2)

Outcome 3: Pastors, Christian leaders and local churches prioritize helping people discern and support systems and practices that promote value creation while challenging systems and practices that extract value from others or borrow it from the future instead of creating it. (ON: SOG #3)

Outcome 4: Pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God's plan, cultivating trust and economic opportunity rather than division and dependency. (ON: SOG #4)

Outcome 5: Pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish. (ON: SOG #5)

Outcome 6: Pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities—energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age. (ON: SOG #6)

ADDENDUM TWO

**OBSERVATIONS AND RECOMMENDATIONS
ON THE MISSIONARY BIOGRAPHY**

The purpose for including a missionary biography in the reading (besides being great inspirational fun) is that research indicates that the more followers of Christ engage missionary stories whether through personal testimony or biographies, the more likely they will be committed to obedience to God's mission in the world. The reason that I have not specified a particular biography is simply because I want you to choose something that strikes your interest or helps in the fulfillment of your call (e.g. if you feel called to the Muslim world, find a missionary biography of a missionary that has worked among Muslims, or someone from your faith tradition). What follows are some missionary classics along with a few personal favorites, but let the Spirit guide you to the story that will impact your future. (I used Amazon to facilitate this short list in somewhat random order, but the library has many more options.)

- *Peace Child: An Unforgettable Story of Primitive Jungle Treachery in the 20th Century* by Don Richardson
- *Through Gates of Splendor* by Elisabeth Elliot
- *Bruchko: The Astonishing True Story of a 19-Year-Old American, His Capture by the Motilone Indians and His Adventures in Christianizing the Stone Age Tribe* by Bruce Olson
- *Strategy of the Spirit: J. Philip Hogan and the Growth of the Assemblies of God Worldwide* by Everett A. Wilson
- *Afghanistan: My Tears* by David Leatherberry
- *High Adventure in Tibet* by David V. Plymire
- *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions* by Ruth Tucker
- *The Life and Diary of David Brainerd* by David Brainerd
- *Hudson Taylor's Spiritual Secret* by Hudson Taylor
- *Hudson Taylor and Maria* by John Pollock
- *King of The Cannibals: The Story of John G. Paton, Missionary To The Hebrides* by Jim Cromarty
- *William Carey and the Missionary Vision* by Daniel Webber
- *To the Golden Shore: The Life of Adoniram Judson* by Courtney Anderson
- *C. T. Studd: Cricketer & Pioneer* by Norman P. Grubb
- *The Cambridge Seven: The true story of ordinary men used in no ordinary way* by John Pollock
- *Lottie Moon: Giving Her All for China* (Christian Heroes: Then & Now) by Janet Benge
- *Eric Liddell: Pure Gold: A New Biography of the Olympic Champion Who Inspired Chariots of Fire* by Dave McCasland
- *Henry Martyn: Pioneer Missionary to India and Islam* by Jesse Page
- *A Chance to Die: The Life and Legacy of Amy Carmichael* by Elisabeth Elliot
- *End of the Spear* by Steve Saint
- *The triumph of John and Betty Stam* by Geraldine Taylor
- *Hudson Taylor and the China Inland Mission: The Growth of a Work of God* by Dr. & Mrs. Howard Taylor
- *Shadow of the Almighty: The Life and Testament of Jim Elliot* (Lives of Faith) by Elisabeth Elliot
- *Out of the jaws of the lion* by Homer E Dowdy

- "An Interesting Account of the Christian Martyrs of the Congolese Simba Rebellion in the 1960s"
- *Jungle Pilot* by Russell T. Hitt "A Personal and Very Human Account of the Life and Martyrdom of Nate Saint, One of the Five Men Martyred in Ecuador in 1956"
- *Raymond Lull, first missionary to the Moslems* by Samuel Marinus Zwemer
- *Lillian Trasher: The Greatest Wonder in Egypt* (Christian Heroes: Then & Now) by Geoff and Janet Benge
- *Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement* (American Society of Missiology) by eds. Gerald H. Anderson, Robert T. Coote, James M. Phillips
- *Robert Moffat: the missionary hero of Kuruman* by David J Deane
- *Robert Morrison: A master-builder* (The modern series of missionary biographies) by Marshall Broomhall
- *The Life and Diary of David Brainerd* by David Brainerd and Jonathan Edwards
- *Cameron Townsend: Good News in Every Language* (Christian Heroes: Then & Now) by Geoff and Janet Benge
- *David Livingstone: Africa's Trailblazer* (Christian Heroes: Then & Now) by Geoff and Janet Benge

ADDENDUM THREE

**AGTS (GMD) RUBRIC FOR THE EVALUATION
OF THE QUALITY OF STUDENT WRITING**

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM FOUR

TIPS FOR WRITING BETTER PAPERS
*The principles below should be applied to the preparation of the papers.

TRUISMS
1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS
1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS
1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.
    NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:
1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as "very") sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. "What?" you ask, "more than one draft?"
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has

broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.

6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.

7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.

8. If in doubt about a long sentence construction, break into two or more sentences.

9. How should you refer to yourself in the paper? I suggest the <u>occasional</u> use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.

10. <u>Use direct quotations sparingly</u>. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***

11. <u>Documentation</u>: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.

12. The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.

13. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.

14. Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.

15. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and <u>especially</u> for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.

16. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.

17. <u>Gender inclusive language</u> should always be used except when referring to the members of the Trinity.