

CHMN 539  
**CHURCH GROWTH AND  
THE EQUIPPING PASTOR**  
July 21-25, 2013

*Russell Burrill, DMin*

InMinistry Center Intensive  
InMinistry Master of Divinity

# Andrews University

CHMN 539  
**CHURCH GROWTH AND THE EQUIPPING PASTOR**  
July 21-25, 2013  
InMinistry Center MAPMin Intensive

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## GENERAL CLASS INFORMATION

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Class acronym: CHMN 539  
Class name: Church Growth and the Equipping Pastor  
Semester & year: Summer Semester 2013  
Class location: Andrews University, Berrien Springs, MI  
Class time/day: Sunday, July 21, 2013 1 pm – 5 pm  
Monday – Friday, July 22-25, 2013  
8:00 a.m. – 12:00 pm, 1-5 pm.  
Credits offered: 3

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## INSTRUCTOR CONTACT DETAILS

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Instructor: Russell Burrill, DMin  
Telephone: 269-473-3738; 269-208-1384 (c)  
Email: [russellburrill@yahoo.com](mailto:russellburrill@yahoo.com); [burrillr@andrews.edu](mailto:burrillr@andrews.edu)

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## BULLETIN CLASS DISCRPTION

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### **Church Growth and the Equipping Pastor**

This class is an examination of church growth principles with a special emphasis on the role of the pastor as an equipper. The student will be exposed to the harvest potential of unchurched people, as well as receiving exposes to a biblical theology of reaching the lost. The course will further expose the student to friendship evangelism, helping plateaued and declining churches become revitalized, church planting, the role of the laity and the usage of spiritual gifts.

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## CLASS OBJECTIVES

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### The primary objectives of this class are to:

1. To help the student develop a passion for reaching lost people and bringing them to Jesus.
2. To enable the student to clearly understand the biblical role of the pastor and learn how to begin to implement that role in the churches they will eventually serve
3. To provide the students with elementary tools to enable them to begin to lead their churches into growth.

### Secondary objectives include:

1. To sense the largeness of the mission potential in the developed world
2. To discover the basic reasons why growth has not been occurring in the developed world.
3. To be able to begin to create growing strategies in the churches that they pastor.

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## HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?

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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:

- 1<sup>st</sup> Required reading (4 books-600 pp.) 40 hrs.
- 1<sup>st</sup> Reading review reports (8 pp.) 6 hrs.

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• 2 <sup>nd</sup> Required Reading (138 pp.)	9 hrs.
• 2 <sup>nd</sup> Reading review reports (3 pp.)	3 hrs.
• Post-class Reading (400 pp.)	26 hrs.
• 2-Page Analysis of reading	3 hrs.
• 5-page paper	15 hrs.
• Hours in class	30
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Total Hours for class	138

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## TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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Required:

1. The textbooks and required reading are given listed in the class requirements below.
2. **PLEASE NOTE THAT YOU WILL NEED TO PURCHASE A WORKBOOK FOR THE COURSE LECTURES. IT WILL BE MADE AVAILABLE AT THE FRIST SESSION. COST SHOULD BE UNDER \$20 AND WILL INCLUDE A DISK FOR THE POWER POINTS SLIDES OF THE PROFESSOR.**

Class Bibliography:

Please see the extensive bibliography in the appendix of this syllabus.

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## GRADING CRITERIA AND COURSE ASSESSMENT

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### Criteria for Grades

Grading of Book reports are based on the following criteria.

1. Study guides grades are based on the student filling out the correct answers to the questions listed in the study guides.
2. Book reviews grades are based on the student adequately reflecting on how the material read in the book will impact their ministry.

Grading of Project reports are based on the following criteria.

1. The project report will be graded on how well the student followed the guidelines in the project as suggested in the syllabus. Special attention will be given to how well the student presented the project to the church and was able to get their leaders to accept the proposal. It will also be

examined to see if the student adequately expressed what learning occurred as a result of the project.

2. The following guidelines are to be followed by the student in doing the project and its paper.
  - 2.1. Research as many of the resources suggested as you can in order to discover as much information as possible about your project.
  - 2.2. Think through what you wish to accomplish. Decide what end product you want as you implement your project in the church.
  - 2.3. Reflect on the process. How are you going to get from the present state of the church to where you wish to be as defined in #2.2 above?
  - 2.4. Guidelines for writing the paper:
    - 2.4.1. Introduce the concept you wish to implement.
    - 2.4.2. Justify the importance of the concept.
    - 2.4.3. Give detailed plans and timetable for implementation of each phase of the concept. Share in detail how you plan to implement this concept.
    - 2.4.4. Substantiate every step of your implementation, as well as your basic concept, with appropriate quotations or references which reveal that you are well acquainted with the literature in that field.
    - 2.4.5. The paper should be typed and double-spaced, with good usage. If English is a second language, you may wish to hire someone to go over your paper and correct the English before submitting it.
    - 2.4.6. The finished project should be something you can use in your ministry. If you need to use more pages to accomplish that goal, please do so.

Please see Appendix 1 for more details on grading criteria.

### **Academic Honesty**

Cheating in any form is not tolerated. Any violation will be reported to the dean's office for disciplinary action. Cheating includes, but is not limited to: copying exam or quiz answers, plagiarizing for papers, copying the answers from someone else's book study guide, etc. Since honesty is a basic expectation of those serving in ministry, seminary students should be above reproach in this area. Academic dishonesty can result in expulsion from the seminary

### **Passing Grades**

In order to pass the class the students must accumulate enough points to receive a passing grade. Points are received based on the student's performance in each requirement.

A	526-560	C+	431-447
A-	504-525	C	414-430
B+	492-503	C-	392-413
B	470-491	D	336-391
B-	448-469	F	Below 336

### Assessment Submission

All assessments must be submitted electronically to one of the emails listed in the syllabus.

### 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)

### Distribution of Points

1. Schwartz study guide	40 points
2. Burrill Revolution study guide	35 points
3. Burrill Radical Disciples report	25 points
4. Burrill 21 <sup>st</sup> Century report	35 points
5. Wilson chapter	5 points
6. Malphurs chapter	5 points
7. Ogden chapter	5 points
8. Quizzes	100 points
9. Reading selections	100 points
10. Project paper	210 points TOTAL POINTS AVAILABLE
560 points Bonus points available	30 points

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## BEFORE CLASS REQUIREMENTS

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Read the following books. (They may be purchased through the NADEI bookstore: 269-471-8303, or online at [www.nadei.org](http://www.nadei.org) or via [www.amazon.com](http://www.amazon.com). AU students will receive a 10% discount from NADEI, please indicate that you are an AU student when ordering.) Please make sure you have ordered all books.

1. Christian A. Schwarz. *Color Your World With Natural Church Development* (Church Smart Resources, Carol Stream, IL, 2005), 198 pages.
2. Burrill, Russell. *Revolution in the Church*. (Hart: Fallbrook, CA, 1993), 125 pages

**Study guides for these two books are attached. These should be filled out and must be submitted electronically by July 21, 2013, the first day of class.**

3. Burrill, Russell, *Radical Disciples for Revolutionary Churches*, Hart: Fallbrook, CA, 1996), 120 pages.
4. Burrill, Russell, *The Revolutionized Church of the 21<sup>st</sup> Century*, Hart: Fallbrook, Ca. 1997, 157 pages

**On these two books, the student is to provide a 1-page reflection paper on each book indicating the main points learned and how the student would apply them in their ministry context. These should be submitted electronically by July 21, 2013, the first day of class**

**Portions of the following three books should also be read and a 1-page, double-spaced review of each book should be submitted electronically by July 21, 2013, the first day of class**

5. Marlene Wilson. *How To Mobilize Church Volunteers* (Augsburg Publishing House: Minneapolis, 1983), pages 28-66.
6. Malphurs, Aubrey. *Values Driven Leadership* (Baker: Grand Rapids, 1996), pages 29-54.
7. Greg Ogden. *Unfinished Business: Returning the Ministry to the People of God* (Zondervan: Grand Rapids, 2003), pages 111-186.

You may receive 10 extra points for each of the three books above if you read the entire book (total of 30 extra points).

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## DURING CLASS REQUIREMENTS

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1. Attendance is required at every class period.
2. Quizzes. There will be 10 unannounced quizzes during the session. They will be over class lectures. Students who are late or absent will not be allowed to make up the quizzes.
3. There will be no final examination.

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## AFTER CLASS REQUIREMENTS:

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1. Choose one or two of the following books. Read a minimum of 400 pages from them. Write a 1-page report citing two things you learned from the book(s) and how you plan to use it in your ministry. **Due: Dec. 31, 2013**

Rick Warren. *The Purpose Driven Church* (Zondervan: Grand Rapids, 1995), 398 pages. Carl George. *The Coming Church Revolution* (Revell: Grand Rapids, 1994), 315 pages. William Easum. *Sacred Cows Make Gourmet Burgers* (Abingdon: Nashville, 1995), 166 pages.

Carlyle Fielding Stewart. *African-American Church Growth* (Abingdon: Nashville, 1994), 150 pages.

Charles Arn. *How to start a New Service* (Baker: Grand Rapids, 1997), 223 pages.

George Barna. *Grow Your Church From the Outside In* (Regal: Ventura, 2002), 166 pages. George Barna. *Growing True Disciples*. (Waterbrook: Colorado Springs. 2001) 178 pages. Sue Mallory. *The Equipping Church* (Zondervan: Grand Rapids, 2001), 201 pages.

Reggie McNeal. *The Present Future* (Jossey-Bass: San Francisco, 2003), 148 pages.

Folkenberg, Jr. Robert. *Health for the Harvest*. (NADEI: Berrien Springs, 2002) 118

pages. Malphurs, Aubrey. *Strategic Disciple Making* (Baker: Grand Rapids, 2009) 182 pages



McIntosh, Gary and Reeves, Daniel. *Thriving Churches in the Twenty-first Century* (Kregel: Grand Rapids, 2006). 216 pages.

McIntosh, Gary. *Beyond the First Visit*. (Baker: Grand Rapids, 2006) 186 pages

Mittelberg, Mark. *Becoming a Contagious Church* (Zondervan: Grand Rapids, 2007), 206 pages

Logan, Robert and Carlton, Sherilyn. *Coaching 101* (Church Smart: Chicago, 2003), 120 pages

Rainer, Thom, *Breakout Churches* (Zondervan: Grand Rapids, 2005), 249 pages. Burrill, Russell *Waking the Dead*. (Review & Herald, 2004), 121 pages.

Burrill, Russell *How to Grow an Adventist Church*. (HART, Fallbrook, CA. 2009) 110 pages

Burrill, Russell *Creating Healthy Adventist Churches through Natural Church Development*. (NADEI - Berrien Springs, 2003) 76 pages

Burrill, Russell, *Rekindling the Lost Passion* (HART: Fallbrook, 1999). 246 pages

2. One 5-page paper, in harmony with Seminary standards for papers. This paper should be based on a field application of one of the projects listed below. The paper should clearly spell out what was done, as well as the results of implementing the project in your church. **The paper is due Dec 31, 2013.**

You may choose one of the following nine projects:

- 2.1. Develop a program or plan to follow up visitors who attend your church. This program should be worked out through your local church groups. It should then be implemented over at least 3 months. The report should indicate the plan followed, how the church rallied behind the program, the results of the implementation of the program, comparing it to what was happening before you implemented the new visitor follow up program.
- 2.2. Develop a holistic plan to assimilate new people into the church, so that they become fully devoted disciples of Jesus Christ. Implement the plan with new people you baptize over the next several months and document not only what you did, but the results as seen in the transformed lives of the new converts.
- 2.3. Reflect on what you feel is the major problem that is hindering your church from becoming a growing church. Devise a solution, based on your studies in this class, implement it in the church, and reflect on the results and what you learned, especially about the process of

creating change in your church.

- 2.4.** Meet with your elders or church board and study through the book, *Revolution in the Church*, together. With their consultation devise a plan to implement the ministry of the laity in your church. Write a report on what you did, the reaction of the members, and any changes that you were able to implement in the church.
- 2.5.** Preach a series of at least three sermons on the role of the pastor as an equipper and the member as a minister. Devise an evaluation form to pass out at the end that would reveal how member's ideas of ministry were changed as a result of your sermons. You might want to do the member survey before and after the sermons. Report the results and attach your sermons as part of your report.
- 2.6.** Preach a sermon on the church as a relational community and describe the early Adventist social meeting. Then in the next few weeks conduct an early Adventist social meeting as part of the worship hour. Pass out a survey to get member reaction to the social meeting. Record what happened in your report and enclose a copy of the sermon.
- 2.7.** Conduct the *Recapturing the Adventist Mission Seminar* as an alternative Sabbath School class, a week-end seminar, or prayer meeting series. Especially encourage your leadership to attend. As a result of the seminar seek to create a dream for your church. Report what you did, the reaction of the people attending, and the vision created.
- 2.8.** Seek to create a mission mind-set in your congregation. In your report, indicate all that you did and document as much as possible (for example – if you did a sermon, enclose it in the report). Report also on how the congregation responded and any evidences you have seen of a mission mind-set being birthed anew in your congregation.
- 2.9.** Select two pastors whose ministries you feel would be good learning opportunities. Do a thorough evaluation of their ministry. Concentrate on aspects of what makes their churches grow or not grow. Evaluate what is working/not working. Document all your interaction with both pastors and local leadership in getting a better understanding of what makes for success. Identify growth or non-growth issues. Devise an alternative plan you feel would cause more growth.

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## CLASS POLICIES

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### **Classroom Seating**

Students may sit where they desire. They should sit in the same seat for each session unless a problem develops.

### **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.

### **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.

### **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**

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<b>Day</b>	<b>Date</b>	<b>Class Topic</b>	<b>Assignments Due</b>
1	8-4-12	Challenge of the Harvest	All pre-session assignments
	8-4-12	Church Growth Movement	
2	8-5-12	Theology of Church Growth	
	8-5-12	Principles of Church Growth	
	8-5-12	Natural Church Development	
3	8-6-12	Revitalizing Plateaued/Declining Churches	
	8-6-12	Dealing with Change	
	8-6-12	Friendship Evangelism	
4	8-7-12	Church Visitors	
	8-7-12	Church Planting	
	8-7-12	Priesthood of All Believers	
	8-7-12	Role of Clergy in NT Era	
5	8-8-12	Adventism and Biblical Role of Pastor	
	8-8-12	Recreating a Mission Driven Church	
	8-8-12	Spiritual Gifts	
	8-8-12	Lay Ministry	
	8-8-12	Structuring the Church for Lay Ministry	
	8-8-12	Creating Vision	

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## INSTRUCTOR PROFILE

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Russell Burrill, DMin, converted to Adventism at 17 years of age. He received his BA from Atlantic Union College, his MA from Andrews University and his DMin from Fuller Theological Society. He pastored 7 years in Southern New England and Mountain View Conferences, then 7 years in full time evangelism in Mountain View, Chesapeake, and Upper Columbia Conference, then 7 years pastoring in Spokane and Wichita, Kansas. In 1985 he was called to be Director of the North American Division Evangelism Institute and served there for 22 years. During this time he additionally served as chair of the Christian Ministry Dept. at the Seminary for 3 years and also for 3 years was Ministerial Secretary for the North American Division and Global Mission Director for the North American Division.

He has authored 12 books on evangelism and church growth. In addition he has authored the Pastor's Manual for Net 98 and the Prophecy Seminar Lessons. He retired in 2007 after 43 years of ministry, but continues to teach classes at the Seminary. He currently is also serving as the Manager for Net 11. He is married to Cynthia Hartman Burrill and they have 2 children and 6 grandchildren.



# APPENDIX 1

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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 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 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 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

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<b>Elements</b>	<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D Range</b>	<b>F – Fail</b>
<b>Title and Paper Presentation</b>	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.
<b>Introduction and Thesis</b>	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.
<b>Development</b>	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, is 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 SBL Style or Andrews University Standards for Written work. No mistakes are permitted	Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.	Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.	Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.	Does not adhere to SBL Style or Andrews University Standards for Written work.

**DOCUMENTS USED TO SOURCE CRITERIA:**

- Derek Bok Centre for Learning and Teaching, Harvard University.  
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>
- Nancy Langston and Steve Kantowitz 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)
- Chris Mayda from the Eastern Michigan University, "Grading Criteria".  
<http://www.emich.edu/public/geo/geography/Mayda/gradcriteria.htm>

## APPENDIX 2

# BIBLIOGRAPHY

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### Assimilation

- Heck, Joel. *New Member Assimilation*. 1988.
- Hull, Bill. *Building High Commitment in a Low Commitment World*. 1995.
- Hull, Bill. *The Disciple-Making Church*. 1990.
- McIntosh, Gary L. *Finding Them, Keeping Them*. 1992.
- Rainer, Thom, *High Expectations*. 1999
- Schaller, Lyle. *Assimilating New Members*.
- Warren, Rick. *The Purpose Driven Church*. 1995.

### Change

- Arn, Charles. *How to Start a New Service*. 1997.
- Barna, George. *Turning Vision into Action*. 1996.
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