



BETHEL SEMINARY

ML615

Organizational Leadership and Church Governance

SYLLABUS

Professor: Andrew D. Rowell

Term: Fall 2015

Delivery: Traditional

Dates: Tuesdays: Sept 1, 8, 15, 22, 29, Oct 6, 13, [Reading and research weeks so NO class Oct 20, 27], Nov 3, 10, 17, [No class Nov 24], Dec 1, 8, 15

Time: 9:00 am - 12:00 pm

Location: Chapel BSSP COMC

Course credits: 3.0

Enrolled: 15 students

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

This course is designed to address the role of organizational leaders in congregational and ministry settings. Attention is given to both the pastoral and governance dimensions of leadership, with special focus on relevant strategies and approaches for guiding congregations and ministry communities. This course will focus on the leader's role in working with a church staff and board, understanding diverse congregational polities, effectively communicating as a leader, fostering a healthy organizational culture, and navigating conflict and change that may arise in these churches and ministry organizations.

Learning Outcomes

Upon completing this course, students will be able to...

- 1) Examine the importance of personal and spiritual formation for leading congregations
- 2) Examine various approaches to conflict management and peacemaking
- 3) Apply Scriptural messages appropriately to contemporary contexts
- 4) Engage and evaluate models and approaches to transformational leadership
- 5) Explain and differentiate various approaches to management and administration in ministry
- 6) Integrate key course concepts into professional practice
- 7) Develop an awareness of the organizational leader's role in leadership communication
- 8) Identify principles for developing and collaborating with church leaders
- 9) Differentiate models of church governance and the biblical and theological foundations underlying diverse models
- 10) Evaluate the essential elements in the development and fostering of a healthy organizational culture
- 11) Examine models and principles for leading organizational change

Instructor Information

Professor Andrew D. Rowell (“Andy”)

Instructor of Ministry Leadership

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Bethel Office phone: 651.638.6226 (This voicemail does not get checked regularly. Email is preferable).

Bethel Seminary Office: A201

Facebook: My current policy is not to be Facebook friends with students. I only use it to occasionally post family photos so you are not missing anything.

Twitter: <https://twitter.com/AndyRowell> I sometimes post links to things I’m reading here but there is no need to watch this. Any resources for this class, I will share with you through Moodle.

Blog: <http://www.andyrowell.net/> I rarely blog anymore.

Teaching Assistant:

Jeremy Peters <petjer@bethel.edu>

You can call him “Jeremy.” He will be assisting me with grading for the course.

Jeremy took this course with me last fall and received one of the highest grades in the class. He is also a fine pastor and now a church planter. His presence will significantly add to your learning experience.

Course communication

In Moodle, I have chosen the option “forced subscription” for the "General Discussion Forum" so that you receive emails when I “add a new discussion topic” there as a class announcement. It is my way of emailing the class. You can also “reply” in case something needs clarification. Another student may be able to “reply” and help you or I will. These replies send an email to everyone since this is a “forced subscription.” If you have a question or resource that all of us might benefit from, you can also post a “discussion topic” in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: a-rowell@bethel.edu

- I will return email messages within 24 hours—usually within a few hours.
- Grading turn-around times: I will plan to return assignments within one week.

Required Resources

- Collins, Jim, and Morten T. Hansen. *Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All*. New York, NY: HarperCollins Publishers, 2011. 978-0062120991 The latest from Jim Collins who wrote *Good to Great*. A business book but applicable to churches. The syllabus schedule is loosely organized by Collins's 2014 twelve questions which organizes the totality of his work: <http://www.jimcollins.com/tools/TwelveQuestions.pdf> *Great By Choice* is available via audiobook in case some of you commute and like listening to audiobooks. Listening Length: 8 hours and 45 minutes. Buy: Downloadable http://www.amazon.com/Great-by-Choice/dp/B005UJSI7I/ref=tmm_aud_swatch_0?encoding=UTF8&sr=&qid Order via library on CD: http://bethellibraries.worldcat.org/title/great-by-choice/oclc/740630764&referer=brief_results
- Cowan, Steven B., ed. *Who Runs the Church? 4 Views on Church Government*. Grand Rapids, Mich.: Zondervan, 2004. 978-0310246077 This is also available via audiobook: <http://www.amazon.com/Who-Runs-Church-Views-Government/dp/B002WPTSV8/> Listening Length: 11 hours and 10 minutes. Gives 4 different views of church polity or governmental structure.
- Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. 3rd ed., Grand Rapids, Mich.: Baker Books, 2004. 978-0801064852 Classic book on biblical approaches to conflict resolution. (The 4.8 hour audiobook http://www.amazon.com/Peacemaker-Biblical-Resolving-Personal-Conflict/dp/B003F7R9PE/ref=mt_audio_download?is "abridged" so does not include the whole book).
- Fee, Gordon D. *The First Epistle to the Corinthians*. Revised ed. New International Commentary on the New Testament. Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 2014. 978-0802871367 This is perhaps the most well known and beloved commentary on any book of Scripture today. There is a recording of Gordon Fee teaching this material at: <http://www.regentaudio.com/products/first-corinthians-new-testament-book-study>

Articles and selections from the other books (not including the required texts) are available on Moodle.

General Activity Guidelines

Total hours: 120

Reading: 45 hours

Classroom hours: 39 hours (13 classes X 3 hours)

Assignments: 36 hours

Assignments

Assignments must be submitted electronically through Moodle as a Microsoft Word or PDF document before 8:30 am on the day they are due or they are “late” and will lose a full letter grade (A to B, etc.). The rationale is that you will be prepared for class. (Class begins at 9:00 am).

Reading reflection papers

These six weekly assignments are 265-398 words (1 to 1.5 pages)

(2 hours X 6 weeks = 12 hours allotted).

I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The papers will give some demonstration about the degree of the student’s engagement with the reading.

The Congregational Leader and Conflict

795-1060 words (3-4 pages)

(5 hours allotted)

Based on your course reading of Sande and your reading of a commentary on both 1 Corinthians 5:1-8 and 6:1-11, your conflict inventory, and personal reflection, reflect on how you have addressed conflict in the past and how you would like to respond to conflict better in the future both personally and by initiating the implementation of good conflict practices in an organization.

Personal Interest Book Reflection and Presentation

You will choose another book related to Organizational Leadership and Church Governance: change management, conflict resolution, oversight, management, etc..

You will write a 530-795 words (2-3 pages) reflection on it and share for 5 minutes with the rest of the class about what you learned and what we might learn from it. Paper is 90% of grade. Presentation is 10% of grade.

Writing reflection = 4 hours allotted

Reading 180 pages = 6 hours allotted

Total: 10 hours allotted

Choose one of the following books or talk to me about an alternative:

1. Schmidt and Rosenberg¹ The organizational leadership approach of Google.
2. Hybels² Description of lessons from megachurch leadership.
3. Bernard³ Classic rich advice to the Pope in the 11th century.
4. Drucker⁴ Business management master on non-profits
5. Rainer and Stetzer⁵ Southern Baptist statistical study and insights.
6. Stanley⁶ Very readable description of megachurch approach.
7. Hansen⁷ Description of life of traditional small rural church
8. Beach⁸ for women in megachurch
9. Willimon⁹ on being a bishop in the United Methodist Church. (Episcopal structure).
10. Branson and Martinez¹⁰ describe leadership in a multi-cultural setting.
11. King¹¹ book of sermons on method and theology of MLK, Jr.
12. Book on women in ministry issue.¹²

¹ Eric Schmidt, Jonathan Rosenberg, and Alan Eagle, *How Google Works* (New York: Grand Central Publishing, 2014).

² Bill Hybels, *Leadership Axioms: Powerful Leadership Proverbs* (Grand Rapids, Mich.: Zondervan, 2012; reprint, 2008).

³ Bernard of Clairvaux, *Five Books on Consideration: Advice to a Pope*, trans., John D. Anderson and Elizabeth T. Kennan (Kalamazoo, Mich.: Cistercian Publications, 1976).

⁴ Peter F. Drucker, *Managing the Non-Profit Organization: Practices and Principles* (New York, N.Y.: HarperCollins, 1990).

⁵ Ed Stetzer and Thom S. Rainer, *Transformational Church: Creating a New Scorecard for Congregations* (Nashville, Tenn.: B & H Pub., 2010).

⁶ Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, Mich.: Zondervan, 2012).

⁷ David Hansen, *The Art of Pastoring: Ministry without All the Answers* (Downers Grove, Ill.: InterVarsity Press, 1994).

⁸ Nancy Beach, *Gifted to Lead: The Art of Leading as a Woman in the Church* (Grand Rapids, Mich.: Zondervan, 2008).

⁹ William H. Willimon, *Bishop: The Art of Questioning Authority by an Authority in Question* (Nashville: Abingdon Press, 2012).

¹⁰ Mark Lau Branson and Juan F. Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011).

¹¹ Martin Luther King, *Strength to Love*, Fortress Press Gift ed. (Minneapolis, Minn.: Fortress, 2010).

¹² Linda L. Belleville and others, *Two Views on Women in Ministry*, Rev. ed., Counterpoints (Grand Rapids, Mich.: Zondervan, 2005).

13. Herrington, Bonen, and Furr¹³ describes how they addressed decline in baptist churches in Houston, Texas area. (Used as textbook by Justin Irving).
14. Addington¹⁴ Evangelical Free Church director of missions gives advice on church ministry. (Used as textbook by Justin Irving).
15. Steinke¹⁵ gives a description of anxiety and systems thinking in ministry. (Used as textbook by Justin Irving).

¹³ Jim Herrington, Mike Bonem, and James H. Furr, *Leading Congregational Change: A Practical Guide for the Transformational Journey* (San Francisco: Jossey-Bass Publishers, 2000).

¹⁴ T. J. Addington, *High-Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders* (Colorado Springs, CO: NavPress, 2010).

¹⁵ Peter L. Steinke, *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What* (Herndon, Va.: Alban Institute, 2006).

Interviewing Organizational Leaders Project and Presentation

= 14 hours

Interviews completed (20%)

You can do this project and presentation as a group or individual project. In this project, you will interview leaders from an organization so as to learn from them. You will be graded on three brief parts: questionnaire for interview, conducting two interviews with people from the organization, and recommendations.

The main point of this exercise is to talk to leaders and an organization you were interested in and learn about the triumphs and challenges of their organization. The second benefit is for you to test drive and cement the course material (Collins, Corinthians, Cowan, and Sande) by seeing how it intersects with an actual organization.

You will need to interview at least two leaders in the organization.

You may want to interview leaders of an organization you admire or an organization that is outside your own experience (Roman Catholic, urban, Pentecostal, etc.).

It is also ok if you want to interview leaders from different but similar organizations: three pastors in the same small town or three pastors in the same geographical area and compare their organizational triumphs and struggles.

Leaders are busy so it is possible that you will get turned down. That's ok. You can learn from that as well.

Each member of your group must participate in at least two interviews with leaders in the organization. If you can't make one, you need to do another interview with someone else who is part of the organization. The interviews should be between 15 minutes and 60 minutes and can be in person or online or over the phone. For candor, it is probably best not to have conversations recorded. But you may take notes. Afterward, jot down what you think were the most important, interesting, positive, and concerning aspects about the

organization. Reflect on what you think the leadership of that organization might want to think about further.

It is often appropriate to pay for the lunch or coffee of the person you are interviewing as a gesture of graciousness for their time.

Please enthusiastically explain to the leader and organization why you are interested in learning from them. Please also let them know that you will use pseudonyms for the people and organization and location and disguise details when writing your paper so as to protect their privacy. Please ask if they would be willing to share both strengths and challenges in “organizational leadership and governance.” Note to the leader that this is a learning experience for you and your team. Though you will eventually debrief and reflect on what you heard, you do not presume to be able to so quickly to “know what they should do.” You are excited most about learning from their experiences and wisdom.

Questionnaire: Interview Preparation (20%)

Design a questionnaire to be used in an interview with at least two leaders in the organization.

Please attach this questionnaire as an appendix to your project. You may send the questions ahead of time to the interviewee. You will want to ask about some of the issues that Jim Collins raised. See his 12 questions <http://www.jimcollins.com/tools/TwelveQuestions.pdf> or *Good to Great* diagnostic tool <http://www.jimcollins.com/tools/diagnostic-tool.pdf> But do not use Collins’s jargon as that may be intimidating, off-putting, or distracting to the person interviewed. Please also ask questions about the church polity (hierarchical, Presbyterian, congregational, etc.) and also how decisions are made in practice, not just theory. Also ask about past and current crises and joys in the organization. Ask as well how conflict is addressed.

Please have 7-10 questions ready in your questionnaire. In the actual interview, you do not need to be glued to these questions.

Presentation of recommendations (50%)

Prepare a 795-1060 words (3-4 pages) letter or document or presentation that could be sent to the leaders of the organization that would give three recommendations of “things to consider” with your rationale. You may also phrase these as “our ongoing questions to investigate further.” Because you are just swooping in and talking to a few people in an organization, it is usually not appropriate to present such superficial findings to an organization in a formal written way but it may be appropriate to verbally pass on “what we noticed and wondered about. These were our first impressions and it likely had to do with the people we ended up talking to.” Those disclaimers are usually quite appropriate socially in an instance such as this. In other words, it is better to be diplomatic here in your presentation than harsh.

Presentation to our class (10%)

You or your group will present your conclusions to the rest of the class. In your oral presentation in class, you can share with us more candidly things that disturbed you or were concerning or confusing about your interviews. 5 minute presentation.

Schedule

Tuesday at 9 am Date	Topic	Reading Due	Assignment due
Sept 1 = 3 hours class			
Sept 8 3 hours class + 4.5 hours reading + 2 hours writing = 9.5 hours	Mission. <i>Organizations need determined, passionate leaders: Ambitious, driven, individual leadership.</i>	Collins ch 1-2: 1-38. (38 pages = 1.5 hour) Reading commentary on 1 Cor 9:15-27: Fee 457-486. (29 pages = 1.5 hour) Paige Patterson: Single-Elder Congregationalism in Cowan 131-152. (21 pages = 1.5 hours) = 4.5 hours Optional: Steven Cowan: Introduction to book: Cowan 7-18. Responses to Single-Elder Congregationalism: Cowan 153-184. Patterson Closing Remarks: Cowan 275-286.	Drawing on the three readings, how does the apostle Paul's ambition reflect that described by Collins in the 10Xer? Why do congregation s need passionate driven leaders like the apostle Paul? But what about charismatic leaders with character flaws leading people astray? = 2 hours

<p>Sept 15</p> <p>3 hours class + 5 hours reading + 2 hours writing = 10 hours</p>	<p>Team.</p> <p><i>Organizations need leaders who will draw out others. First who, then what? The body of Christ, and Plural-elder congregationalism.</i></p>	<p>Collins, <i>Good to Great</i> ch. 3 PDF: 41-64. (23 pages = 1 hour)</p> <p>Reading commentary on 1 Cor 12:4-31: Fee 645-692. (47 pages = 1.5 hours)</p> <p>Samuel Waldron: Plural-elder congregationalism: Cowan 185-221. (36 pages = 1.5 hours)</p> <p>PDF: Fee, Gordon D. "The Priority of Spirit Gifting for Church Ministry." Pages 241-254 in <i>Discovering Biblical Equality: Complementarity Without Hierarchy</i>. 2d. ed. Edited by R. W. Pierce, R. M. Groothuis, and G. D. Fee. Downers Grove: InterVarsity Press, 2005. (23 pages = 1 hour)</p> <p>= 5 hours</p> <p>Optional: Responses to Plural-Elder Congregationalism: Cowan 222-252. Waldron Closing Remarks: Cowan 287-304.</p>	<p>Drawing on the four readings, what are the advantages of taking seriously the gifts of the people and then allowing the structure to be oriented by that? Is this too optimistic about human nature and life—letting everyone do what is fulfilling for them and everything will work out?</p> <p>= 2 hours</p>
<p>Sept 22</p> <p>3 hours class + 4 hours reading + 2 hours writing = 9 hours</p>	<p>Stability.</p> <p><i>Organizations need structure to encourage and enforce unified and healthy action: alignment, apostolic concern, and</i></p>	<p>Collins, "Aligning Action and Values" online http://www.jimcollins.com/article_topics/articles/aligning-action.html : 5 pages. (5 pages = .5 hour)</p> <p>Reading commentary on 1 Cor 4:14-21: Fee 198-211. (13 pages = 1 hour)</p> <p>Peter Toon: Episcopalianism: Cowan 19-41. (22 pages = 1 hour)</p> <p>PDF: Willimon, William H. <i>Bishop: The Art of Questioning Authority by an Authority in</i></p>	<p>Drawing on these six readings, what are the advantages of strong leadership from the top down when some people</p>

	<p><i>hierarchy for difficult tasks and crises.</i></p>	<p><i>Question.</i> Nashville: Abingdon Press, 2012, 13-30. (17 pages = .5 hour)</p> <p>PDF: Fee, Gordon D. "Reflections on Church Order in the Pastoral Epistles." Pages 147-162 in <i>Listening to the Spirit in the Text</i>. Grand Rapids: Eerdmans, 2000. (15 pages = .5 hour)</p> <p>PDF: Paget, James Carleton. "The Vision of the Church in the Apostolic Fathers." Pages 193-206 in <i>A Vision for the Church: Studies in Early Christian Ecclesiology in Honour of J.P.M. Sweet</i>, edited by Markus Bockmuehl and Michael B. Thompson. Edinburgh: T & T Clark, 1997. (13 pages = .5 hour)</p> <p>= 4 hours</p> <p>Optional:</p> <p>Responses to Episcopalianism: Cowan 42-70.</p> <p>Toon Closing Remarks: Cowan 255-262.</p>	<p>are up to no good? But why is "keeping things stable" a poor organizational goal over the long-term?</p> <p>= 2 hours</p>
<p>Sept 29</p> <p>3 hours class + 5 hours reading + 2 hours writing = 10 hours</p>	<p>Discipline.</p> <p><i>Organizations needs smart, methodical leadership: 20 mile march, consistent, calm, plural leadership.</i></p>	<p>Collins ch. 3: 39-68. (29 pages = 1 hour)</p> <p>Reading commentary on 1 Cor 3-4:13: Fee 129-198. (69 pages = 2.5 hours)</p> <p>L. Roy Taylor: Presbyterianism: Cowan 71-98 (27 pages = 1 hour)</p> <p>PDF: Barth: IV/3.1, 33-35. (2 pages = .5 hour)</p> <p>= 5 hours</p> <p>Optional:</p> <p>Responses to Presbyterianism: Cowan 99-130</p> <p>Taylor Closing Remarks: Cowan 263-274.</p>	<p>Given these four readings, what are the advantages of having educated, trained leaders from different congregations set policy? But how might boredom, bureaucracy, and out-of-</p>

			touch decision-making set in? = 2 hours
Oct 6 3 hours class + 4.5 hours reading + 2 hours writing = 9.5 hours	Innovation. <i>Organizations need to boldly and smartly experiment. Fire bullets, then cannonballs, be cagey, solicit and weigh diverse input, test a Minimal Viable Product.</i>	Collins ch. 4: 69-98. (29 pages = 1 hour) Read commentary on 1 Cor 10:23-11:1; and 1 Cor 14:26-33: Fee, 524-541; 762-774. (29 pages = 1 hour) PDF: Volf, Miroslav. "Soft Difference: Theological Reflections on the Relation Between Church and Culture in 1 Peter." <i>Ex Auditu</i> 10 (1994): 15-30. (15 pages = 1 hour) PDF: Barth, Karl. <i>Church Dogmatics</i> . 4 vols. in 13 parts vols. Edited by G. W. Bromiley and T. F. Torrance. Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009, IV/3.2, 734-742. (8 pages = 1 hour) PDF: Ries, Eric. <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i> . New York: Crown Business, 2011, 75-77. (2 pages = .5 hour) = 4.5 hours	Given these five readings, how does experimentation, tapping local culture, and analyzing data assist an organization to stay fresh, reach outsiders, and innovate? = 2 hours
Oct 13 3 hours class + 4.5 hours reading + 2 hours	Intentionality. <i>Organizations need structures that unearth problems early and to ensure focus on what is most</i>	Collins ch. 5-7: 99-198. (99 pages = 3 hours) Read commentary on 1 Cor 11:17-34: Fee 592-630. (38 pages = 1.5 hour) = 4.5 hours Optional: PDF: Lencioni, Patrick. <i>The Advantage: Why Organizational Health Trumps Everything Else in Business</i> . San Francisco: Jossey-Bass, 2012,	Drawing on the two readings, what "leads to death" in organization? Why is sober analysis and

writing = 9.5 hours	important. Leading above the death line, productive paranoia, confronting the brutal facts, SMaC, and ROL. Meetings, Evaluation, and Supervision.	chapter "The Centrality of Great Meetings." 173-188.	vigorous discussion important in organizations ? = 2 hours
Oct 20	Reading and research weeks so NO class		
Oct 27	Reading and research weeks so NO class		
Nov 3 3 hours class + 5 hours reading + 1 hour self-assessment = 9 hours	Individual responses to conflict.	<p>Do both of these online free conflict assessments:</p> <ul style="list-style-type: none"> • http://www.buildingpeace.org/act-build-peace/learn/conflict-styles • http://www.oprah.com/relationships/Whats-Your-Conflict-Style-Quiz-Dealing-with-Conflict <p>Or do the conflict assessment from Speed Leas on reserve at the library: Leas, Speed. <i>Discover Your Conflict Management Style</i>. Rev. ed., Herndon, VA: Alban Institute, 1997.</p> <p>Sande ch 1-6: 1-138. (138 pages = 4 hours) Read commentary on 1 Cor 6:1-11: Fee 250-274. (25 pages = 1 hour)</p> <p>138 + 25 = 163 pages = 5 hours</p>	Nothing due 1 hour self-assessment

Nov 10	Improving conflict resolution group processes.	Sande ch 7-12 = 139-262. (123 pages = 4 hours) Read commentary on 1 Cor 5:1-8: Fee 212-241. (30 pages = 1.5 hour) = 5.5 hours	Nothing due
3 hours class + 5.5 hours reading + 0 hours writing = 8.5 hours			
Nov 17	Reflections on conflict resolution.	Sande Appendices: 262-298 (36 pages = 1 hour). = 1 hour	Conflict paper due. = 5 hours
3 hours class + 1 hour reading + 5 hours writing = 9 hours			
Nov 24	No class - Tuesday before Thanksgiving	No class	No class
Dec 1	Personal interest book reflections and presentations	Personal interest book reading 180 pages = 6 hours	Personal interest book review due. = 4 hours.
3 hours class + 6 hours reading + 4 hours writing = 13 hours			

Dec 8 <i>3 hours class</i>	Practitioners Panel	Nothing due	Nothing due
Dec 15 <i>3 hours class +14 hour project = 17 hours</i>	Interviewing Organizational projects and presentations	No reading	Interviewing Organization al Leaders Project and Presentation s due = 14 hours
<i>120 total hours</i>	<i>39 hours class time</i>	<i>45 hours of reading</i>	<i>36 hours of assignments</i>

Grading

Assessed Activity Weighting

Mission Paper	7%
Team Paper	7%
Stability Paper	7%
Discipline Paper	7%
Innovation Paper	7%
Intentionality Paper	7%
Conflict Paper	18%
Personal Interest Book Reflection/Presentation	15%
Project and Presentation	25%
Total	100%

Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

Late Work Policy

Late work will be accepted up to one week with a 2-letter grade deduction (A to C, etc.). This severe penalty is to encourage the student to get their discussion in on time—for the sake of the whole class. Work that is submitted less than one week late may be accepted for less deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.

Grading criteria for weekly papers

These weekly papers should be without grammatical errors and spelling errors so that they are clear. I would encourage students to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A paper demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn

connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

An A- paper does most of the above and is almost an A but their paper may only cite half of the resources so it is not clear they have digested all of the materials.

A B+ paper probably does not demonstrate thorough interaction with almost all of the course materials and there are indications that the reader did not understand key ideas or identify the main themes—often because the readings and lecture were difficult and unclear and there was not sufficient time to work through them. Their questions may not be linked to specific statements or passages and they have not looked to other of the required resources for an alternative answer.

A B paper appears rushed and the person probably did not interact with all of the materials.

A B- paper is short, rambling, without much serious thought. But at least the person was able to get it done! That is good. The greatest danger is falling behind in a course like this. I assume life crowded out the course during this period and the person had to rush or scramble.

C / D / F. The person is not doing the work on time or is acting in a way that is unprofessional and inappropriate.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything but still do their papers. In other words, the papers are required but students could coast or skim and still get quite a bit out of this course if their schedules do not allow for as much engagement with the course material as they would like.

Diversity of resources and assignments:

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.

Cite page numbers when you write

1. Cite page numbers when you are referring to ideas in the reading.

An outstanding paper will include references to all the assigned readings. You can use short quotations or just paraphrase the writer's idea in your own words without quotation marks. So, your paper will look like this:

Gladwell points out . . . (Gladwell 3). Tolkien argues . . . (Tolkien 70). Robert Woodberry's research says . . . (Dilley 36). Geisinger shows us . . . (Jenkins 5). Katogole and Rice suggest . . . (Katogole and Rice 25). Hart argues . . . (Hart 36). Spufford says . . . (Spufford 3).

You of course ideally will do this creatively--with your own fresh organization of the ideas. But I am just trying to make clear that it would be good somewhere in your paper to demonstrate you have engaged all the week's readings. (If you don't get to all of them, that's fine--still turn something!--but just expect you'll be penalized some points).

There are four reasons that I appreciate it when you cite page numbers:

- (a) It helps me to see that you have read and engaged with the material. It is not apparent to me if you read anything if you just answer the prompt without referring to the readings.
- (b) It makes you a better writer and thinker if you cite page numbers because you will need to go back and look carefully at what the writer wrote.

(c) It will help you later remember the page number of where you found an interesting idea.

(d) It is a good habit to cite your ideas for integrity--avoiding plagiarism, etc.

Again, I'm trying to make this as easy as possible. Just put the page number. (I have put a bit more information below about citation styles if you are interested in the details).

2. You should spend about 2/3 of your paper interacting with the ideas in the readings.

This is similar to the idea above about citing page numbers. I don't want people to respond just off the top of your head to the prompt. I want you to try to process and digest what you read. The last 1/3 can be more personal reflection and application.

3. The prompt is just a guide—trying to show you approximately what I am wanting you to reflect on.

You do not have to address every question in the prompt. In all cases, I am trying to have you respond to the readings. You do not need to respond to them. But if you have space and find them interesting, you can. I provide many questions in case you are having trouble knowing what to write about.

4. Please turn in something!

You will do fine in this course if you turn in all the assignments on time. I realize you may not be able to read all the readings as thoroughly as you would like. Still, please do your response. If you are running out of time, skim, read the first sentence of every paragraph, or read the first paragraph and last paragraph of the readings. Then write and turn in something. These papers will be provisional, "drafts," imperfect. I would like them to be beautifully written and thorough but I want you to just do your best with the time you have. I just make this point because when overwhelmed, it is tempting to give up and not turn something in and thus get behind and get discouraged. Don't do that. Turn in something. Keep up the pace. You can do better the following week.

5. MLA citation style is easiest for my courses.

I would recommend using in-text citation to cite page numbers in your writing. You do not need to do a bibliography, works cited page, or footnotes or endnotes. But you are welcome to do that if you want.

Even though when I write, I use footnotes, I recommend for my courses that students use MLA Style. But I don't care what you use. I recommend the MLA style because it is easy and because for my courses you are usually interacting with the assigned

readings. The only thing I care about is that you regularly cite page numbers when you write (see above).

Basic citation with MLA style.

We can tap into the kingdom of God (Willard 30-31).

If there are two readings from the same author and you need to tell us which one you are referring to:

We can tap into the kingdom of God (Willard, *Divine Conspiracy*, 30-31).

More information on different styles of citation

I pasted a little relevant info about citation styles below from the internet. Pick a style and go with it.

MLA Style (Modern Language Association)

<https://owl.english.purdue.edu/owl/resource/747/02/>

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a
"spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of
powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the
creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth.

Citing multiple works by the same author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Citing two articles by the same author:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing two books by the same author:

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information

from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

APA Style (American Psychological Association)

APA Style is a little different. It includes the date of the publication and you do write the p. for page.

<https://owl.english.purdue.edu/owl/resource/560/02/>

Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Chicago Manual of Style / Turabian

You use the Chicago Manual of Style / Turabian if you are using footnotes or endnotes.

<https://owl.english.purdue.edu/owl/resource/717/1/>

I use this style with footnotes in my own writing. I use a bibliography software called EndNote. A lot of people use the free software Zotero. <https://www.zotero.org/>

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