BTH/MHT 501 Mission of God and Contemporary Context
Summer 2020

Faculty Information
Professor: Valeire Rance Ph.D.
Email: rancev@evangel.edu
Phone: 417-865-2815 ext. 8868
Office location: AGTS 215
Office hours: By appointment.

Course Information
Credit hours: 3
Course dates: May 4-August 13
Location: Course Commons

Required Texts
Glasser, Arthur F.; Van Engen, Charles E.; Gilliland, Dean S.; and Redford, Shawn B. 


Personal choice of a Missionary Biography (see Addendum 1 for observations and recommendations).

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 BIBLIOGRAPHY BELOW.

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
AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description
This introductory course consists of an in-depth study of the mission of God, as it is revealed in both Old and New Testaments. The course will not only examine the text of Scripture, but also consider the mission of God in terms of history, culture, and philosophy of the people to whom the mission was delivered, the interpretation of Scripture within the Bible, the progressive development of biblical theology as new cultures and peoples were engaged by Israel and the Church, the modes of mission and ministry which are evidenced in the Bible, and the application of biblical missiology to the contemporary world context.

Course Prerequisites
There are no prerequisites.

Course Purpose
To help the student understand the mission of God as revealed in both the Old and New Testaments, how the mission of God interacts with social justice issues, and his/her part in that mission.
## Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes¹</th>
<th>Program Learning Outcomes</th>
<th>EU20</th>
<th>Faith, Work &amp; Economics Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate God's plan for the universe from a biblical perspective.</td>
<td>MAIS #1,2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,3,4,5,6</td>
</tr>
<tr>
<td>2. Recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,3,4,5,6</td>
</tr>
<tr>
<td>3. Analyze the Christological paradigm for missions revealed in Scripture.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2</td>
</tr>
<tr>
<td>4. Understand the need for doing theology in light of the unreached in specific contexts.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,4</td>
</tr>
<tr>
<td>5. Evaluate contemporary and alternative missiological strategies, philosophies, and issues (theologies) in light of a biblical theology of mission.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,3,4,5,6</td>
</tr>
<tr>
<td>6. Identify Pentecostal distinctives and contributions to missiology and the fulfillment of the Great Commission.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2</td>
</tr>
<tr>
<td>7. Understand and respond in a personal way to the needs of the world and the challenge of missions.</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,3,4,5,6</td>
</tr>
<tr>
<td>8. Perceive the role of prayer in mission</td>
<td>MAIS #2,5,6,8, 10, 11</td>
<td>C 1,2,3,4,5</td>
<td>Outcomes 1,2,4</td>
</tr>
</tbody>
</table>

¹See for program learning outcomes, EU20 outcomes, and FWE outcomes: https://agts.edu/currentstudents/academic-policies/.

3
Course Learning Outcomes
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Program Learning Outcomes</th>
<th>EU20</th>
<th>Faith, Work &amp; Economics Integration</th>
</tr>
</thead>
</table>
| 9. Recognize both the hardships and the rewards of missionary service and be open to God’s call and direction in missions. | MAIS #1,2,5,6
MATS #1,2,8
MLM #3
MDIV #1,2,5,6,9 | C 1,2,5
E 2, 4
I4
G 1,2,3,4,5 | Outcomes
1,2 |
| 10. Integrate course materials into life and ministry. | MAIS #1,2,3,4,5,6
MATS #1,2,4,8
MLM #3,4
MDIV #1,2,5,6,9 | C 1,2,3,4,5
E 2,4,5
I1,2,3,4,5
G 1,2,3,4,5 | Outcomes
1,2,3,4,5,6 |

Course Format
This is an online class which will be comprised of online lectures, PowerPoints, movies, and class discussions.

Course Policies & Requirements
Preparation
In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email, and Course Commons. This class will use Course Commons for all course communication, interaction, content, announcements, collaboration, and assignments.

Assignments
All assignments have specific due dates that are listed on the attached course outline. Assignment instructions can also be found in modules on COURSE COMMONS. Unless otherwise directed by the instructor, all assignments are submitted to COURSE COMMONS. No assignments will be accepted via email.

1. Participation: Faithful participation in online discussions.
2. Reading: A Canvas online open book “Quiz” must be completed for each text and for a missionary biography (see Addendum 1 for observations and recommendations). Take the Quiz on each book on Fridays: Kaiser Due May 15, York Due May 29, Johnson Due June 12, Wright Due June 26, Glasser July 10, Van Engen Due July 24, Missionary Biography Due Aug. 7.
3. Book Discussions: Discussions on each book will be held every Wednesday where students need to interact with each other over what they found to be their “Ah Ha” moment with each book. Each student is expected to share their “Ah Ha” moment and then comment on at least one other students “Ah Ha” moment. Kaiser Due May 20, York Due June 3, Johnson Due June 17, Wright July 1, Glasser July 15, Van Engen July 29, Missionary Bio Aug. 12.
4. **Sermon:** Write out a missions sermon that includes the missionary disciplines of Go, Give, and Pray. Include title, text, introduction, major points in outline form and conclusion/application. Write out your introduction and conclusion then the rest of the sermon can be in outline form. Video and post the video of you preaching your sermon. You will also critique each other’s sermons. The video and outline **Due June 30,** critique discussion **Due July 2.**

5. **Movie/video Discussions:** There will be several movies/videos shown throughout the class. You will be required to discuss each movie/video. You will be given questions before each movie/video then use these questions as talking points in your discussion. You will be graded on your insights and your interactions with your classmates. These movie/video and other discussions include: Personal Introduction Discussion **Due May 6,** Peace Child Discussion **Due May 28,** The Mission Discussion **Due June 11,** Rocks of Remembrance Discussion **Due June 16,** Beyond Gates of Splendor Discussion **Due June 18,** Piper Video Discussion **Due June 25,** Harvest Video Discussion **Due July 9,** York Video Discussion **Due Aug. 4,** Brogden Video **Due Aug. 6,** Homeless Video **Due Aug. 11,** Prayer Response to Class Discussion **Due Aug. 13.**

6. **Research paper:** In 15-20 pages, demonstrate your mastery of the content of this course by writing a paper on a particular topic in the area of biblical missiology (You can write on something you are interested in and look at it thought the mission of God lens. Ex. Chaplaincy, women in ministry, children, etc.). The paper should:
   a. Apply the principles of biblical theology taught in the class;
   b. Demonstrate a comprehensive knowledge of *missio Dei* as found in the biblical witness, including appropriate biblical references. Be sure to demonstrate a clear contextual (exegetical) understanding of all texts that are discussed.
   c. Integrate and cite class lectures, assigned readings, and other scholarly sources.
   d. After presenting your understanding of a particular topic in biblical missiology, apply your current sense of God’s unique calling on your life to your understanding of the topic and indicate what the Holy Spirit is leading you to do in response to your learning (i.e. present a personal plan for missional praxis). This should be a section in your paper. This section can be written in first person.

   Your paper will be graded according to the rubric found in Addendum 2. You can find ways to make your writing better in Addendum 3. **Due July 31.**

**All work must be submitted electronically as Word Document attachments to Valerie Rance on Canvas. PLEASE INCLUDE YOUR LAST NAME AND FIRST INITIAL AS THE FIRST WORD IN THE FILE NAME (example: rancev_MOG Final Paper).** It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at the deadline date. **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.

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**Writing Style Guide**

All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS’s T8-SBL2 Academic Style. 

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2 This is the official, agreed-upon set of options of AGTS’s faculty based on the 8th ed. of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations,* and superseded by any differences from T8.
Communication
If you have a question, comment, or suggestion, feel free to contact me. You may contact me by email, or through Course Commons. I will try to respond to emails within 24 hours.

Assessment
See Addendum 2 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 3 for “Tips for Writing Better Papers.”

Grading Policy
Class Participation through Quiz Discussions (Wednesdays): (7 @ 1%) 7%
- Kaiser Discussion Due May 20
- York Discussion Due June 3
- Johnson Discussion Due June 17
- Wright Discussion Due July 1
- Glasser Discussion Due July 15
- Van Engen Discussion Due July 29
- Missionary Bio. Discussion Due Aug. 12

Class Participations through Video Discussions (12 @ 1%) 12%
- Personal Discussion Due May 6
- Peace Child Discussion Due May 28
- The Mission Video Discussion Due June 11
- Rocks of Remembrance Dis. Due June 16
- Beyond Gates of Splendor Dis. Due June 18
- Piper Video Discussion Due June 25
- Harvest Video Discussion Due July 9
- Antioch Church Questionnaire Due July 20
- York Video Discussion Due Aug. 4
- Brogden Video Discussion Due Aug. 6
- Homeless Video Discussion Due Aug. 11
- Prayer Response Due Aug. 13

Canvas online open book “Quizzes” on Required Reading (Fridays) (7 @ 5%) 35%
- Kaiser Due May 15
- York Due May 29
- Johnson Due June 12
- Wright Due June 26
- Glasser Due July 10
- Van Engen Due July 24
- Missionary Biography Due Aug. 7

Missionary Sermon Outline and video Due June 30 10%
Sermon Critique Discussion Due July 2 1%

in the Society for Biblical Literature Guide for Contributors, 2nd ed. Full details are found in COURSE COMMONS, the AGTS website, and The Write Place. AGTS Writing Style Guide
Research Paper Due July 31 35%
Total: 100%

Late/Missed Assignment Policy

*NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary. ANY ASSIGNMENTS SUBMITTED AFTER JUNE 28 WILL AUTOMATICALLY RECEIVE A ONE LETTER GRADE REDUCTION.

Students should retain a copy of all work submitted, until they have received a grade for this work.

Grading Scale
Grades will be based on the number of points accumulated by completing assignments, projects, and quizzes. The following grading scale applies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%</td>
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<tr>
<td>A-</td>
<td>94%</td>
</tr>
<tr>
<td>B+</td>
<td>90%</td>
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<tr>
<td>B</td>
<td>87%</td>
</tr>
<tr>
<td>B-</td>
<td>84%</td>
</tr>
<tr>
<td>C+</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>77%</td>
</tr>
<tr>
<td>C-</td>
<td>74%</td>
</tr>
<tr>
<td>D+</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>67%</td>
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<tr>
<td>D-</td>
<td>64%</td>
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<td>F</td>
<td>60%</td>
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<td>59%</td>
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<td>0%</td>
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</tbody>
</table>

Grade Access
All course grades will be recorded and shown through Course Commons. Simply click the “Grades” link in the course menu. For more information on how to check your grades and what you can do from this page, see How Do I View My Grades?

I will attempt to grade assignments and provide feedback within 48 hours of the assignment due date. Larger assignments/projects may take up to one week to grade so that feedback can be provided. Please pay attention to notifications of graded items and recent feedback. I expect students to review and learn from the feedback that I provide on their assignments.

The Temporary Grade of Incomplete
An “I” (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The Incomplete (I) Grade Request Form may be obtained from your administrative assistant in your department.

Bibliography


Specific Data
**Academic Integrity**
As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in the section IX. University Policies: Academic Integrity.

**Accommodation Statement**
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 by Evangel University 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 me 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 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.

**Inclusive Language**
The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God’s will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7–9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.
Electronic Devices in the Classroom
It is expected that electronic devices will be used during class to support the students’ learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources
Evangel University Libraries
Klaude Kendrick Library’s physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The Cordas C. Burnett Library is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit Evangel University Libraries. Evangel’s libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see The Write Place Online.

The Center for Student Success
The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see The Center for Student Success.

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.edu.
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.

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. If students have not completed their financial registration by the first official day of class, their 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 Support menu from any page in Course Commons. Click on the Support 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 Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the Canvas Student Guide for help on a specific topic.

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 Support 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 studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.
ADDENDUM 1
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
- 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
- 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 2
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 five-point scale where five represents superior work, adequate for publishing. A score of one would signify that the work requires significant re-writing and a score of three reflects adequate, passable quality.

<table>
<thead>
<tr>
<th>A.</th>
<th>TOPIC SELECTION/RATIONALE FOR STUDY 10%</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student gives a clear, cogent rationale for the choice of the subject 2%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td>The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%</td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td>There’s evidence that the student has read widely enough to identify the major issues 2%</td>
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</tr>
<tr>
<td>5.</td>
<td>The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.</th>
<th>RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student has chosen a research methodology that is adequate to the stated goals of the study 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%</td>
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<td>3.</td>
<td>The outline of the paper is coherent and provides a logical development from concept to concept 10%</td>
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<th>C.</th>
<th>CRITICAL THINKING SKILLS 30%</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>1.</td>
<td>The student has engaged a broad spectrum of views related to the chosen topic 10%</td>
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<td>2.</td>
<td>The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%</td>
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<td>3.</td>
<td>The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%</td>
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<th>D.</th>
<th>BASIC WRITING SKILLS  20%</th>
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<tr>
<td>1.</td>
<td>The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%</td>
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<td>2.</td>
<td>The appropriate style format was used (Turabian or APA) 5%</td>
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<td>3.</td>
<td>The writing style is clear, straightforward, and easily understood 5%</td>
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<td>4.</td>
<td>The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%</td>
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ADDENDUM 3
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 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 usually overworked. Regular active verbs make stronger sentences. If in doubt about a long sentence construction, break into two or more sentences.

8. How should you refer to yourself in the paper? I suggest the occasional 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.

9. Use direct quotations sparingly. 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.

10. Documentation: 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.

11. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.

12. 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.

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

14. 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 especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.

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

16. Gender inclusive language should always be used except when referring to the members of the Trinity