

CHMN747

CHURCH LEADERSHIP AND MANAGEMENT

July 24-25; October 9-14, 2011

Instructor: Stanley E. Patterson, PhD

Doctor of Ministry Intensive



Andrews
University
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CHMN747

Church Leadership and Management

July 24-25; October 9-14, 2011

Doctor of Ministry Intensive

General Class information

Class acronym:	CHMN747
Class name:	Church Leadership and Administration
Semester & year:	Fall Semester 2011
Class location:	S215
Class time/day:	6:30 – 9:30pm Sunday, July 24 7:00am – 6:00pm, July 25 8.00am – 5.00pm, Monday-Thursday, October 9-14 8.00am – 2.30pm, October 14
Credits offered:	6

Instructor Contact Details

Instructor:	Stanley E. Patterson, PhD
Telephone:	(269) 240-4900 (m); (269) 471-3217 (w)
Email:	patterss@andrews.edu ; patterson.stan@gmail.com
Office location:	Seminary Hall S228
Office hours:	by appointment

Bulletin Class description

This course module investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make leadership in the context of the church, education, and non-profit service organizations unique. It includes theological reflection, literature review, theory, and practical application of learning in the context of professional ministry. (AU 2011-2012 Bulletin)

The course is prepared especially for leaders and managers of church, community, education, and non-profit organizations.

Each course participant will integrate essential leadership principles and administrative practices into their context of leadership and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Participants take this course with a cohort, CHMN 747 (July 24-25; Oct 9-14, 2009), as the part of a sequence of GSEM 706 (May 4-14), GSEM 730 (May 17-21), GSEM790 (Oct 18-22), CHMN 760 (Jan 10-18, 2008) and CHMN780 (July 18-26) to form a leadership concentration.

The Cohort

A cohort group will form with this course module, continuing together through GSEM730 Field Research for Ministry, GSEM706 Spiritual and Theological Foundations for Ministry, GSEM 790 DMin Project Proposal, CHMN760 Advanced Leadership Competencies, and CHMN 780 Leading and Managing the Church Organization. Cohort members will meet in groups between intensives and pursue projects that advance their leadership competencies. On completion, the cohort members will have completed a leadership concentration in their DMin program. See the Doctor of Ministry program planner for date and locations of future teaching intensives.

Course Objectives

The primary objectives of this class are to be a:

- *Knowing* student of Christian leadership who:
 - Demonstrates advanced understanding of theories of leadership.
 - Demonstrates advanced understanding of a biblical theology of leadership
 - Embraces the biblical and theological principles of servant leadership
 - Understands organizational culture and systems thinking
- *Doing* student of Christian leadership who:
 - Demonstrates ability to build communicate a God-given, passion-stirring shared vision
 - Communicates and models faith-based hope
 - Exercises solid integrity
 - Demonstrates an appreciation of diversity
 - Exercises an unswerving commitment to empowering people
- *Being* student of Christian leadership who:
 - Is spiritually mature
 - Is living by the Spirit (Galatians 5:22-26)
 - Exercises solid integrity
 - In possession of a global view of society and ministry

Secondary objectives of this class are to be a:

- Competent practitioner of Christian Ministry in at least five of the following:
 - Facilitating effective planning
 - Managing resources responsibly
 - Communicating effectively
 - Building effective teams
 - Managing change
 - Managing conflict
 - Evaluation and assessment
 - Making meetings matter
 - Coaching
 - Mentoring others

Textbooks, Recommended Readings and Class Bibliography

Please contact the professor for required reading assignments and bibliography.

Note: Any student wishing to gain access to Dr. Patterson's www.shelfari.com reading web site may do so by emailing a request to patterson.stan@gmail.com for an invitation.

Grading Criteria and Course Assessment items

Criteria for Grades

Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with *AU Standards for Written Work, 12th ed*; quality of writing including grammar, punctuation, and clarity. (e.g. Criteria for each grade are listed in the *Criteria for Assessment Guidelines* which is attached as Appendix 1 of this document.)

Passing Grades

All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission

All assignments should be submitted to me as MS Word documents via patterson.stan@gmail.com dated no later than the day the assignment is due.

Late Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Course Requirements Detail

List any other guidelines relevant to assessment you may wish to disclose to the student.

1.	Reading Reflections (5x15 =75 pts)	13.5%
2.	Reading Reports (3x10= 30 pts)	5.4%
3.	Daily Journals (8x5= 40 pts)	7.2%
4.	Vision Paper (100 pts)	18%
5.	Book Review (100 pts)	18%
6.	Literature Review (150 pts)	27%
7.	Group Meetings (3x20= 60 pts)	10.9%
Total (555 points possible)		100%
<hr/>		
A: > 96	B+: 90-92	C+ 79-81
A-:93-95	B: 85-89	C 75-78
	B-: 82-84	C- 72-74

Pre-intensive Course Requirements

1. **Reflective Reading Journals:** Do the required reading for all texts and submit a three to five page journal of reflection (this is not a report of what the author says but your reflection on what he says) by reflective journaling chapter-by-chapter for each book. A sample reflective journal is available by emailing a request to Dr. Patterson. Reports and journals are not returned. Five pre-intensive reading journals are **due October 9 2011**. An additional two pre-intensive reading reports are assigned to students who were unable to attend the 2011 Andrews University Leadership Conference. One post intensive report. (due December 10, 2011)
2. **Attend 2011 AU Leadership Convention:** Required attendance on July 24, 25 will count as part of total classroom time. Write a 4-page reflection of your strengths profile along with a copy of your strengths profile test results on **October 9. If you are unable to attend** for any reason you will be assigned 2 additional books and book reflections due on the first day of class.

Post-intensive Course Requirements

3. **Vision Paper:** Write a 6-8 page descriptive paper as to how you currently see yourself in the context of leadership principles, theology, and theory, then reflect on what you wish to become as a result of intentional leadership development over the next five years. Give special attention to your view of yourself in relationship to those you lead, how you lead them, the basis upon which you articulate the vision of your community, and a projection of the theoretical and theological context that will influence your leadership. Write the future vision portion in the first person as though you are describing yourself in 2014. *(Due on or before December 15, 2011)*
 - i. **Competencies:** Specifically analyze yourself and project your vision of self as a leader relative to the Course Objectives on page 4 of this syllabus.
 - ii. **Leadership Theory:** Assess and predict yourself in this paper according to the 8 leadership theories presented in class.
 - iii. **Theology of Leadership:** Assess yourself in this paper according to the Biblical leadership concepts presented in class, i.e. leader as servant, incarnational leadership, discipling as leadership, Jesus' model of calling, teaching, empowering, and replicating, etc.
 - iv. **E.G. White position on leadership and administration:** Include appropriate reflection on the counsel of E.G. White as it relates to the leader you are and the leader you hope to be.
4. **Book Review:** Choose one of the books from the Book Review list. Read it and write a review for consideration of publication in the Journal of Applied Christian Leadership. The review should conform to the following standard: *(Due on or before January 15, 2011)*
 - a. **Description:** Write and submit a critique of the book and include your unique philosophical perspective. Your critique requires reading, identifying your personal reaction, and cogently articulating support of your reaction.
 - b. **Reading in order to critique:**
 - i. Read the entire book, chapter by chapter—identify the author's main points.
 - ii. Summarize the entire book in your own words (one paragraph).
 - iii. Evaluate the credibility of the author and reliability of his/her sources—is the

- author credible? Are the sources authentic/accurate, to your knowledge?
- iv. After you complete the first reading of the book, scan it and address areas such as bias, opposing arguments presented, and the ratio of facts to opinions. Are you convinced or unconvinced of the author's main thesis? Why? Are opposing arguments addressed completely? Do you agree or disagree? Why? Why not? How does this fit/not fit with your philosophical perspective? Will you incorporate the information you read into your life or will you reject it? Why? (You may agree with some points and disagree with others). Why?

Now that you have fully read and analyzed the work, you are ready to plan how you will WRITE about it. The key to identifying what you want to say is an effective **thesis statement**.

- c. **Thesis statement:** The thesis statement is the main idea of your critique and should be contained in one to three (maximum) concise sentences. This thesis statement defines your point of view about the ideas, theme(s), or meaning(s) of the arguments presented by the author of the book. Your thesis statement will not be the same as the original thesis statement of the author. For example, say that the original author's thesis statement is "the moon is made of cheese." Your own thesis might be "the author's assertion that the moon is made of cheese is ill-founded and not supported by adequate evidence." Your succeeding paragraphs should all relate directly to this thesis statement and support your point of view by giving examples from the text.
- d. **Writing the critique:**
- i. **Introduction:** Introduce the book—state the author, title, and reason for writing. Introduce the one paragraph summary created at the end of your reading, and, finally lead into the thesis sentence.
 - ii. **Body:** Three to five points should adequately support your thesis statement. These may include questions you asked yourself as you read and answers you arrived at, the author's credentials/credibility or lack thereof, the audience, bias, logic of argument, integration of ideas, and so on. You may cite directly, summarize, or paraphrase selected texts from the book to support your point/argument.
 - iii. **Conclusion:** Summarize the main points, restate the thesis statement in fresh words, and address the author's success/failure at addressing the intended audience/reader. Note the significance of the work to the intended audience/reader. Keep the summary short and succinct. Focus more on your analysis of the article.
- e. **Some key words to use in a critique:** Evidence, Statistics, Logical appeal, Reasonable, Logical, Relevant, Expert opinions, Facts, Opinions, Emotional appeal, Representative, Fallacies, Flawed, Accurate, Ethical appeal, Examples **Rubric:** A rubric for assessing the quality of the review will be provided for use in group work associate with this assignment.

Book Review List

- Ambrose, S. A. (2010). *How learning works: Seven research-based principles for smart teaching* (1st ed.). San Francisco, CA: Jossey-Bass. (301 pages) ISBN: 9780470484104.
- Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. (275 pages) ISBN: 9780830839261.
- Clarke, A. D. (2008). *A Pauline theology of church leadership*. London ; New York: T & T Clark. (212 pages) ISBN: 9780567045607.
- Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books. (221 pages) ISBN: 9780830835386
- HBR's 10 must reads on change*. (2011). Boston, Mass.: Harvard Business Review Press. (210 pages) ISBN: 9781422158005.
- HBR's 10 must reads on leadership*. (2011). Boston, Mass.: Harvard Business Review Press. (217 pages) ISBN: 9781422157978
- HBR's 10 must reads on managing people*. (2010). Boston, Mass.: Harvard Business Review Press. (240 pages) ISBN: 9781422158012.
- HBR's 10 must reads on managing yourself*. (2010). Boston, Mass.: Harvard Business Review Press. (208 pages) ISBN: 9781422157992.
- HBR's 10 must reads on strategy*. (2011) Boston, Mass.: Harvard Business Review Press. (266 pages) ISBN: 9781422157985
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership: The no-fads, heart-of-the-matter facts you need to know* (1st ed.). San Francisco, CA: Jossey-Bass. (197 pages) ISBN: 9780470633540.
- Logan, D., King, J. P., & Fischer-Wright, H. (2008). *Tribal leadership: Leveraging natural groups to build a thriving organization* (1st ed.). New York: Collins. (297 pages) ISBN: 9780061251306.
- Moodian, M. A. (2009). *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*. Los Angeles: SAGE. (299 pages) ISBN: 9781412954525.
- Rodin, R. S. (2010). *The steward leader: Transforming people, organizations and communities*. Downers Grove, Ill.: IVP Academic. (197 pages) ISBN: 9780830838783.
- Sande, K., & Johnson, K. (2011). *Resolving everyday conflict*. Grand Rapids, Mich.: Baker Books. (112 pages) ISBN: 780801013867.

5. **Literature Review (Chapter 3):** This section of your project should be at least 16 but not more than 22 pages in length. FOCUS ON QUALITY—NOT QUANTITY! It will review literature relevant to your project report subject with special emphasis on the discipline of leadership. This chapter does not need to be totally finished in order for it to be graded—but enough that chapter organization, formatting, and writing quality are clearly demonstrated. The *Andrews University Standards for Written Work, 12th Edition* will provide the standards for all written work. (**Due on or before February 15, 2011**)

6. **Work Group Meetings:** You will be assigned to work groups that will remain constant throughout your DMin cohort experience. Students will participate in a minimum of three work group sessions for peer support, reflection, and sharing of experience.

- a. A journal and attendance record of the group meetings will be required from the secretary for each group by **February 20, 2011**.
- b. The first group meeting must occur on or before **November 1, 2011**, and review all Ministry Development Plans from group participants.
- c. The second group meeting must occur on or before **December 15, 2011**, and review the work of each student on their paper.
- d. The third group meeting must occur on or before **February 1, 2011**, and review the case study done by each student.
 - I. Since this is an on-campus cohort, groups should meet face-to-face.

Class Policies

AU Standards for Written Work

All papers submitted for this class must conform to AU Standards for Written Work, 12th edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply.

Classroom Seating

To facilitate the instructor in learning each student's name, please select a permanent seat in the classroom (for at least the first half of the semester).

Disability Accommodations

Give a statement about how you will fulfill disability accommodations (e.g. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.)

Late Submission of Assessment

The following penalties will be applied for late submission of assessment items:

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

Other Policies

Computer use in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted.

Food is not allowed in the classroom by Seminary policy.

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give 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.”

Andrews University Bulletin 2010, page 29-30

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.”

Andrews University Bulletin 2010, page 30

Outline of Topics and Assignments

CHMN747, Church Leadership and Management				
Fall Semester 2011				
Course Schedule				
Date	Time	Session	Learning Topic	Presenter
9-Oct	8:00 AM	1.a	Orientation	
			Writing Standards and template use	Patterson
	12:00 PM		Lunch	
	1:15 PM	1.b	Servant Leadership in the Christian Context	Patterson
	2:20 PM	1.c	Book Discussion: <i>Servant Leadership</i> --Greenleaf	Patterson
	3:15 PM		Break	
	3:30 PM	1.d	Moses the Leader: A Developmental Model	Patterson
	4:15 PM	1.e	Work Group Formation- Activity: <i>*ship Exercise</i>	Patterson
	5:00 PM		Dismiss	
			Tomorrow: Bring <i>Leadership: Theory and Practice</i> , Northouse	

10-Oct	8:00 AM	2.a	Journal feedback, review, prayer	
	8:20 AM	2.b	Toward a Theology of Leadership: Revisiting Biblical Hermeneutics	Davidson
	9:20 AM	2.c	Toward a Theology of Leadership: The Concept of Servitude in the OT	Davidson
	10:15 AM		Break	
	10:30 AM	2.d	Toward a Theology of Leadership: The Concept of Servitude in the OT	Davidson
	11:30 AM	2.e	Q & A	
	12:00 PM		Lunch	
	1:15 PM	2.f	Book Discussion: <i>Leadership: Theory and practice</i>	Group
	2:30 PM	2.g	Character and Competence: The Foundation of Spiritual Leadership	Patterson
	3:30 PM		Break	
	3:45 PM	2.g	Practicing Transformation in a Transactional World	Patterson
	4:25 PM	2.h	Spiritual Leadership and the Differentiated Self	Patterson
	4:45 PM	2.i	Unresolved issues of the day--Dismissal	
			Evening assignment: Journal, Email	
11-Oct	8:00 AM	3.a	Journal feedback, review, prayer	
	8:20 AM	3.b	Selected Scriptures Exercise (John 15:14-17; Mt 20:25-27; Mt. 20:28; Luke 22:24-27)	Grp Work
	9:20 AM	3.c	Leadership Theories	Patterson
	10:15 AM		Break	
	10:30 AM	3.d	Leadership and Management	Patterson
	11:30 AM	3.f	Video vignette: <i>The Berlin Wall</i>	Grp Work
	12:00 PM		Lunch	
	1:15 PM	3.g	Active Learning: Star Power--A Simulation	Patterson
	3:00 PM	3.h	What Did We Learn?	Grp Work
	3:30 PM		Break	
	3:45 PM	3.i	The Direction of Power	Patterson
	4:45 PM	3.j	Unresolved issues of the day--Dismissal	
			Evening assignment: Journal, Email Bring Rodin, R. S. (2010). <i>The steward leader</i> and Branson, <i>Churches, cultures, and leadership</i>	
12-Oct	8:00 AM	4.a	Journal feedback, review, prayer	
	8:20 AM	4.b	Vision: What is it and How is it Developed?	Patterson
	9:20 AM	4.c	Video vignette: Ghandi	Grp Work
	10:15 AM		Break	
	10:30 AM	4.d	Cross-Cultural Ministry	Penno

	11:30 AM	4.e	Book Discussion: Branson, <i>Churches, cultures, and leadership</i>	Patterson
	12:00 PM		Lunch	
	1:15 PM	4.f	Book Discussion: Rodin, R. S. <i>The steward leader</i>	Patterson
	2:30 PM		Break	
	2:45 PM	4.g	Orientation to the Project	Penno
	3:15 PM	4.h	Literature Review (Chapter 3)	Penno
	4:45 PM	4.i	Unresolved issues of the day--Dismissal	
13-Oct	8:00 AM	5.a	Journal feedback, review, prayer	
	8:20 AM	5.b	Jesus the Leader: A Transforming Model	Patterson
	9:20 AM	5.c	Relational Nature of Leadership	Patterson
	10:15 AM		Break	
	10:30 AM	5.d	Video vignette: Mauritius	Grp Work
	11:30 AM	5.e	Ezra as Leader: A Proactive Model	Patterson
	12:00 PM	5.f	Open Discussion and Feedback	
	1:15 PM		Defining Leadership	Grp Work
	2:30PM		Open Discussion	
	3:30 PM		Leadership and your Project- Integration	Patterson
	4:00 PM		Writing with Endnote	Patterson
	5:00 PM		Dismiss; Bring Heifetz- <i>Adaptive Leadership</i>	
14-Oct	8:00 AM	7.a	Journal feedback, review, prayer	
	8:20 AM		The Leader as Change Agent	Patterson
	9:20 AM		Adaptive vs. Technical Change (Heifetz- <i>Adaptive Leadership</i>)	Patterson
	10:15 AM		Break	
	10:30 AM	7.c	Integrity in Leadership	Patterson
	11:00 AM	7.d	Leadership Ethics	Patterson
	12:00 PM		Lunch	
	1:15 PM	7.e	1 Corinthians 12- Implications for Leadership	Grp Work
	2:30 PM	7.f	Dismissal	
	3:30 PM			
	3:45 PM			
	4:45 PM			

Instructor Profile

I currently serve the educational needs of ministry professionals engaged in graduate studies at the Seminary. My primary focus within the Christian Ministries Department apart from serving as department chair is master and doctoral level classes in leadership and administration. In addition I serve as the executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.



God has led me through seventeen years of pastoral ministry in Texas, Wyoming, Colorado, and Georgia. I have served the needs of pastors for two years as a ministerial director in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and vice-president for pastoral ministries and evangelism.

I was granted a Ph.D. in Leadership and Administration from Andrews University in 2007. My research and subsequent dissertation explored the leadership roles and relationships of pastors and educators in the context of the SDA church school.

Glenda blesses my life as my wife and we make our home in Berrien Springs, Michigan. We have four children and six grandchildren.

The love given me by my family is a constant strength and a reminder of my humanity. The joy of cabinet and furniture making, tinkering with computers, genealogy research and birding are my hedge against imbalance.

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstrable competency has been observed.

EXTRA-CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

CRITERIA FOR ASSESSMENT

Elements	A Range	B Range	C Range	D Range	F – Fail
Title and Paper Presentation	The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.	The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard.	Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.	Describes little about the content. The appearance and word-processing in the document is poor.	Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.
Introduction and Thesis	Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.	Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.	The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.	The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.	The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.
Development	Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.	Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.	Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.	Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic.	Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.

Analysis	Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.	Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.	Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.	Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.	Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.
Communication and Language	Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.	Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.	Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.	Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.	Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.
Conclusion	Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.	Your conclusion is persuasive. It is evidence based and your inference is sound.	Your conclusion may have some merit but some of your evidence is weak or inference is questionable.	Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.	Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.
Referencing/ Bibliography	Perfectly adheres to Andrews University Standards for Written work. No mistakes are permitted	Adheres to Andrews University Standards for Written work. No more than three mistakes permitted.	Often adheres to Andrews University Standards for Written work. No more than 7 mistakes permitted.	Seldom adheres to Andrews University Standards for Written work. No more than 10 mistakes permitted.	Does not adhere to Andrews University Standards for Written work.

DOCUMENTS USED TO SOURCE CRITERIA:

- Derek Bok Centre for Learning for Teaching and Learning, Harvard University.
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>
- Nancy Langston and Steve Kantrowitz from the University of Wisconsin "Writing Across the Curriculum".
http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4
- Chris Mayda from the Eastern Michigan University, "Grading Criteria".
<http://www.emich.edu/public/geo/geography/Mayda/gradcriteria.htm>