CHMN526

CONFLICT MANAGEMENT
IN THE CHURCH

November 11-15, 2012

Instructor: Stanley E. Patterson, PhD

InMinistry Center Intensive
InMinistry Master of Divinity

Andrews University
CHMN526
CONFLICT MANAGEMENT IN THE CHURCH
NOVEMBER 11-15, 2012
InMinistry Center Intensive
InMinistry Master of Divinity

GENERAL CLASS INFORMATION

Class acronym: CHMN526
Class name: Conflict Management in the Church
Semester & year: Fall 2012
Class location: Southwestern Adventist University Library
Class time/day: 7.00pm – 9.00pm, Sunday
8.00am – 5.00pm, Monday-Thursday
Credits offered: 3

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: 8:00am-5:00pm by appointment

BULLETIN CLASS DESCRIPTION

This course provides biblical resources and contemporary research regarding the creative management of differences in the church. It explores how change may be introduced in the church, and seeks to equip students with the skills required for effective, creative conflict ministry, including mediation and arbitration.
CLASS OBJECTIVES

The primary objectives of this class are to be a:

- **Knowing** student of Christian conflict management who:
  - Is familiar with the reality, types, causes and dynamics of human conflict, including conflict in churches
  - Recognizes the dynamics and complexity of human nature
  - Is able to articulate a coherent theology of conflict, with particular emphasis and focus given to the conflict strain in Scripture
  - Displays familiarity with the various styles of conflict management, and show an understanding of when and how each conflict management style may be appropriate

- **Doing** student of Christian conflict management who:
  - Identifies their own conflict management style and gives evidence of growth in their ability to utilize it
  - Critically analyzes conflict situations (case studies) in a context of collegial reflection and dialogue
  - Demonstrates growth in the tasks of conflict management and resolution, including Christian mediation and arbitration

- **Being** student of Christian conflict management who:
  - Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics
  - Possesses positive interpersonal relationship skills
  - Has the ability to minister to and to empower people for ministry in diverse and multicultural settings
  - Is an agent of the reconciling ministry of Christ and a peacemaker

Secondary objectives of this class are to be a:

- **Knowing** student of Christian conflict management who:
  - Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation
  - Values a sense of justice and advocates for equity, fairness, and religious liberty for all

- **Doing** student of Christian conflict management who:
- **Being** student of Christian conflict management who:
  - Engages in biblical and theological reflection as the basis for ministry
  - Is sensitive to all cultures and faiths in presenting the gospel

COURSE MANAGEMENT WEB SITE

Go to [www.lore.com](http://www.lore.com) (used to be coursekit.com but it changed owners and this is now the name) and enter the code: RBMKCJ. This will give you access to all of the course resources as soon as you log in. This is where your dynamic grade record will be found along with an assignment drop box. After logging in be sure to upload a photo of yourself as it will help Dr. Patterson recognize you more easily.
HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page
- Exam preparation 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Reading@18 pages/hr (5 books-1091 pp.) 61 hrs.
- Book reports 1 hr.
- Management style reflection (1 p.) 3 hr.
- 10-Page case-study 34 hrs.
- Final exam 6 hrs.
- Hours in class 30

- -------------------

Total Hours for class 135
Pre-intensive Required Reading:


Post-intensive Reading Required:


Recommended:


Note: Any student wishing to gain access to Dr. Patterson’s www.shellrari.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

Grades
Grades will be posted on Lore (www.lore.com) as assignments are graded.

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.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>85-89</td>
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<tr>
<td>B-</td>
<td>82-84</td>
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<tr>
<td>C+</td>
<td>79-81</td>
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<tr>
<td>C</td>
<td>75-78</td>
</tr>
<tr>
<td>C-</td>
<td>72-74</td>
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</tbody>
</table>

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)

Other Guidelines
The following list details weight given each assignment and includes a point value for attendance based upon 5 points for each day you were in class and not tardy.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading reports</td>
<td>50 pts.</td>
<td>19%</td>
</tr>
<tr>
<td>Conflict Management Style Survey</td>
<td>20 pts.</td>
<td>8%</td>
</tr>
<tr>
<td>Case Study</td>
<td>100 pts.</td>
<td>37%</td>
</tr>
<tr>
<td>Attendance</td>
<td>25 pts.</td>
<td>9%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75 pts.</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>270 pts.</strong></td>
<td><strong>100%</strong></td>
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</table>
**PRE-INTENSIVE COURSE REQUIREMENTS**

1. **Reading Reports**: Do the required reading and submit a simple email statement of completion for all pre-intensive texts prior to the beginning of the intensive and the one post-intensive book. The class will be divided into teams and each team will give a brief oral report and lead the class in discussion of the main points of the book. Reports and journals are not returned. Pre-intensive reading journals are **due Nov 11. Post-intensive due Jan 15, 2013.**

**DURING COURSE INTENSIVE REQUIREMENTS**

2. **Personal Conflict Management Style**: Complete Leas questionnaire assessing your conflict management style prior to the intensive. Submit results along with a single page paper reflecting on your reaction to the results. Leas, Speed. *Discover Your Conflict Management Style.* Washington, DC: Alban Institute, 1997. The survey is included in the book. **Due on or before Nov 30, 2012.**

3. **Final Exam**: A collaborative, open book/note essay will be written as a team experience the final day of the intensive. **Due at the end of class on Nov 15, 2012.**

**POST-INTENSIVE COURSE REQUIREMENTS**

4. **Case Study**: Students will submit a written case study of an actual conflict situation they have experienced or are experiencing in their ministry. The report should be at least ten (10) pages long and consist of the following crucial elements:
   a. A brief overview of the case/situation
   b. The background of the case/situation
   c. The theological, social, and political dimensions of the case/situation
   d. An analysis of the case/situation
   e. An analysis of the systems aspect of the conflict
   f. An examination of the conflict management styles involved in the case/situation
   g. An assessment of adherence to the conflict management council of Matthew 18: 15-20
   h. Your recommendation for the Christian resolution of the case/situation
   i. Summary
   
   **Due on or before Feb 30, 2013.**

**PORTFOLIO**

<table>
<thead>
<tr>
<th>Competencies Addressed</th>
<th>Assessment Methods</th>
<th>Portfolio Artifacts</th>
</tr>
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<tbody>
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### 1. **Maturing Christian**

<table>
<thead>
<tr>
<th></th>
<th><strong>A</strong></th>
<th><strong>B</strong></th>
<th><strong>C</strong></th>
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<th><strong>G</strong></th>
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<tbody>
<tr>
<td></td>
<td>Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life.</td>
<td>Demonstrates advanced understanding of Bible contents.</td>
<td>Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation.</td>
<td>Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics.</td>
<td>Cultivates the harmonious development of the mental, physical, spiritual and social dimensions of life.</td>
<td>Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family.</td>
<td>Interacts positively with people of other cultures and religions.</td>
</tr>
<tr>
<td></td>
<td>Conflict Management Style Paper</td>
<td>Case Study</td>
<td>Book Reflective Journal</td>
<td>Case Study</td>
<td>Final Examination</td>
<td>Case Study</td>
<td>Class Notes and Handouts</td>
</tr>
<tr>
<td></td>
<td>Conflict Management Style Paper</td>
<td>Final Examination</td>
<td>Conflict Management Style Paper</td>
<td>Class Notes and Handouts</td>
<td>Final Examination</td>
<td>Conflict Management Style Paper</td>
<td>Case Study</td>
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### 2. **Perceptive Student of the Bible**

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<th><strong>A</strong></th>
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<tbody>
<tr>
<td></td>
<td>Demonstrates advanced understanding of Bible contents.</td>
<td>Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation.</td>
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<tr>
<td></td>
<td>Case Study</td>
<td>Book Reflective Journal</td>
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<td></td>
<td>Case Study</td>
<td>Conflict Management Style Paper</td>
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</table>

### 3. **Developing Theologian**

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<th><strong>D</strong></th>
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<tr>
<td></td>
<td>Embraces an Adventist theology, identity, and mission informed by the Great Controversy theme.</td>
<td>Engages in biblical and theological reflection as the basis for ministry.</td>
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<tr>
<td></td>
<td>Conflict Management Style Paper</td>
<td>Case Study</td>
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<td></td>
<td>Conflict Management Style Paper</td>
<td>Case Study</td>
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</table>

### 4. **Inspiring Biblical Preacher and Worship Leader**

<table>
<thead>
<tr>
<th></th>
<th><strong>Competencies Addressed</strong></th>
<th><strong>Assessment Methods</strong></th>
<th><strong>Portfolio Artifacts</strong></th>
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### 5. **Discipling Pastor**

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<th><strong>A</strong></th>
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<tr>
<td></td>
<td>Knows how the principles of pastoral care influence all aspects of ministry.</td>
<td>Recognizes the dynamics and complexity of human nature.</td>
<td>Respects the individual’s uniqueness and God-given ability to address life’s issues.</td>
<td>Values the power of faith and intercessory prayer.</td>
<td>Demonstrates ability to build community and nurture positive relationships.</td>
</tr>
<tr>
<td></td>
<td>Final Examination</td>
<td>Case Study</td>
<td>Final Examination</td>
<td>Case Study</td>
<td>Conflict Management Style Paper</td>
</tr>
<tr>
<td></td>
<td>Final Examination</td>
<td>Case Study</td>
<td>Final Examination</td>
<td>Case Study</td>
<td>Conflict Management Style Paper</td>
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### 6. **Persuasive Evangelist and Apologist**

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<th><strong>D</strong></th>
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<tbody>
<tr>
<td></td>
<td>Is sensitive to all cultures and faiths in presenting the gospel.</td>
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<tr>
<td></td>
<td>Conflict Management Style Paper</td>
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<td>Conflict Management Style Paper</td>
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### 7. **Transforming Leader**
<table>
<thead>
<tr>
<th></th>
<th>Embraces the biblical and theological principles of servant leadership.</th>
<th>Final Examination Case Study</th>
<th>Final Examination Case Study Case Study Classroom notes and handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Understands leadership and organizational theory as they apply to the church and its administration.</td>
<td>Final Examination Case Study</td>
<td>Final Examination Case Study Classroom notes and handouts</td>
</tr>
<tr>
<td>C</td>
<td>Appreciates the importance of leadership and church polity in facilitating Seventh-day Adventist mission.</td>
<td>Conflict Management Style Paper Case Study</td>
<td>Conflict Management Style Paper Case Study Classroom notes and handouts</td>
</tr>
<tr>
<td>E</td>
<td>Has the ability to minister to and to empower people for ministry in diverse and multi-cultural settings.</td>
<td></td>
<td>Classroom notes and handouts</td>
</tr>
</tbody>
</table>

### 8. **Prophetic Change Agent**

| B | Values a sense of justice and advocates for equity, fairness, and religious liberty for all. | | Classroom notes and handouts |
| C | Is an agent of the reconciling ministry of Christ and a peacemaker. | Conflict Management Style Paper | Conflict Management Style Paper Classroom notes and handouts |
| D | Is able to analyze, interpret, and critique contemporary social, cultural, and political issues in the light of biblical truth. | Final Examination Case Study | Final Examination Case Study Classroom notes and handouts |

**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. [http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf](http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf)

**Classroom Seating**

To facilitate the instructor in learning each student’s name, please select a permanent seat in the classroom.

**Disability Accommodations**

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.

**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

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OUTLINE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1   | Nov 11, 2012 2 hours | **Introduction and Orientation**  
1. Writing standards  
The Nature and Reality of Conflict  
1. Definitions and theory  
2. How conflict benefits our society  
3. Types of conflict in human relationships  
4. Levels of Conflict  
5. Conflict and power  
(Form groups and assign biblical conflict narrative times) | Pre-session reading Reports |
|     |            | **Theological Perspectives**  
1. Theological perspectives on oneness in the Christian community  
2. Student presentations on biblical conflict narratives continue throughout the class | Video: Conflict in the Church: Division or Diversity |

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<table>
<thead>
<tr>
<th></th>
<th>Nov 12, 2012</th>
<th>7.5 hours</th>
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</table>
| **2** | Conflict in the Church  
1. Why some churches are constantly in conflict  
2. Preventing church conflict  
3. Matthew 18: A relational solution  
Case Study: Almond Springs, Episode 3: The Hymns Conflict |
|   | Responding to Conflict - Personal Style  
1. Personal conflict management styles  
2. The Slippery Slope Model  
Exercise: Speed Leas Discover Your Conflict Management Style |
|   | Systems Theory and Churches  
1. Basic principles of systems theory that impact organizational conflict  
The Adventist context: A Discussion |
|   | Corporate Conflict Resolution: A Practical Model |
| **3** | Collaborative Negotiation Skills  
1. Dynamics of effective negotiation  
2. Student presentation of negotiation |
|   | Change and Transition Management  
1. How Change Occurs in Churches  
2. Student presentation of Kotter’s Eight-Stage Change Process |
|   | 3. Adaptive vs. Technical Change - Group Activity  
Heifetz et al. Leadership in a Permanent Crisis  
Read Heifetz, et al article before class |
| **4** | Conflict Management in Cultural Diversity  
1. Conflict perspectives in two third-world cultures  
2. America’s diversity as a model of conflict management in multi-cultural settings  
3. Faith and societal roots of conflict  
4. Exercise: Exploring Your Intercultural Conflict Style  
Video: The Imam and the Pastor  
Case study: The Desk Lamp and the Chinese Merchant |
|   | Forgiveness |
|   | Final Test |
|   | Nov 30, 2012 | Post-intensive assignment |
|   | Jan 15, 2013 | Post-intensive assignment |
|   | Feb 30, 2013 | Post-intensive assignment |

Personal Conflict Management Style results and 4-page paper  
Case Study
INSTRUCTOR PROFILE

Dr. Patterson currently serves the educational needs of ministry professionals engaged in graduate studies at the Seminary. His 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 he serves 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 Dr. Patterson through seventeen years of pastoral ministry in Texas, Wyoming, Colorado, and Georgia. He 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.

He holds a BA in Theology from Southwestern (1977) and a Ph.D. in Leadership and Administration from Andrews University (2007). His research and subsequent dissertation explored the leadership roles and relationships of pastors and educators in the context of the SDA church school.

Glenda blesses his life as wife and they make our home in Berrien Springs, Michigan. They have four children and six grandchildren.

The joy of cabinet and furniture making, tinkering with computers, genealogy research and birding are his 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 center, 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.

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 plagiarizing 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 assessment 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

<table>
<thead>
<tr>
<th>Elements</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F – Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Paper Presentation</strong></td>
<td>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.</td>
<td>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 a high professional standard.</td>
<td>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.</td>
<td>Describes little about the content. The appearance and word-processing in the document is poor.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Introduction and Thesis</strong></td>
<td>Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.</td>
<td>Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.</td>
<td>The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.</td>
<td>The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.</td>
<td>The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>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.</td>
<td>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.</td>
<td>Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically. Your argument is identifiable at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.</td>
<td>Your thesis is frequently 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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>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.</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Communication and Language</strong></td>
<td>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.</td>
<td>Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.</td>
<td>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.</td>
<td>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.</td>
<td>Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.</td>
<td>Your conclusion is persuasive. It is evidence based and your inference is sound.</td>
<td>Your conclusion may have some merit but some of your evidence is weak or inference is questionable.</td>
<td>Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.</td>
<td>You conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
</tr>
<tr>
<td><strong>Referencing/Bibliography</strong></td>
<td>Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted</td>
<td>Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.</td>
<td>Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.</td>
<td>Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.</td>
<td>Does not adhere to SBL Style or Andrews University Standards for Written work.</td>
</tr>
</tbody>
</table>

**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](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](http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4)