

# CHMN742 Church Multiplication

Spring 2020

*Tom Evans, DMin*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Lexington, KY; Andrews University
<b>Class meeting times:</b>	February 24-March 4, 2020
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	971-370-0605
<b>Instructor Email:</b>	tom.evans@oc.npuc.org

### BULLETIN DESCRIPTION OF COURSE

The Seventh-day Adventist church has defined itself as a movement. In order to be a movement, there must be momentum. This module will primarily focus on the multiplication of small groups/grow groups, house churches, and church plants. In order for these systems to multiply, there must be an intentional and continual discipling of new leaders. The goal is to experience exponential growth of God's kingdom.

### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- 1) Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- 2) Conduct research and implement an intervention in response to ministry challenges and trends in a *glocal* context, related to the primary field of service.
- 3) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Identify best practices in evangelism in the North American Division.
2. Explore various ministry opportunities for Total Member Involvement (TMI). Become equipped to implement these initiatives.
3. Identify and implement a strategic approach to pre-work, reaping series and retention.
4. Explore effective methods for generating evangelistic interest within the community.
5. Collaborate in the learning process as a model for a team approach in the local church context.
6. Identify various approaches to multiplication through church planting.
7. Gain knowledge and skill in the areas of leadership and ministry coaching.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
2/27/20	Pre-Intensive	Reading Assignments	2,6
4/30/20	Post Intensive	First Group Meeting	5
11/30/20	Post Intensive	Reading Assignments	2,4,7
9/30/20	Post intensive- 30-day Divine Appointment Challenge Project	Journal	1,2,3,4,5
11/30/20	Post intensive- MaxHarvest Project	Booklet- Digital	1,2,3,4
11/30/20	Post Intensive	Post Intensive Paper	1-7
10/30/20	Post Intensive	Journal and Attendance of Group Meetings	5
10/30/20	Post Intensive	Context Support Group	5
10/30/20	Post Intensive	Ministry Development Plan (MDP)	1-7
10/30/20	Post Intensive	Mentoring Report	1,5

2017 Leading for Growth and Church Multiplication				
Syllabi and schedule for the cohort that begins in 2017:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN763	Effective Strategic Growth (4 cr)	Dr. Eduard Schmidt	March 6-14, 2017	Andrews University
GSEM790	DMin Project Seminar	Dr. David Penno	March 15-21, 2017	Andrews University

2017 Leading for Growth and Church Multiplication				
Syllabi and schedule for the cohort that begins in 2017:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
GSEM706-031 (1682)	Spiritual & Theological Foundations for Ministry (8 cr)	Dr. Allan Walshe	April 17-May 3, 2018	Andrews University
	Implementation Symposium	Dr. David Penno	December 11, 2018 1:00-5:00pm EST	Andrews University
CHMN779-116 (1599)	Leading Growth (5 cr)	Dr. Tom Evans	February 18-27, 2019	Riverside, CA
GSEM796	DMin Project (3 cr)		Spring 2019	
CHMN742	Church Multiplication (5 cr)	Dr. Tom Evans	February 24-March 4, 2020	Lexington, KY; Andrews University
GSEM796	DMin Project (3 cr)		Spring 2020	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

## ATTENDANCE

*(adapted from the AU bulletin)*

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## COURSE MATERIALS

### **Required Course Materials**

Please see assignment description below.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Academic Doctoral Programs
		5 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time (Intensive)</b>	75 hrs
<b>Independent Learning Activities</b>	<b>Reading, and journaling and projects</b>	190 hrs
	<b>Journaling during the intensive</b>	2 hrs
	<b>Ministry Development Plan (MDP)</b>	3 hrs
	<b>Context support group</b>	2 hrs
	<b>Peer group attendance and journaling</b>	3 hrs
	<b>Mentoring Report</b>	5 hrs
	<b>Post intensive paper</b>	124 hrs (the writing time - 60 hours, plus experiential and research time - 64 hours, <u>satisfies the 124 hours for 2 project credits</u> )
<b>Total Hours:</b>		280 (not including the project credits)

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p><b>I. Pre-Intensive</b></p> <p>Pre-Intensive Reading:</p> <p>A journal is due the first day of the teaching intensive for each of the required pre-session titles. The journal (there will be two-page journal, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book. Due date: 2/27/20</p> <p>Three of the following with at least 500 combined pages:</p> <ol style="list-style-type: none"> <li>1. House, Brad (2017). <i>MultiChurch: Exploring the Future of Multisite</i>. Grand Rapids, MI: Zondervan. (220 pages)</li> <li>2. Galanos, Chris (2018). <i>From Megachurch to Multiplication: A Church’s Journey Toward Movement</i>. Lewiston, NY: Experience Life.</li> <li>3. Wilson, Todd (2014). <i>Spark: Igniting a Culture of Multiplication</i>. Exponential. (82 pages)</li> <li>4. Trousdale, Jerry and Sunshine, Glenn (2018). <i>The Kingdom Unleashed: How Jesus’ 1st-Century Kingdom Values Are Transforming Thousands of Cultures and Awakening His Church</i>.</li> <li>5. Wilson, Todd and Ferguson, Dave and Hirsch, Alan (2015). <i>Becoming a Level Five Multiplying Church</i>. Exponential. (134 pages)</li> </ol> <p>150 pages from the following:</p> <ol style="list-style-type: none"> <li>6. Butterfield, Rosaria Champagne (2018). <i>The Gospel Comes with a House Key: Practicing Radically Ordinary Hospitality in Our Post-Christian World</i> Wheaton, IL: Crossway.</li> <li>7. Willis, Dustin and Clements, Brandon. <i>The Simplest Way to Change the World: Biblical Hospitality as a Way of Life</i>. Chicago, IL: Moody Publishers. (146 pages)</li> </ol> <p>Books can be purchased in any manner convenient to the participant.</p>	<p>50</p>

<p><b>II. The Intensive</b></p> <p>A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.</p> <p>B. On some evenings a daily journal will be required.</p> <p>C. Participation in discussion, group activities, journaling, and compilation of notes is expected.</p> <p>D. A cohort field experience will be planned for Saturday and Sunday.</p>	50
<p><b>III. Post Intensive</b></p> <p>1. Journal and report the following books in the same manner as for the pre-intensive books. Due date: 11/30/20</p> <p>Required:</p> <p>2. Evans, Tom L. (2020). <i>Life-Changing Divine Appointments</i>. Gladstone, OR: MaxHarvest. (126 pages)** See further details below.</p> <p>One of the following:</p> <p>3. Lucas, Tim and Bird, Warren (2019). <i>Liquid Church: 6 Powerful Currents to Saturate Your City for Christ</i>. Grand Rapids, MI: Zondervan. (266 pages)</p> <p>4. Woodward, JR and White Jr., Don (2016). <i>The Church as Movement: Starting and Sustaining Missional-Incarnational Communities</i>. Downers Grove, IL: InterVarsity Press. (222 pages)</p> <p>Two of the following with at least 300 combined pages:</p> <p>5. Franklin, Marion (2019). <i>The HeART of Laser-Focused Coaching: A Revolutionary Approach to Masterful Coaching</i>. Wilmington, DE: Thomas Noble Books.</p> <p>6. Stanier, Michael Bungay (2016). <i>The Coaching Habit: Say Less, Ask More &amp; Change the Way You Lead Forever</i>. Toronto, Ontario, Canada: Box of Crayons Press. (224 pages)</p> <p>7. Sinek, Simon (2017). <i>Leaders Eat Last: Why Some Teams Pull Together and Others Don't</i>. New York, NY: Penguin Group. (288 pages)</p> <p>8. Miller, Linda J. and Hall, Chad W. (2007). <i>Coaching for Christian Leaders: A Practical Guide (TCP Leadership Series)</i>. Danvers, MA: Chalice Press. (124 pages)</p> <p>9. Webb, Keith E. (2019). <i>The Coach Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others</i>. New York, NY: Morgan James Publishing. (166 pages)</p>	50
<p>** Project 1: Complete the Divine Appointment 30-day Challenge with a local church. Conduct 10 interviews with individuals who have completed the challenge. Journal the impact on them personally and also the impact on the church. (30 hours). Due date: 9/30/20</p> <p>Project 2: Complete a “MaxHarvest” style quick reference evangelism booklet for your local context. Select one of the following categories: 1 Pre-work 2. Best practices for a</p>	75  100

reaping meeting 3. Follow-up retention strategy. Must include at least 10 initiatives/pages (sample provided in class). Turn in a digital version. Present to your local church board and implement at least three of the initiatives (50 hours). Due date: 11/30/20.	
B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a three to five-page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program. Due date: 11/30/20	150
C. Chapter five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.  <i>The Doctor of Ministry Project Writing Manual 2<sup>nd</sup> Edition</i> (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style. Due date: 1/30/21	400
D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before 4/30/20. The group will review the MDP and its role with materials provided during the intensive.	25
E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience. <ol style="list-style-type: none"> <li>1. A journal and attendance record of the group meetings will be required from a secretary for each group by 10/30/20.</li> <li>2. The first group meeting must occur on or before 5/30/20 and review the work of each student on their chapter five.</li> <li>3. The second group meeting must occur on or before 8/30/20, and review the case study done by each student (or other assignment).</li> <li>4. Groups may meet by phone conference, face-to-face, or via electronic conference.</li> </ol>	50
F. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on 10/30/20.	50

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Submission of Assignments**

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

### **Late Submission**

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)

Late 91 days or more: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, (enter date). If submitted late, the work will be discounted 10%.

## **ABOUT YOUR INSTRUCTOR**

Dr. Tom Evans currently serves as Outreach Ministries Director of the Oregon Conference. He has a passion for initiating evangelistic models in the first world context that are reproducible.

MaxHarvest is the banner under which many strategic approaches to support local churches in their evangelistic efforts has been launched. The number of churches requested evangelism funds doubled in the first year. He has recently published a book, "Life-Changing Divine Appointments."

Dr. Evans recently served as president of the NNSW Conference in Australia. Several initiatives were launched including: School Evangelism, Church Revitalization, Young Adults and Next Generation Minister. In 2017, the NNSW Conference had a 40% increase in baptisms.



Dr. Evans was an Associate Director of the North American Division Evangelism Institute. He taught classes in the areas of Church Growth, Field Evangelism, Church Planting, Natural Church Development, and Coaching.



Dr. Evans received a B.A. in Theology and Speech Communications from Walla Walla University in 1990. He obtained a M.Div. degree in 1995 from Andrews University. He completed his D.Min. in Evangelism and Church Growth from Andrews University in 2013.

Dr. Evans' professional experience includes serving as President of the NSW Conference in Australia from 2017 to present, as an Associate Director at NADEI from 2011 to 2017. He served as departmental director of church planting and stewardship in Texas from 2001-2010. He was senior pastor of the Richardson SDA Church in Richardson, Texas from 1998-2001. He also served as associate pastor at the Wenatchee SDA Church in Wenatchee, Washington from 1995-1998 and at the Spokane Valley SDA Church from 1990-1992. In 1993 and 1994 he had the privilege of serving as interim Youth Director in the South New South Wales Conference in Australia.

Dr. Evans was director of the SEEDS church planting conferences from 2011-2017, with approximately 12 SEEDS events held annually in North America and internationally. In 2011, he published, "Steps to Planting: From Inception to Launch." Dr. Evans is requested to give presentations in the North American Division and worldwide. He was a network co-facilitator for Focusing Leaders in the Texas Conference for five years. He also worked in the development of an intern training program.

Dr. Evans is a fifth generation Seventh-day Adventist on his mother's side of family. His grandparents served as church planters among Native Americans in Mission, Oregon. He is married to Silmara who is originally from Brazil (and has two brothers who are pastors) and has five children: Alexis, Charela, Rachel, Lukas, and Andre.

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;

- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: INTERPRETING LETTER GRADES

Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

### Letter Grades and Percentages

96-100%	A	85-89%	B	75-78%	C
93-95%	A-	82-84%	B-	72-74%	C-
90-92%	B+	79-81%	C+		

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 2: ASSIGNMENT RUBRIC(S)

### Chapter Assessment Rubric for the Post Intensive Paper:

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
<b>Contents</b>	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
<b>Description of the Ministry Context</b>	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
<b>Statement of the Problem</b>	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
<b>Statement of the Task</b>	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
<b>Delimitations of the Project</b>	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
<b>Description of the Project Process</b>	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
<b>Definitions of Terms</b>	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

<b>Style</b>	The chapter follows Turabian Parenthetical Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages