



On-Campus Course Syllabus

EMS 428 L1

GLOBAL SERVICE PRACTICUM

SPRING 2020

Class Information

Day and Time: T 1:30 – 4:00 PM

Room Number: E205

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: 214-818-1323

Instructor Office Hours: M 8:30 – 10:30 AM; 1:15 – 2:15 PM & TR 10:30 – 11:00

Course Description and Prerequisites

A study of the biblical and theological foundations of Christian mission coupled with the use of demographic and ethnographic research in preparation for effective short-term cross-cultural global service projects. Students must take both EMS 428 and EMS 429 Global Service Practicum Lab within a single academic year.

Course Objectives

- Demonstrate an understanding of the biblical and theological foundations of mission and missions.
- Demonstrate skill in presenting the gospel story from Creation to New Creation in an evangelistic presentation using “The Story.”
- Be equipped mentally and spiritually for engaging in strategic and impactful short-term international cross-cultural service projects.
- Undertake ethnographic research on a specific people group, city, or population segment.
- Evaluate the strategic role of you and your local church in reaching unreached people groups (UPGs) here in the US and/or abroad, and develop a strategy for planting churches among a specific UPG in the DFW area and/or overseas.

Required Textbooks

Ashford, Bruce Riley, ed. *Theology and Practice of Mission: God, the Church, and the Nations*. Nashville: B&H Academic, 2011. ISBN: 9780805464122. 344 pages.

Elmer, Duane. *Cross Cultural Connections: Stepping Out and Fitting in around the World*. Downers Grove, Ill.: InterVarsity Press, 2002. ISBN: 9780830823093. 215 pages.

Espanyoli, Rani. *Sharing Hope in the Holy Land*, Published Independently, 2019. ISBN: 9781700489494. 97 pages. Available on Amazon [here](#).

Keller, Timothy. *Center Church*. Grand Rapids, Mich., Zondervan, 2012. ISBN: 9780310494188. 395 pages.

The Story Primer Guide. ISBN: 9781612260129. **You must purchase this online! Please make sure you purchase the *Primer Guide* and NOT the *Story Guide*!** It is available in PDF format for \$5 or you can order a hard copy for \$15. Please print it and bring it to class each session beginning in Week 2. It is available at: <http://store.spreadtruth.com/training/>

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (10%):** All students are required to attend class and complete all assignments prior to coming to class. Active participation in class discussions of reading, lectures, *The Story Guide*, *Sharing Hope*, and case studies is expected. To **receive credit** for each class attended, students should **record at least 3 “takeaways”** that you garner from each class’s activities. **One** of these should come from the *Story Guide* (covered in class), **one** from your reading of the *Sharing Hope* book (read at home according to the schedule), and a final one from something else covered **in class**. You will write these on a piece of paper with your name and date at the top and **hand it in to the professor at the end of each class**. Absences, whether excused or not, will negatively impact your grade since you’re not present to participate.
- B. **ASHFORD CONTENT SUMMARIES (15%):** For the Ashford book, students are required to complete the assigned reading and then write a **one-page (maximum) single-spaced** content summary over each week’s required reading. This assignment should be **uploaded to Canvas in PDF format by midnight** on the Monday before class. No cover page is necessary; however, students should put the chapter numbers and their name at the top. There will be no make-ups and late assignments will receive a zero; however, your **one** lowest grade will be dropped.
- C. **KELLER DISCUSSION QUESTIONS (15%):** For the Keller book, students are required to read the assigned chapters each week and choose **one** discussion question from the end of the **assigned chapter** to answer. This assignment should be **uploaded to Canvas in PDF format by midnight** on the Monday before class. No cover page is necessary; however, students should put the chapter number and their name at the top along with the **text of the question being answered** and the answer. Answers should be between **100-250 words** for the selected **question**. There will be no make-ups; however, your **one** lowest grade will be dropped.
- D. **ELMER DISCUSSION QUESTIONS (15%):** For the Elmer book, students are required to read the assigned chapters each week and choose **one** discussion question **from the end of each assigned chapter** to answer. This assignment should be **uploaded to Canvas in PDF format by midnight** on the Monday before class. No cover page is necessary; however, students should put the chapter numbers and their name at the top. There will be no make-ups and late assignments will receive a zero; however, your **one** lowest grade will be dropped.
- E. **ETHNOGRAPHIC STUDY/CHURCH MOBILIZATION STRATEGY PAPER AND CLASS PRESENTATIONS (20%):** (**NOTE:** Successful completion of this assignment is mandatory to pass the course. Failure on this assignment results in an automatic zero for the course). Students are required to work in small groups and formulate an ethnographic profile of the people group(s) we’ll be serving among during the trip part of the course (**the professor will assign you to groups**). The research should be around 15-20 pages (maximum), double-spaced, and should include each of the elements listed below. Group presentations will take place on **4/21/20**, and the final paper is due by **midnight on Tuesday 5/5/20**. Please utilize **PowerPoint** for the presentation and follow the professor’s instructions on time limits closely:
 - I. **Demographic Information on the Country and/or PG (10 pts):** This can be gained from numerous websites, including those from the United Nations or from the government of that particular country you’ll be visiting. You should include data concerning the age distribution, literacy statistics, languages spoken in the country, population distribution, recent history, and other relevant information. Include

maps of the country, special symbols (religious or otherwise), and any other important information you come across. The literacy information should include comments on whether the Bible or other evangelistic literature is present in the language of your PG or in one of their possible trade languages. If your PG is illiterate, you'll want to research what culturally sensitive resources are available for sharing the gospel with this particular PG in oral form.

- II. Religious Affiliation/Worldview and Evangelical Presence (10 pts):** Your research should include information on what religion(s) the people adhere to and provide a brief sketch of their beliefs/worldview along with a brief explanation of how you would go about sharing the gospel with someone from this PG. Ashford's book should assist you in this, as will class lectures, but if other resources are necessary, the student will be required to locate and document them. This section should also include information on the presence of indigenous, evangelical churches, as well as organizations (Western or others) working among this PG or in the area where you'll be serving.
- III. Evangelical Church Visit (20 pts):** Students are required to attend the services of **one** of the following churches/congregations during the course of the semester. You are encouraged to go in groups. After attending, you will write 150-300 words about the church service in your paper (giving the date you attended) and reflect on the experience (cultural differences, worship style, people you met, etc.):
- **Ethiopian Evangelical Baptist Church: 2822 S. Jupiter Road, Garland, Tx. 75041. Church number: 214-703-0200. Website: <http://wongkedallas.org/>**
 - **Adat Shalom Messianic Congregation: Fridays 7:30 PM, Park Central Baptist Church (Fellowship Hall), 7777 LBJ Freeway, Dallas, TX 75251. Website: <http://www.adatshalom-dallas.org/>**
 - **Redeemer Presbyterian Church (Persian Fellowship): Sundays 4:30-6:30 PM, Redeemer Presbyterian, 7820 Silverado Trail, McKinney, TX 75070. Please contact Criswell alum Paul Golhashem to inform him you intend to attend (paulgolhashem@gmail.com).**
 - **Arabic Church of Dallas: Sundays 11:15 AM, First Baptist Church of Plano, 1300 E 15th St Plano, TX 75074.**
- IV. Community Contact (20 pts):** In addition to visiting a church, you are required to make contact with a (same gender) **foreign-born person** or family in the DFW area that is **from your focus people group** (or is **near-culture**). You are to interview that person about his/her country, beliefs, traditions. You can accomplish this through your evangelical church visit (and arranging a subsequent meeting with someone you meet there), visiting apartment complexes in the Dallas/Richardson area, or by contacting or visiting student organizations or International Student Houses at nearby universities (Richland College, SMU, UTD, etc.). Students are encouraged to go in groups; however, you're required to make individual contact and conduct an individual interview to complete this assignment, though it can take place in a group setting. If possible, read about you contact's culture and traditions before meeting with him/her. When you meet, record your interactions, questions, and answers from the encounter. Students should utilize the material from the Elmer book (particularly chapters 13-20) to discuss cultural differences and/or discuss the "Five Fs" (Food, Family/Friends, Festivals, Fun, Faith). Students should plan to meet with your contact **at least once** and have a substantive conversation. Prayerfully look for open doors to share the story of the gospel during this time, utilizing the approach of the *The Story Guide*. Alternatively, you can volunteer at *For The Nations Refugee Outreach* (www.ftnro.org) **one time** to fulfill this requirement (please contact **Lauren Kirkpatrick** [laurenk@ftnro.org] for details and **copy me on the email**).
- V. Local/International Mobilization Strategy (20 pts):** In this section, your group will collaborate to form a plan for mobilizing one of the churches represented by your group to reach out and plant a church, or start a Bible study, among representatives (or near-culture people) from the PG you will engage on your trip. This should be brief but include information on what preparation or training may be needed, where the PG lives, how you'll make contact with them, how you'll share the gospel in a culturally sensitive way, a plan for discipling and training leaders, and what "doing church" among them might look like. *The*

professor will present a 5 phase approach to church-planting during one of the class sessions **that you must use in this strategy**. Alternatively, if desired, you can design a plan for mobilizing your local church to plant a church among this PG in their country of origin. Include the same 5 phase approach and other information requested above, but also include a plan for the use of short-term service projects/mission trips and how this dovetails with a longer-term strategy of planting faithful, vibrant, and relevant churches among this PG, and who/what organizations or individuals your church will partner with to implement this strategy. The following sites should assist you in preparing your mobilization strategy:

- www.imb.org
- www.joshuaproject.net
- www.peoplegroups.info

VI. Class Presentation (10 pts): Students will have the opportunity to present their small group projects and talk briefly about the individual parts of their studies in class. The professor will provide more instructions in class.

VII. Format, Organization, Grammar, Spelling (10 pts): The organization of this project is up to the students, but each of the parts above must be clearly present and titled. A standard cover page is required, and for citations, spelling, grammar, and style, students should consult the *Style Guide*.

**** NOTE about format:** There are **examples** of a strategies in the Supplemental Material on Canvas that you can use as a guide for your mobilization strategy. All papers must be uploaded to Canvas in **PDF** format only. **Do not email your assignments to the professor.**

**** NOTE about documentation:** You must footnote all the information you put into your research study. Failing to do so will result in an F for this assignment.

F. TRIP-RELATED TASKS (25%):

- **PAYMENT DEADLINES (5%):** Student diligence in abiding by payment deadlines, policies, and communicating regularly with Martha Batts and your professor about your progress in fund-raising is expected and will be reflected in this portion of your grade.
- **ORIENTATION SESSIONS (5%);** The final sessions of the semester are dedicated to trip orientation and preparation for the ministry assignment. Special travel instructions, security details, and general orientation for the trip will be included. Attendance is **mandatory** and is considered part of your trip grade.
- **TRIP DUTIES (15%):** Prior to the trip, the lead professor will assign different tasks to each student or to the group in preparation for the service component. The professor will evaluate your performance during this time as well as your flexibility, maturity, and compliance with the instructions and expectations of the professor(s)/leader(s).

Course/Classroom Policies and Information

2020 ISRAEL TRIP (\$3800)

MAY 17 – 29, 2020 (TENTATIVE)

Students must enroll in and successfully complete both EMS 428 Global Service Practicum and EMS 429 Global Service Practicum Lab (i.e., the trip) within a single academic year. For students taking EMS 428 in the Spring Semester, they must complete EMS 429 no later than the end of the Summer term for that academic year. All students must adhere to the following payment policies and deadlines (see the deadlines below):

- By the end of the **second week** of the semester, students must have turned in **all of the following** to the Criswell College Travel Coordinator (i.e., **Martha Batts**): (1) a \$250 deposit, (2) a copy of their passport (or a copy of the application), and (3) a student travel profile. If you are unable to meet this deadline, you will have the option of dropping the course with a grade of “W” and a refund of tuition/fees in

accordance with the Add/Drop Course policy and the Tuition Refund Schedule in the catalog (please see the catalog for details). Students are advised to contact the Financial Aid Office before dropping a course to learn how it could affect their financial aid for the semester.

- By the end of the **seventh week** of the semester, students must have turned in 50% of the trip cost and have turned in a copy of their passport or they will be encouraged to withdraw from the course and be removed from the trip.
- By the end of the **twelfth week**, students must have turned in 75% of the trip cost or they will receive an “F” for the course and be removed from the trip.
- By the end of the **sixteenth week**, students must have turned in 100% of the trip cost or they will receive an “F” for the course and be removed from the trip.

The following payment deadlines apply for SP20:

- \$250 deposit due by end of week 2 (1/31/20)
- 50% due by the end of week 7 (3/6/20)
- 75% due by the end of week 12 (4/10/20)
- 100% due by end of week 16 (5/8/20)

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

ASSIGNMENT SCHEDULE

A=Ashford (Content Summary); K=Keller (Discussion Questions); E=Elmer (Discussion Questions); SH= Sharing Hope; SG=Story Guide (Completed in Class)

DATE	CONTENT	ASSIGNMENTS/DEADLINES
1/21	Introduction to the Course	
1/28	Culture, Mission, & the Grand Biblical Narrative; SG1	A #1 (ch. 1) K #1 (Intro, ch. 1) E #1 (Preface, chs. 1-2) SH: "Preface," "An Overview of Israel" (pgs. 8-16) PAYMENT DEADLINE #1 (1/31/20): Turn in the following to Martha Batts: (1) \$250 deposit, (2) copy of your passport (or the application), and (3) student travel profile

2/4	Linking Prayer & Missions; SG2	A #2 (ch. 5) K #2(ch. 5) E #2 (chs. 3-4) SH: "An Overview of the Palestinian Territories" (pgs 17-21)
2/11	Church Planting Phases; SG3	A #3 (ch. 9) K #3 (chs. 7-8) E #3 (chs. 5-6) SH: "Israeli Jews" (pgs. 21-39)
2/18	Ethnographic & Demographic Research; SG4	A #4 (ch. 13) K #4 (ch. 9) E #4 (chs. 7-8) SH: "Israeli Arab Muslims" (pgs. 44-58)
2/25	Collaborative Research	Work in PG Teams
3/3	Crossing Cultures; SG5	A #5 (ch. 14) K #5 (ch. 10) E #5 (chs. 9-11) SH: "Israeli Arab Christians" (pgs. 59-75) PAYMENT DEADLINE #2 (3/6/20): 50%
3/10	Islam; SG6	A #6 (chs. 16) K #6 (ch. 15) E #6 (chs. 12-14) SH: "Israeli Arab Bedouins," "Israeli Druze," "Conclusion" (pgs. 79-89)
3/17	SPRING BREAK	
3/24	Judaism; SG7	A #7 (ch. 20) K #7 (ch. 16) E #7 (chs. 15-17)
3/31	The Arab-Israeli Conflict; SG8	A #8 (ch. 21) K #8 (ch. 17) E #8 (chs. 18-19)
4/7	Collaborative Research	A #9 (ch. 22) K #9 (ch. 18) E #9 (chs. 20-21) PAYMENT DEADLINE #3 (4/10/20): 75%
4/14	Collaborative Research	Work in PG Teams
4/21	Paper Presentations	In-Class Presentations
4/28	Mandatory Trip Orientation	Attend Mandatory Orientation Session
5/5	Mandatory Trip Orientation	Attend Mandatory Orientation Session Final Mobilization Paper due by midnight 5/5 PAYMENT DEADLINE #4 (5/8/20): 100%
5/12	FINALS WEEK	Finalize Travel Arrangements