CHMN606

TECHNIQUES IN CHURCH PLANTING

March 19-22, 2012

Tom Evans

InMinistry Center Intensive
MA in Pastoral Ministry
CHMN606
TECHNIQUES IN CHURCH PLANTING
MARCH 19-22, 2012
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MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN606
Class name: Techniques in Church Planting
Semester & year: Spring 2012
Class location: Forest Lake Seventh-day Adventist Church
Class time/day: 8:30 am – 5:00 pm, Monday - Thursday
Credits offered: 2-3

INSTRUCTOR CONTACT DETAILS

Instructor: Tom Evans
Telephone: 269-471-8303 office; 817-307-4026 cell
Email: tevans@andrews.edu
Office location: Seminary Building – NADEI – S303
Office hours: For appointments, please make contact through email: tevans@andrews.edu or by cell phone: 817-307-4026.

BULLETIN CLASS DISCRIPTION

Development of an awareness of the importance of church planting. Basic models and procedures for successful church planting programs.
The primary objectives of this class are to:

1. Equip students in the basic steps of planting a church within the Adventist context.
2. Prepare students to process and build consensus for church planting with an established congregation.
3. Explore models that allow for the multiplication of church planting within Adventism.
4. Expose students to demographic tools, coaching, Natural Church Development and other resources to develop their competencies with church planting.

Secondary objectives include:

Competencies covered by this class

### 1. Maturing Christian

<table>
<thead>
<tr>
<th>Knowing</th>
<th>a</th>
<th>Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life</th>
<th>√</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Knows how to use the biblical spiritual disciplines, especially prayer and the study of Scripture</td>
<td></td>
</tr>
<tr>
<td>Being</td>
<td>c</td>
<td>Values his/her call to ministry and personal spiritual gifts</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics</td>
<td></td>
</tr>
<tr>
<td>Doing</td>
<td>e</td>
<td>Cultivates the harmonious development of the mental, physical, spiritual and social dimensions of life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g</td>
<td>Interacts positively with people of other cultures and religions</td>
<td>√√</td>
</tr>
</tbody>
</table>

### 2. Perceptive Student of the Bible

<table>
<thead>
<tr>
<th>Knowing</th>
<th>a</th>
<th>Demonstrates advanced understanding of Bible contents</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Understands the social and historical backgrounds of the</td>
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</table>
### 3. Developing Theologian

<table>
<thead>
<tr>
<th>Knowing</th>
<th>a</th>
<th>Demonstrates advanced understanding of Christian history, theology, philosophy, ethics and mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Demonstrates advanced understanding of Adventist history, theology, doctrines, lifestyle, and practices</td>
<td></td>
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<tr>
<td>c</td>
<td>Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Being</th>
<th>d</th>
<th>Values regular Bible study and deep reflection upon it</th>
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<tbody>
<tr>
<td>e</td>
<td>Values the principle of Sola Scriptura and the need for the Holy Spirit in interpreting Scripture</td>
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</table>

<table>
<thead>
<tr>
<th>Doing</th>
<th>f</th>
<th>Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics</th>
</tr>
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<tbody>
<tr>
<td>g</td>
<td>Engages in biblical and theological reflection as the basis for ministry</td>
<td></td>
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</table>

### 4. Inspiring Biblical Preacher and Worship Leader

<table>
<thead>
<tr>
<th>Knowing</th>
<th>a</th>
<th>Knows how to design public worship that is biblically and theologically sound and contextually relevant</th>
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<tbody>
<tr>
<td>b</td>
<td>Knows how to use different styles of preaching to engage diverse hearers</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Being</th>
<th>c</th>
<th>Places high value on preaching Scriptural truth including the distinctive beliefs of Seventh-day Adventists</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>Values congruence between the message preached and</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Doing</th>
<th>f</th>
<th>Values scholarship, professional growth, and lifelong learning</th>
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<tbody>
<tr>
<td>g</td>
<td>Engages in biblical and theological reflection as the basis for ministry</td>
<td></td>
</tr>
<tr>
<td><strong>Doing</strong></td>
<td>e</td>
<td>Preaches with clarity and persuasiveness</td>
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<td>------------------------------------------</td>
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<tr>
<td></td>
<td>f</td>
<td>Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God</td>
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</tbody>
</table>

### 5. Discipling Pastor

<table>
<thead>
<tr>
<th><strong>Knowing</strong></th>
<th>a</th>
<th>Knows how the principles of pastoral care influence all aspects of ministry</th>
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<tbody>
<tr>
<td></td>
<td>b</td>
<td>Recognizes the dynamics and complexity of human nature</td>
</tr>
<tr>
<td><strong>Being</strong></td>
<td>c</td>
<td>Respects the individual’s uniqueness and God-given ability to address life’s issues</td>
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<tr>
<td></td>
<td>d</td>
<td>Values the power of faith and intercessory prayer</td>
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<tr>
<td></td>
<td>e</td>
<td>Is able to inspire and mentor members in spiritual growth</td>
</tr>
<tr>
<td><strong>Doing</strong></td>
<td>f</td>
<td>Demonstrates ability to build community and nurture positive relationships</td>
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<tr>
<td></td>
<td>g</td>
<td>Disciples individuals through passionate Bible teaching</td>
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</table>

### 6. Persuasive Evangelist and Apologist

<table>
<thead>
<tr>
<th><strong>Knowing</strong></th>
<th>a</th>
<th>Is familiar with contemporary missiological evangelistic and theological issues and trends</th>
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<tbody>
<tr>
<td></td>
<td>b</td>
<td>Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds to Christ</td>
</tr>
<tr>
<td><strong>Being</strong></td>
<td>c</td>
<td>Has a passion for lost people and calls individuals to a decision for Christ and the church in the context of the three angels’ messages</td>
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<tr>
<td></td>
<td>d</td>
<td>Is sensitive to all cultures and faiths in presenting the gospel</td>
</tr>
<tr>
<td><strong>Doing</strong></td>
<td>e</td>
<td>Defends the faith with a Christocentric emphasis</td>
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</tbody>
</table>

### 7. Transforming Leader

<p>| <strong>Knowing</strong> | a | Embraces the biblical and theological principles of servant leadership |</p>
<table>
<thead>
<tr>
<th><strong>SPECIFIC COMPETENCIES</strong></th>
<th><strong>ASSESSMENT METHODS</strong></th>
<th><strong>POSSIBLE PORTFOLIO ARTIFACTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-Maturing Christian</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Interacts positively with people of other cultures and religions</td>
<td>In class project</td>
<td>Steps to Planting Manual</td>
</tr>
<tr>
<td><strong>3 – Developing Theologian</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Engages in biblical and theological reflection as the basis for ministry</td>
<td>Book review, exam</td>
<td>Book review</td>
</tr>
<tr>
<td><strong>5 – Discipling Pastor</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Values the power of faith and intercessory prayer</td>
<td>Prayer chair</td>
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<tr>
<td>6</td>
<td><strong>Persuasive Evangelist and Apologist</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Has a passion for lost people and calls individuals to a decision for Christ and the church in the context of the three angels’ messages</td>
<td>In class project, local conference interview</td>
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<td>7</td>
<td><strong>Transforming Leader</strong></td>
<td></td>
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<tr>
<td>E</td>
<td>Has the ability to minister to and to empower people for ministry in diverse and multicultural settings</td>
<td>Tests, Book Review</td>
</tr>
<tr>
<td>F</td>
<td>Is able to organize, equip, and mobilize congregations effectively for mission and ministry</td>
<td>Steps to Planting Manual</td>
</tr>
</tbody>
</table>
TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:


Criteria for Grades

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Points</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Interview Project</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>Reading Reports</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>Exam</td>
<td>50</td>
<td>20%</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 250 points 100.00%

**Passing Grades**
Incomplete or deferred grades will be granted only due to extreme and unusual circumstances, such as a grave illness at the end of the semester. An Incomplete will NOT be granted because of a student’s academic or work load, family burdens or personal struggles such as language comprehension or personal discipline.

To qualify for an incomplete the student must contact the instructor before the last class period on the date specified by Andrew’s University.

**Assessment Submission**
All assessment items should be submitted electronically to my administrative assistant, Candy Clark. Her e-mail is: clarkc@andrews.edu

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

- Penalty for late assignments:
  - Loss of 15 points less than 2 days late
  - Loss of 30 points 2 days to 1 week late
  - Not accepted if over 1 week late

“Late” is defined as after 5:00 p.m. on due date –

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

1. Interview Project 40%
2. Reading Reports 40%
3. Exam 20%

**Total** 100%
REQUIREMENT #1: Conference Research Project (100 points)

The purpose of this project is to gain an understanding of the church planting strengths, weaknesses and challenges within a local conference. Conferences to study will be selected at the beginning of class on March 19, 2012.

1. Phone interviews.

   a) Name and position of person in charge of church planting on the conference level. What percentage of their role is dedicated to church planting? How long have they been in their current role? What tangible support (financial, verbal, written, etc.) does the Conference Administration give church planting? How many churches have been planted in the past 10 years? What is the survival rate? Who leads the church plants (lay people, pastors, stipend, etc.). What percentage of the church plants is among ethnic groups? Are any church plants trying something innovative? Is it working? What lessons can be learned from the strongest church plants? What lessons from failed attempts? What is the conference strategy for church planting? Are there any goals? Are there any church planting documents they can provide for you?

   b) Interview the planter of a strong church plant and the planter of a struggling church plant (obtain these names from the conference). What is their name and how long have they been in that position? What support (any type) has the conference provided? What support has been missing that they wish had been provided? Are there other support systems that have been utilized (prayer warriors, coach, mother church, planter network)? What one activity produced the greatest results for the church plant? What was attempted that totally flopped? What has been the conversion growth? What has been the attendance growth? What is the five year vision?

   Note: Follow-up phone calls with the Conference Clerk or other staff may be needed to obtain the information highlighted above.

2. Reflection paper. **Due by April 15, 2012 to Professor Evans’ administrative assistant, Candy Clark (no later than 5:00 p.m.) by electronic file, clarkc@andrews.edu.**

   a. Four pages long, double-spaced, with 12-font lettering and one-inch margins all around.

   b. At the top of the page, include the reviewer’s name (the student), the exact course name, the date of submission, and the name of the business and volunteer organization interviewed.

   c. Include two clear sections:
i. What observations do you have from the interviews (positive and negative)? 2 pages

ii. What recommendations do you have for your local/home conference regarding church planting? 2 pages

iii. Appendixes (attach any church planting documents that the conference can provide you).

3. If reports show evidence of dishonesty, no credit will be given to the reporter. Further consequences may follow student cheating.

4. Late reports may be accepted for partial credit.

   a) Penalty for late assignments:
      - Loss of 10 points less than 2 days late
      - Loss of 25 points 2 days to 1 week late
      - Not accepted if over 1 week late

   b) “Late” is defined as after the end of the class period –

Time outside class allocated to project: 20 hours

**REQUIREMENT #2: READING REPORTS (100 points)**

2. Required Reading (available at NADEI):
   a. Logan, Robert E., *Be Fruitful and Multiply*. St. Charles, IL: ChurchSmart Resources, 2006. (you may skip the very last two chapters of the book)
   c. Burrill, Russell. *ReKindling a Lost Passion*. (read for 10 hours for in class discussion. Must sign statement that book has been read. Participation considered in grade)

3. Due date for *Steps to Church Planting* is the end of class, March 22, 2012.

4. Report Details:
Steps to Church Planting will be the class manual. Questions should all be filled out during class time (with a couple of exceptions to be noted in class). The completed manual should be turned in for graded and then will be returned to the student.

5. Due date for Be Fruitful and Multiply is April 15, 2012 to Professor Evans’ administrative assistant, Candy Clark (no later than 5:00 p.m.), clarkc@andrews.edu.

6. Report Details:

Compare Adventist church growth overseas with North America (adventiststatistics.org). What evidence do you see of “addition” or “multiplication”? What role should lay church planting have in the North American context? How has the ordained clergy impacted the growth of the church? What redefinitions are necessary? What personal responsibility will you take to be part of a multiplication movement of church plants?

a. At the top of the first page, include the reviewer’s name (the student), the exact course name, the date of submission, and the title of the book you are reviewing.

b. Report should be 4 pages, double-spaced, with 12-font lettering and one-inch margins all around.

c. If reports show evidence of dishonesty, no credit will be given to the reporter. Further consequences may follow student cheating.

d. Late reports may be accepted for partial credit.

Penalty for late assignments:

<table>
<thead>
<tr>
<th>Late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 2 days</td>
<td>Loss of 15 points</td>
</tr>
<tr>
<td>2 days to 1 week</td>
<td>Loss of 30 points</td>
</tr>
<tr>
<td>over 1 week</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

“Late” is defined as after 5:00 p.m. on due date –

7. Time outside class allocated to project 35 hours

(5 hours for Steps to Planting, 10 hours for ReKindling a Lost Passion, 20 hours for Be Fruitful and Multiply/adventiststatistics.org)
REQUIREMENT #3: Exam (50 points)

1. 2 Essay Questions: 1 related to demographics, 1 related to mother churches

2. Multiple choice, short answer and fill in the blank. Steps to Church Planting Manual and class lectures will provide the content.

3. Test will be given after lunch break on Thursday, March 22, 2012.

4. Time outside class allocated for test preparation 5 hours

CLASS POLICIES

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

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
Include additional statements about any other policies relevant to your class.

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
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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</table>
| Monday, March 19 8:30 a.m.-12:00 p.m. | Steps to Planting: Introduction  
  In class exercise- Adventist churches grow differently  
  Conference interview assignments                      |
| Monday, March 19 1:00 p.m.-5:00 p.m. | Steps to Planting: Mother Church Sponsor  
  In class exercise- Investing Deeply (Mobilizing the Laity),  
  Multiplication through birthing.                        |
| Tuesday, March 20 8:30 a.m.-12:00 p.m. | Steps to Planting: Church Plant Leadership Team Formed  
  In class exercise- You and the church planting gene        |
| Tuesday, March 21 1:00 p.m.-5:00 p.m. | Steps to Planting: Primary Focus Group Identified  
  In class exercise- Deeper focus on one group               |
| Wednesday, March 22 8:30 a.m.-12:00 p.m. | Steps to Planting: Incubate with Core Group  
  In class exercise- Evaluate use of “ReKindling a Lost Passion” for  
  core group  
  In class exercise- Identify individual core values,  
  prayer chair                                               |
| Wednesday, March 22 1:00 p.m.-5:00 p.m. | Steps to Planting: Support System in Place  
  In class exercise- Case studies and coaching practice        |
| Thursday, March 23 8:00 a.m.-12:00 p.m. | Steps to Planting: Momentum to Launch  
  In class exercise- Discussion of Viral Churches book        |
| Thursday, March 23 1:00 p.m.-5:00 p.m. | **Final Exam**  
  Health of Planter, Finances of Planter, NCD  
  **Steps to Planting Manual turned in**                      |
**Instructor**

Tom L. Evans is an Associate Director of the North American Division Evangelism Institute. He teaches classes in the areas of Mobilizing the Laity, Church Planting, Natural Church Development and Coaching.

**Academic Overview**

Student, Doctor of Ministry Evangelism Cohort  
Andrews University Theological Seminary  
Berrien Springs, Michigan (2006-)

MASTERS OF DIVINITY  
Andrews University Theological Seminary  

BACHELOR OF ARTS-  
THEOLOGY  
Walla Walla University  
Walla Walla, Washington (1990)

BACHELOR OF ARTS-  
SPEECH COMMUNICATIONS  
Walla Walla University  
Walla Walla, Washington (1990)

CERTIFICATIONS-  
CROWN FINANCIAL MINISTRIES  
NATURAL CHURCH DEVELOPMENT  
FOCUSING LEADERS

**Professional Experience**

Associate Director NADEI  
Andrews University Theological Seminary  
NAD, (2011-)

DEPARTMENTAL DIRECTOR  
Church Planting and Stewardship  
Texas Conference  
Texas, (2001-2010)

SENIOR PASTOR-  
Richardson Seventh-day Adventist Church  
Texas Conference  
Texas, (1998-2001)

ASSOCIATE PASTOR  
Wenatchee Seventh-day Adventist Church  
Upper Columbia Conference  

INTERIM YOUTH DIRECTOR  
South New South Wales Conference  
Australia, (1993-1994)

INTERN PASTOR  
Washington, (1990-1992)
Spokane Valley Seventh-day Adventist Church
Upper Columbia Conference

**Professional Activities**

Published, “Steps to Planting: From Inception to Launch”, 2011
Church Planting/Natural Church Development Presentations NAD and worldwide.
Network co-facilitator for Focusing Leaders (5 years)
Intern Training program development for Texas Conference
Annual Seed’s Conference Presenter
Guest Lecturer, Southern Methodist University
Interviewed pastoral candidates for the Texas Conference
Guest Instructor- Andrew’s University
Co-founded the “Lay Planter Network”

**Personal Hobbies and Interests**

Family time, gardening, travel, golden retrievers, paintball, racquetball, off-road go-cart, trail blazing, bargain hunting.

**Family**

5th Generation Seventh-day Adventist on mother’s side of family. Vision experience led family to church.
Grandparents were church planters among Native Americans in Mission, Oregon.
Wife: Silmara, originally from Brazil (two brothers are pastors/church planters).
Children: Alexis (19), Charela (15), Rachel (13), Lukas (7), JJ (6)...finished (I think?)
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 fulfils 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 demonstratable 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

<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>
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</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 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>
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<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>
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<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, some are unsound. Your argument is difficult to identify 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 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.</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>
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<tr>
<td>Analysis</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>
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<td>Communication and Language</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>
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<td>Conclusion</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>Your conclusion is not very persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
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<tr>
<td>Referencing/Bibliography</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)