

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

MSS 901: Leaders in a Global Context

Doctor of Missiology

Revised

COURSE SYLLABUS

July 6-10, 2010

PROFESSOR

DeLonn L. Rance

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Associate Professor of Intercultural Studies

B.S., Bethany University
M.A., Assemblies of God Theological Seminary
M.A., Vanguard University
Ph.D., (Intercultural Studies) Fuller Theological Seminary



Dr. Rance has 26 years of missionary experience with emphasis on missions mobilization and missionary training in El Salvador and Latin America and the sending of missionaries from the majority world to the unreached.

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[*\(Visit Dr. Rance's resource website\)*](#)

COURSE DESCRIPTION

This course will orient participants to the unique dynamics and requirements of Doctor of Missiology education, highlighting issues that will impact their lives and ministries; provide an overview of the program tracks and courses, with special focus on missiological research; and guide participants in self reflection in light of their ministries and global issues.

OBJECTIVES

When you finish this course you should be able to:

- Identify and define the principle terms and constructs of the discipline of missiology.
- Articulate the purpose, the program objectives, the requirements and the expected outcomes of the Doctor of Missiology program at AGTS and how they correspond to the fulfillment of your call and ministry.
- Relate the theoretical issues of the class to your own missionary context.

- Develop a theology of Pentecostal missional leadership.
- Describe and evaluate historic and contemporary Assemblies of God missiology.
- Design and execute a literature review as a part of a project design.
- Utilize internet tools and sources in missiological research.
- Interact critically with contemporary issues and trends in world missions.
- Reflect missiologically on your personal ministry both locally and globally.
- Identify potential areas of study for the development of your final project.

METHODOLOGY

The course will include lectures, online and class discussions, and written and oral seminar presentations from students, followed by student critique. It will also involve library and field research in the preparation of a final assessment document.

CLASS TOPICS

The Discipline of Missiology
 The Doctor of Missiology Degree Program
 Missiological Research
 Pentecostal Leadership in Missiological Perspective
 The Issues and Trends of Missiology in a Global Context

COURSE LITERATURE

Students should read all the required textbooks. (Be sure to make arrangements to acquire and read all texts prior to the beginning of class.) Those who have not read the background literature should also read it to prepare for the qualifying exam later in the program. To facilitate your review of this literature throughout your program, write an electronic summary card of each book or article using *Citation Bibliographic and Research Note Software* (<http://www.citationonline.net>). (The Seminary will provide this program to you upon acceptance into the D. Miss. program.) These notes will prove to be crucial tools for you in reviewing for the qualifying exams, in which you will be required to show your mastery of missiological literature. Although you may write what you please on these cards, we recommend the following format:

- Bibliographic information (author, date, and title is enough)
- A summary of the book
- Significant quote(s) from the book which you might wish to cite in your research or on the qualifying exams

You should periodically review these cards and have them virtually memorized by the time of the qualifying exam.

Background Literature. These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a

summary card for later reference. Even if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam.

(Books will be available for purchase at the AGTS bookstore. Be sure to buy and read the textbooks for every class before you come to the modules. Another book source is Gary Flokstra at info@4wrd.org who has both new and used books for missionaries and mission organizations. You may also purchase the books from Amazon.com by clicking on the hyperlink title.)

Boer, Harry. *Pentecost and Missions*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1961. **ISBN-10:** 0802810217, **ISBN-13:** 978-0802810212, \$3.99 Print. 270 pp.

Cox, Harvey. *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century*. Redding, MA: Addison-Wesley Publishing Company, 1995. **ISBN-10:** 0201489317, **ISBN-13:** 978-0201489316 \$14.78 Print, \$9.99 e-book 368 pp.

Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco CA: Harper and Row, 1978. **ISBN-10:** 0060628391, **ISBN-13:** 978-0060628390 \$23.99 Print 256 pp.

Hodges, Melvin L. *The Indigenous Church including the Indigenous Church and the Missionary*. rev. ed. Springfield, MO: Gospel Publishing House, 2009. **ISBN-10:** 0882438107, **ISBN-13:** 978-0882438108 \$11.99 Print 208 pp.

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York, NY: Oxford Press, 2002. **ISBN-10:** 0195168917, **ISBN-13:** 978-0195168914 \$14.95 Print, \$9.99 e-book 288 pp.

Pomerville, Paul A. *Third Force in Missions: A Pentecostal Contribution to Contemporary Mission Theology*. Peabody, MA: Hendrickson Publishers, 1985. **ISBN-10:** 0913573159, **ISBN-13:** 978-0913573150 \$43.00 Print 208 pp.

Van Engen, Charles. *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI: Baker Books, 1996. **ISBN-10:** 0801020905, **ISBN-13:** 978-0801020902 \$28.00 Print 304 pp.

Winter, Ralph D. and Hawthorne, Stephen C., eds. 4th ed. *Perspectives on the World Christian Movement: A Reader*. Pasadena, CA: William Carey Library, 2009. **ISBN-10:** 0878083901, **ISBN-13:** 978-0878083909 \$34.99 Print 782 pp.

(Total: 2684 pages)

Required Textbooks:

Anderson, Ray S. [*Ministry on the Fireline: A Practical Theology for an Empowered Church.*](#) Pasadena, CA: Fuller Seminary Press, 1993. ISBN-10: 0960263888, ISBN-13: 978-0960263882 \$20.00 Print 235 pp.

Creps, Earl. [*Off-Road Disciplines: Spiritual Adventures of Missional Leaders.*](#) San Francisco, CA: Jossey-Bass, 2006. ISBN-10: 0787985201, ISBN-13: 978-0787985202 \$23.95 Print 240 pp.

Dempster, Murray W., Byron D. Klaus, and Doug Petersen, eds. [*Globalization of Pentecostalism: a Religion Made to Travel.*](#) Carlisle, U.K.: Regnum Books International, 1999. ISBN-10:1870345290 \$23.00 Print 406 pp.

Hesselgrave, David J., [*Paradigms in Conflict: 10 Key Questions in Christian Missions Today.*](#) Grand Rapids, MI: Kregel Academic and Professional, 2005. ISBN-10: 0825427703, ISBN-13: 978-0825427701 \$20.99 Print 384 pp.

Johnson, Alan R. [*Apostolic Function in 21st Century Missions.*](#) Pasadena, CA: William Carey Library, 2009. ISBN-10: 0878080112 ISBN-13: 978-0878080113 \$17.99 Print 258 pp.

Pocock, M., Gailyn Van Rheenen, and C. Douglas McConnell. [*The Changing Face of World Missions: Engaging Contemporary Issues and Trends \(Encountering Mission\).*](#) Grand Rapids, MI: Baker Academic, 2005. ISBN-10: 080102661X, ISBN-13: 978-0801026614 \$24.99 Print 400 pp.

Woodberry, J. Dudley, Charles Van Engen, and Edgar J. Elliston, eds. [*Missiological Education for the Twenty-First Century: The Book, the Circle, and the Sandals: Essays in Honor of Paul E. Pierson.*](#) American Society of Missiology Series, No. 23. Maryknoll, NY: Orbis Books, 1996. ISBN-10: 1597522368, ISBN-13: 978-1597522366 \$35.00 Print 310 pp.

(Total: 2233 pp.)

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE LIST BELOW.

Recommended Substitutes:

Anderson, Ray S., ed. [*Theological Foundations for Ministry: Selected Readings for a Theology of the Church in Ministry.*](#) London, UK: T & T Clarke Publishers, 1999. ISBN-10: 0567223558, ISBN-13: 978-0567223555 788 pp.

Anderson, Ray S. [*Minding God's Business.*](#) Eugene, OR: Wipf and Stock Publishers Company, 2008. ISBN-10: 1606082191, ISBN-13: 978-1606082195 Print 166 pp.

- Anderson, Ray S. *[The Soul of the Ministry: Forming Leaders for God's People](#)*. Louisville, KY: Westminster John Knox Press, 1997. **ISBN-10:** 0664257445, **ISBN-13:** 978-0664257446 \$29.95 Print 280 pp.
- Clinton, J. Robert. *[The Making of a Leader](#)*. Colorado Springs, CO: NavPress, 1988. **ISBN-10:** 0891091920, **ISBN-13:** 978-0891091929 \$15.99 Print 272 pp.
- Elliston, Edgar J. *[Home Grown Leaders](#)* Pasadena, CA: William Carey Library, 1992. **ISBN-10:** 0878082360, **ISBN-13:** 978-0878082360 \$20.00 Print 181 pp.
- Engel, James F., and William A. Dyrness. *[Changing the Mind of Missions: Where Have We Gone Wrong?](#)* Downers Grove, IL: InterVarsity Press, 2000. **ISBN-10:** 0830822399, **ISBN-13:** 978-0830822393 \$15.00 Print 192 pp.
- Foster, Richard J. *[Money, Sex and Power: The Challenge of the Disciplined Life](#)*. London, UK: Hodder & Stoughton Ltd, 1999. **ISBN-10:** 0340756233, **ISBN-13:** 978-0340756232 \$37.99 Print 272 pp.
- Greenleaf, Robert K. *[Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness](#)*. Ramsey, NJ: Paulist Press, 1977. **ISBN-10:** 080910220X, **ISBN-13:** 978-0809102204 \$32.98 Print 335 pp.
- Shawchuck, Norman, and Roger Heuser. *[Leading the Congregation: Caring for Yourself While Serving the People](#)*. Nashville, TN: Abingdon Press, 1993. **ISBN-10:** 0687084202, **ISBN-13:** 978-0687084203 \$28.50 Print 339 pp.
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- [Managing the Congregation: Building Effective Systems to Serve People](#)*. Nashville, TN: Abingdon Press, 1996. **ISBN-10:** 0687088984, **ISBN-13:** 978-0687088980 \$30.50 Print 388 pp.
- Tiplady, Richard, ed. *[One World or Many? The Impact of Globalisation on Mission](#)*. Pasadena, CA: William Carey Library, 2003. **ISBN-10:** 1842272403, **ISBN-13:** 978-1842272404 \$65.00 Print 277 pp.
- Taylor, William D., ed. *[Global Missiology for the 21st Century: The Iguassu Dialogue](#)*. Grand Rapids, MI: Baker Book House Company, 2000. **ISBN-10:** 0801022592, **ISBN-13:** 978-0801022593 \$45.00 Print 576 pp.
- Van Engen, Charles. *[God's Missionary People: Rethinking the Purpose of the Local Church](#)*. Grand Rapids, MI: Baker Book House, 1991. **ISBN-10:** 0801093112, **ISBN-13:** 978-0801093111 \$22.00 Print 224 pp.

CALENDAR AND OUTLINE

TUESDAY July 6, 2009 “The Missiologist as a Spiritual Leader”

| Time | Topic | Professor | Reading |
|----------------|--|--------------------------------|---------------------------------------|
| 8:00-10:00 am | The Leader as a Follower: Spiritual, Corporate, and Missiological Disciplines | Rance | Creps |
| 9:30-10:00 am | Class Registration/Promissory Note | Heiskell/ Willemsen | |
| 10:00-10:30 am | Break | | |
| 10:30-12:00 am | AGTS’s Doctor of Missiology and Ph.D. in Intercultural Studies Programs (Tracks) | Rance/ Newberry/ Mostert | |
| 12:00-1:00 pm | LUNCH with class, catered at AGTS Cost: \$40-45 per student for the five meals of the week. | | |
| 1:00-3:00 pm | The Leader: “Doing Theology” Missiological Contextualization | Rance | Anderson Woodberry et al. Chap. 20 |
| 3:00-3:30 pm | Break | | |
| 3:30-4:30 pm | The Leader: “Doing Theology” Missiological Contextualization | Rance | |
| 4:30-5:00 pm | Personal and corporate missiological reflection on the day’s activities. | Rance | |
| 5:00-6:00 pm | DINNER | | |
| 6:00-9:00 pm | (Writing, preparation for oral reports, free time) | | |

WEDNESDAY July 7, 2009 “The Missiologist: Defined”

| Time | Topic | Professor | Reading |
|----------------|--|-----------|----------------------|
| 8:00-9:00 am | The Leader as a Servant | Rance | Anderson, |
| 9:00-10:00 am | The Leader as a Missiologist: An Introduction to the Discipline | Rance | Woodberry |
| 10:00-10:30 am | Break | | |
| 10:30-12:00 am | Pentecostalism and Mission | Klaus | Handout |
| 12:00-1:00 pm | LUNCH with class, catered at AGTS | | |
| 1:00-3:00 pm | The Leader as a Missiologist: The historical development of a narrative AG and pentecostal missiology, | Rance | Woodberry |
| 3:00-3:30 pm | Break | | |
| 3:30-4:30 pm | The Leader as a Missiologist: Contemporary Pentecostal Issues | Rance | Johnson, Dempster |
| 4:30-5:00 pm | Personal and corporate missiological reflection on the day’s activities. | Rance | |
| 5:00-6:00 pm | DINNER | | |
| 6:00-9:00 pm | (Writing, preparation for oral reports, free time) | | |

THURSDAY July 8, 2009 “The Missiologist as a Researcher”

| Time | Topic | Professor | Reading |
|----------------|--|---------------|--------------------------|
| 8:00-10:00 am | The Leader as a Researcher: Introduction to Missiological Research | Mostert/Rance | Woodberry et al. Chap. 2 |
| 10:00-10:30 am | Break | | |
| 10:30-12:00 am | The Leader as a Researcher: The use of the library and internet | Rick Oliver | |
| 12:00-1:00 pm | LUNCH with class, catered at AGTS | | |
| 1:00-3:00 pm | The Leader as a Researcher: Developing a proposal, including a literature review and the use of “Citation” software. | Mostert/Rance | |
| 3:00-3:30 pm | Break | | |
| 3:30-4:30 pm | The Leader as a Reader/Writer/Learner | Rance | Woodberry et al. |
| 4:30-5:00 pm | Personal and corporate missiological reflection on the day’s activities. | Rance | |
| 5:00-6:00 pm | DINNER | | |

FRIDAY July 9, 2009 “The Missiologist as Globally Aware”

| Time | Topic | Professor | Reading |
|----------------|--|------------|---------------|
| 8:00-8:30 am | Connecting Globally | Rance | |
| 8:30-10:00 am | A Writing Clinic for Missiologists | Lois Olena | Handouts |
| 10:00-10:30 am | Break | | |
| 10:30-12:00 am | A Writing Clinic for Missiologists | Lois Olena | |
| 12:00-1:00 pm | LUNCH with class, catered at AGTS | | |
| 1:00-2:00 pm | The Leader as Globally Aware: The Global Context | Rance | Pocock et al. |
| 2:00-3:00 pm | The Leader as Globally Aware: The Missional and Strategic Contexts | Rance | Pocock et al. |
| 3:00-3:30 pm | Break | | |
| 3:30-4:30 pm | The Leader as Globally Aware: “Paradigms in Conflict” | Rance | Hesselgrave |
| 4:30-5:00 pm | Personal and corporate missiological reflection on the day’s activities. | Rance | |
| 5:00-6:00 pm | DINNER | | |
| 6:00-9:00 pm | (Writing, preparation for oral reports, free time) | | |

SATURDAY July 10, 2009 “The Missiologist as a Glocal”

| Time | Topic | Professor | Reading |
|----------------|--|---------------|-----------------|
| 8:00-10:00 am | The Leader as Glocal: | Rance | Dempster et al. |
| 10:00-10:30 am | Break | | |
| 10:30-12:00 am | Open Forum: Leaders and Contemporary Issues in Missiology. | Rance | |
| 12:00-1:00 pm | LUNCH with class, catered at AGTS | | |
| 1:00-3:00 pm | Student Presentation of Initial Project/Dissertation Proposals | Rance/Mostert | |
| 3:00-3:30 pm | Break | | |
| 3:30-5:00 pm | Wrap-up/Assessment of First Module | Rance/Mostert | |

COURSE REQUIREMENTS

Pre-Session:

1. Read the required textbooks listed in this syllabus. Write and submit brief electronic summary cards for all course readings.

2. Participate in an online forum. **Let’s Yahoo!** In order to provide you with an opportunity to publically interact with the reading and facilitate dialog with your classmates, each student will be required to submit five posts to the forum site (you are welcome to post additional interaction to the reading or other postings as you will):

Post one: After reading the Anderson, Creps, and Dempster texts post a 150-200 word paragraph that begins with: “My greatest ‘aha’ moment in the reading was . . .” and explain why.

Post two: After reading Woodberry post a 150-200 word paragraph describing contemporary missiological education and the role of missiological research.

Post three: After reading Hesselgrave, Johnson and Pocock, in a 150-250 word paragraph describe what you consider to be the most significant issues in the field of missiological research, theory and praxis.

Post four: Write a critique or interact with one of your colleague’s postings.

Post five: After finishing all of the required reading, write a 150-200 word paragraph that responds to **one** of the following: a. “I wish I had read _____ when I started my missionary career because” b. Every missionary needs to read _____ because” c. The question I wish the professor had asked about the reading for this course is _____ because”

To access the Yahoo forum, email Valerie Rance at vrance@agts.edu for instructions and your login and password to the Yahoo forum site.

3. Based on the reading of the literature and your ministry context, write a 4-5 page critical reflection paper including responses to the following questions:

- What specific reading most impacted your life? Why?
- What are the most significant missiological issues raised by the reading? Which are most germane to your ministry context? Why?
- How has the reading influenced your missions thinking or future ministry?

- What missions statement or perspective in the reading did you disagree with most?
 - Quote what you consider the most significant or impacting citation and describe why this citation is significant.
4. Surf several missiological websites. Choose two of the sites and write a two page critical review (one page for each website). Assess presentation, ease of use, quality of content, and special contributions.

Session:

1. Attend class and participate in discussions.
2. Write and present in class (presentations will be limited to 5 minutes) a 2-3 page proposal essay that responds to the following questions:
 - What topic might you like to explore in your project and why?
 - What in your background prepares or qualifies you to do this missiological research/reflection?
 - What is the specific context in which you will develop and execute your project and why?
 - How will this study relate to your future ministry and professional goals, to your missions agency and to global missiology?
 - What questions or issues do you consider essential or critical to this topic?
 - What missiological theories are germane to your topic?
 - Write an outline of the topics to be treated with a list of at least one major work for each topic.
 - What obstacles do you foresee in developing and executing the project?

Post-Session: Write an initial project prospectus and literature review. The paper should be 10-15 pages in length. Specific instructions for this assignment will be reviewed in class.

ALL Post-session work must be submitted within 90 days of the last day of class (October 9, 2010).

***See Addendum One for the “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” (The rubric which will be used for the grading of your papers) and Addendum Two for “Tips for Writing Better Papers.”**

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double-spaced in a 12 point Times New Roman font. It should contain your name and should conform to Turabian or APA academic formatting. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proof-reads your paper before you submit it to avoid typographical, grammatical and editorial errors. Papers which do not engage appropriate bibliographic resources will be returned for rewrites (In future courses papers which have not done so will be rejected.)

****All work must be submitted electronically as an attached Word Document file to DeLonn Rance at AGTS by e-mail (drance@agts.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME. It is recommended that you submit the work**

as soon as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>

Disabilities: <http://www.apastyle.org/disabilities.html>

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

GRADING PROCEDURE

Student learning will be evaluated by the professor through direct assessment of the following academic requirements. Final grades will be assigned according to the following calculus:

| | |
|---|------------|
| General class participation | 5% |
| Participation in the online forum | 10% |
| Website report | 5% |
| Textbook summaries (Cards 10%, Reflection 10%) | 20% |
| Project essay/oral presentation (Essay 10%, Oral 10%) | 20% |
| An Initial Project Prospectus | <u>40%</u> |
| Total | 100% |

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

GRADING SCALE

| | | | | | |
|---------|-------------|--------|--------|---------|-------|
| A+ (10) | publishable | A (96) | 100-94 | A- (93) | 93-90 |
| B+ (89) | 89-87 | B (86) | 86-84 | B- (83) | 83-80 |
| C+ (79) | 79-77 | C (76) | 76-74 | C- (73) | 73-70 |
| D+ (69) | 69-67 | D (66) | 66-64 | D- (63) | 63-60 |
| F | 59 or below | | | | |

BIBLIOGRAPHY

See the extensive biography available on the Intercultural Doctoral Studies website.

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

THE PURPOSE, PROGRAM GOALS, SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF MISSIOLOGY DEGREE

1. The purpose of the D. Miss. is to prepare persons for denominational and interdenominational leadership roles in cross cultural ministries both in the United States of America as well as around the globe; to educate persons with specialized expertise in missiology and its cognate disciplines; and to train persons for research and teaching in those disciplines.
2. The D.Miss. program goals are to enrich the practice of missionaries serving with our denomination and other agencies through :
 - a. mastery of missiological and cognate disciplines
 - b. an advanced understanding of theological disciplines and their relationship to missiology
 - c. enhanced ability to provide leadership in cross-cultural ministries, and the capacity to engage in research and teaching
3. The specific learning outcomes for the D.Miss. program are that the upon completing the program the student will be able to:
 - a. express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God
 - b. articulate a distinctively Pentecostal theology of intercultural ministry
 - c. describe the historical development of the Christian movement and the participant's role in the contemporary world
 - d. discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel
 - e. establish priorities of evangelism, church planting, leadership formation, and compassion ministries
 - f. model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people
 - g. illustrate the close relationship between the local church and missions; and

- h. make a scholarly contribution to the understanding and practice of intercultural ministry.

SPECIFIC DATA

Prepared by DeLonn Rance, Ph.D., December 15, 2009.

ADDENDUM 1

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student’s writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

| | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| A. TOPIC SELECTION/RATIONALE FOR STUDY 10% | | | | | |
| 1. The student gives a clear, cogent rationale for the choice of the subject 2% | | | | | |
| 2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2% | | | | | |
| 3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2% | | | | | |
| 4. There’s evidence that the student has read widely enough to identify the major issues 2% | | | | | |
| 5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2% | | | | | |
| B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40% | | | | | |
| 1. The student has chosen a research methodology that is adequate to the stated goals of the study 10% | | | | | |
| 2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20% | | | | | |
| 3. The outline of the paper is coherent and provides a logical development from concept to concept 10% | | | | | |
| C. CRITICAL THINKING SKILLS 30% | | | | | |
| 1. The student has engaged a broad spectrum of views related to the chosen topic 10% | | | | | |
| 2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10% | | | | | |
| 3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10% | | | | | |
| D. BASIC WRITING SKILLS 20% | | | | | |
| 1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5% | | | | | |
| 2. The appropriate style format was used (Turabian or APA) 5% | | | | | |
| 3. The writing style is clear, straightforward, and easily understood 5% | | | | | |
| 4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5% | | | | | |

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.