



On-Campus Course Syllabus

CRIS 203 L1

Local Learning and Service

Fall 2020

Class Information

Day and Time: Monday 4:45 p.m. – 7:15 p.m.

Room Number: E211

Contact Information

Instructor Name: Dr. Nancy Turner

Instructor Email: nturner@criswell.edu

Instructor Phone: (214) 335-4485

Instructor Office Hours: Monday 7:15 p.m. – 7:45 p.m.

Course Description and Prerequisites

An introduction to the theology and practice of missions for the purpose of equipping students to effectively engage in intercultural and cross-cultural ministry in a U.S. context. The course requires a minimum of 20 hours of involvement in a cross-cultural mission project in DFW through a local church and/or ministry pre-arranged by the professor. Literature, methods, and models are examined and evaluated, including specific techniques for evangelizing and discipling people from non-Christian backgrounds. A passing grade requires that students complete the 20-hour ministry component during the semester in which the course is taken. (Prerequisite: CRIS 100, CRIS 201, CRIS 202).

Course Objectives

1. **General Education:** To be exposed to life and ministry in an international context.
2. **Biblical Studies:** To articulate in verbal form the gospel story from Creation to New Creation and present it in an evangelistic presentation.
3. **Theology:** To demonstrate an understanding of the biblical and theological foundations of mission and missions.
4. **Integration:** To learn about and engage in demographic and ethnographic research on a specific people group, city, or population segment.
5. **Integration:** To be equipped mentally and spiritually for engaging in strategic and impactful domestic missions.

Required Textbooks

Elmer, Duane. *Cross Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove, IL: InterVarsity Press, 2002. ISBN: 0830823093. 215 pages.

McQuilkin, Robertson. *The Great Omission: A Biblical Basis for World Evangelism*, rev. ed. Downers Grove, IL: InterVarsity Press, 1984. ISBN: 978-0-5675-6. 89 pages.

Piper, John. *Let the Nations be Glad!: The Supremacy of God in Missions*, 3rd ed. Grand Rapids, MI: Baker Academic, 2010. ISBN: 978-0-8010-3641-5. 280 pages.

Course Requirements and Assignments

- A. PARTICIPATION (10%):** Active participation in class during the first 8 weeks and during the second 8 weeks of off-campus ministry sessions is expected of everyone. Absences will negatively impact your participation grade.
- B. WEEKLY READING QUIZZES (20%):** An in-class quiz will be administered each week to determine the student's comprehension and mastery of the required reading assignments (see schedule below) for the first eight weeks.
- C. ETHNOGRAPHIC STUDY/CHURCH MOBILIZATION STRATEGY (20%):** Students are required to work in small groups to formulate an ethnographic profile of the people group (pg), city, or population segment he/she intends to serve among during the second eight (8) weeks. The professor will assign you a particular focus group for this project. The research should be 10-15 pages (maximum), double-spaced, and should include each of the elements listed below (the format is up to you, but it must include all these elements). **[NOTE: The information in parts I-II will be identical for all participants in each small group; however, parts III-IV will be done individually]:**
 - I. Demographic Information on the Country and/or PG (25 pts.):** This can be gained from numerous websites. You should include data concerning the age distribution, literacy statistics, languages by the people, population distribution, recent history, and other relevant information. Include maps of the country, special symbols (religious or otherwise), and any other important information you find. 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 will want to research what culturally sensitive resources are available for sharing the gospel with this particular PG in oral form. The following sites should assist you in preparing your mobilization strategy:
 - www.imb.org
 - www.joshuaproject.net
 - www.peoplegroups.info – particularly for PG-specific information focused on DFW
 - CIA World Factbook
 - UN Demographic Yearbook

- II. **Religious Affiliation/Worldview and Evangelical Presence (25 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. The student will need to document all resources used for this portion of the research. This section should also include information on the presence of indigenous, evangelical churches, as well as organizations (Western or others) working among this PG abroad and/or here in DFW.
- III. **Local/International Mobilization Strategy (40 pts.):** In this section, you will outline a plan for how you would go about reaching out (i.e., evangelizing, discipleship, Bible study, church planting) among representatives (or near-culture people) from the PG you will focus on here in DFW. This should be brief but include information on what preparation or training may be needed, where the PG lives, how you will make contact with them, how you will 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 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.
- IV. **Format, Organization, Grammar, Spelling (10 pts.):** The organization of this project is up to the student, but each of the parts above must be clearly present and titled. A standard cover page is required; students should consult the *Criswell College Style Guide* for citations, spelling, grammar, and style.
- **NOTE about format:** There are examples of some Ethnographic/Mobilization 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.
 - **Ethnographic Study/Mobilization Final Paper (10-15 pages) due 10/05/2020 in Canvas.**
- D. **CLASS PRESENTATION (10%):** Students will have the opportunity to present a brief summary of their **Ethnographic Study/Mobilization Strategy** paper in class using PowerPoint. It will be graded on content, creativity, and presentation. Class presentations will take place during Weeks 7 and 8.
- E. **CROSS-CULTURAL MISSION PROJECT IN DFW AND FIELD SUPERVISOR EVALUATION (20%):** The course requires a minimum of 20 hours of involvement in a cross-cultural mission project in DFW through a local church and/or ministry prearranged by the professor. The Field Education Supervisor will submit a formatted evaluation to the Professor of the course. Guidelines will be given to assist the student and Field Supervisor in preparing the evaluation. (See attached forms). **Note:** Students are responsible to get

forms filled out by the Field Supervisor at assigned location and returned to the professor by the end of the semester.

- F. MISSION PROJECT REPORT (10%):** During the **Second Eight Weeks** of the semester, our class will spend time in a cross-cultural mission project in DFW through a local church and/or ministry prearranged by the professor. Each week, students will submit three paragraph report giving the student's involvement, evaluation, and application of the things learned during the mission project. Weekly mission project reports should be uploaded to Canvas according to the Course Schedule.
- G. WEEKLY CHAPTER SUMMARIES ON TEXTBOOK BY PIPER (10%):** Each student is required to write a one (1) page chapter summary of each of the chapters scheduled for Weeks 9-16. Weekly chapter summaries should be uploaded to Canvas according to the Course Schedule.

Course/Classroom Policies and Information

During class cell phone usage is not permitted; therefore, cell phones will be turned off. If the student has an emergency or a special needs situation in which he or she needs to be contacted during class, the student needs to speak with the professor at the beginning of class.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week 1 08/17	Introduction to the Course Download <i>The Story Primer Guide</i> . This is available in PDF format online for \$5 or you can order a hard copy for \$15. Please purchase, download, and be ready to use it by Week 2.	Overview of the Course
Week 2 08/24	Read Preface, Chapters 1 through 3 (Elmer) Read Foreword, Introduction, Chapter 1 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 1-19) and complete the Explore sections.	Class Discussion on Assigned Reading
Week 3 08/31	Read Chapters 4 through 6 (Elmer) Read Chapter 2 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 20-45) and complete the Explore sections.	Quiz #1 Class Discussion on Assigned Reading
Week 4 09/07	Labor Day Holiday	
Week 5 09/14	Read Chapters 7 through 9 (Elmer) Read Chapter 3 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 46-61) and complete the Explore sections.	Quiz #2 Class Discussion on Assigned Reading
Week 6 09/21	Read Chapters 10 through 12 (Elmer) Read Chapter 4 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 62-71) and complete the Explore sections.	Quiz #3 Class Discussion on Assigned Reading
Week 7 09/28	Read Chapters 13 through 17 (Elmer) Read Chapter 5, Appendixes (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 72-81) and complete the Explore sections.	Quiz #4 Class Discussion on Assigned Reading Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy
Week 8 10/05	Read Chapters 18 through 21, Epilogue, Appendix (Elmer) Read <i>The Story Guide Primer Edition</i> (Pgs. 82-91) and complete the Explore sections.	Quiz #5 Class Discussion on Assigned Reading Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy

Week 9 10/12	Cross-Cultural Mission Project Site in DFW One-page summary of pages 9-32 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
Week 10 10/19	Cross-Cultural Mission Project Site in DFW One-page summary of pages 35-63 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
Week 11 10/26	Cross-Cultural Mission Project Site in DFW One-page summary of pages 65-91 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
Week 12 11/02	Cross-Cultural Mission Project Site in DFW One-page summary of pages 93-130 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
Week 13 11/09	Cross-Cultural Mission Project Site in DFW One-page summary of pages 133-176 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
Week 14 11/16	Cross-Cultural Mission Project Site in DFW One-page summary of pages 177-224 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.
11/23 – 11/27	Fall Break	
Week 15 11/30	Meet in Classroom from 4:45 p.m. – 7:15 p.m. One-page summary of pages 227-238 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary and student mission project report to Canvas.

Week 16 12/07	Meet in Classroom from 4:45 p.m. – 7:15 p.m. One-page summary of pages 239-264 (Piper). Class discussion of involvement, evaluation, and application of things learned during the Cross-Cultural mission projects.	Upload Piper summary to Canvas. Field Supervisor Evaluation forms due.
------------------	---	---

Selected Bibliography

Abraham, William J. *The Logic of Evangelism*. Grand Rapids: Eerdmans, 1989.

Autrey, C.E. *Basic Evangelism*. Grand Rapids: Zondervan, 1959.

Bisagno, John R. *The Power of Positive Evangelism*. Nashville: Broadman, 1968.

Chafer, Lewis Sperry. *True Evangelism*. Grand Rapids: Zondervan, 1919.

Cocoris, G. Michael. *Evangelism: A Biblical Approach*. Chicago: Moody, 1984.

Coleman, Robert. *The Master's Plan of Evangelism*. Grand Rapids: Revell, 1963.

Dobbins, Gaines S. *Good News to Change Lives*. Nashville: Broadman, 1976.

Dodd, C.H. *The Apostolic Preaching and Its Developments*. Grand Rapids: Baker, 1980.

Drummond, Lewis A. *The Word of the Cross*. Nashville: Broadman & Holman, 1999.

Fisk, Samuel. *Divine Sovereignty and Human Freedom*. Neptune, NJ: Loizeaux, 1973.

Ford, Leighton. *The Christian Persuader*. New York: Harper and Row, 1966.

_____. *Good News is for Sharing*. Elgin, IL: David C. Cook, 1977.

Goodell, Charles L. *Pastoral and Personal Evangelism*. New York: Revell, 1907.

Griffin, Emory A. *The Mind Changers*. Wheaton, IL: Tyndale, 1976.

Grindstaff, W.E. *Ways to Win*. Nashville: Broadman, 1957.

Little, Paul E. *How to Give Away Your Faith*. Downers Grove, IL: IVP, 1966.

Miles, Delos. *Introduction to Evangelism*. Nashville: Broadman, 1983.

Newbigin, Lesslie. *The Open Secret*. Grand Rapids: Eerdmans, 1978.

Olford, Stephen F. *The Secret of Soul Winning*. Chicago: Moody, 1963.

Packer, J.I. *Evangelism and the Sovereignty of God*. Downers: InterVarsity, 1961.

Smith, Bailey E. *Real Evangelism*. Nashville: Word, 1999.

Spurgeon, Charles H. *Lectures to My Students*. Grand Rapids: Baker, 1977.

_____. *The Soul Winner*. Grand Rapids: Eerdmans, 1963.

Stewart, James. *Evangelism Without Apology*. Grand Rapids: Kregel, 1960.

Stott, John R.W. *Basic Christianity*. Grand Rapids: Eerdmans, 1971.

Streett, R. Alan. *The Effective Invitation*. Grand Rapids: Kregel, 2004.

_____. *Quasi Christian Cults*. Dallas: SMI, 1999.

Sumner, Robert L. *Biblical Evangelism in Action*. Murfreesboro, TN: The Sword of the Lord, 1960.

Sweazy, George E. *Effective Evangelism*. New York: Harper and Bros., 1953.

Taylor, Mendell. *Exploring Evangelism*. Kansas City: Beacon Hill, 1964.

Torrey, Reuben A. *How to Bring Men to Christ*. Minneapolis: Dimension, 1977.

Watson, David. *I Believe in Evangelism*. Grand Rapids: Eerdmans, 1976.

_____. *Called and Committed: World Changing Discipleship*. Wheaton: Harold Shaw, 1982.

Wright, N.T. *What Saint Paul Really Said*. Grand Rapids: Eerdmans, 1997.



On-Campus Course Syllabus

ADDENDUM FOR FA-20

CRIS 203 L1

Local Learning and Service

In the event that Criswell College has to close the campus to on-campus classes during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Remote Class Sessions: Identity and Participation Verification

Zoom will be provided for class sessions; an email will be sent with logon instructions. If a student does not have access to a computer, her or she may join by telephone. Every student will be required to keep their video turned on from the beginning to the end of class.

Course Requirements and Assignments

- H. **PARTICIPATION (10%):** Active participation in class during the first 8 weeks and during the second 8 weeks of off-campus ministry sessions is expected of everyone. Absences will negatively impact your participation grade. **Note: No Changes to This Assignment.**
- I. **WEEKLY READING QUIZZES (20%):** An in-class quiz will be administered each week to determine the student's comprehension and mastery of the required reading assignments (see schedule below) for the first eight weeks. **Note: No Changes to This Assignment.**
- J. **ETHNOGRAPHIC STUDY/CHURCH MOBILIZATION STRATEGY (20%):** Students are required to work in small groups to formulate an ethnographic profile of the people group (pg), city, or population segment he/she intends to serve among during the second eight (8) weeks. The professor will assign you a particular focus group for this project. The research should be 10-15 pages (maximum), double-spaced, and should include each of the elements listed below (the format is up to you, but it must include all these elements). **[NOTE: The information in parts I-II will be identical for all participants in each small group; however, parts III-IV will be done individually]:**
 - V. **Demographic Information on the Country and/or PG (25 pts.):** This can be gained from numerous websites. You should include data concerning the age distribution, literacy statistics,

languages by the people, population distribution, recent history, and other relevant information. Include maps of the country, special symbols (religious or otherwise), and any other important information you find. 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 will want to research what culturally sensitive resources are available for sharing the gospel with this particular PG in oral form. The following sites should assist you in preparing your mobilization strategy:

- www.imb.org
- www.joshuaproject.net
- www.peoplegroups.info – particularly for PG-specific information focused on DFW
- CIA World Factbook
- UN Demographic Yearbook

- VI. **Religious Affiliation/Worldview and Evangelical Presence (25 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. The student will need to document all resources used for this portion of the research. This section should also include information on the presence of indigenous, evangelical churches, as well as organizations (Western or others) working among this PG abroad and/or here in DFW.
- VII. **Local/International Mobilization Strategy (40 pts.):** In this section, you will outline a plan for how you would go about reaching out (i.e., evangelizing, discipleship, Bible study, church planting) among representatives (or near-culture people) from the PG you will focus on here in DFW. This should be brief but include information on what preparation or training may be needed, where the PG lives, how you will make contact with them, how you will 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 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.
- VIII. **Format, Organization, Grammar, Spelling (10 pts.):** The organization of this project is up to the student, but each of the parts above must be clearly present and titled. A standard cover page is required; students should consult the *Criswell College Style Guide* for citations, spelling, grammar, and style.
- **NOTE about format:** There are examples of some Ethnographic/Mobilization 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.
 - **Ethnographic Study/Mobilization Final Paper (10-15 pages) due 10/05/2020 in Canvas.**
Note: No Changes to This Assignment.
- K. CLASS PRESENTATION (10%):** Students will have the opportunity to present a brief summary of their **Ethnographic Study/Mobilization Strategy** paper in class using PowerPoint. It will be graded on content, creativity, and presentation. Class presentations will take place during Weeks 7 and 8. **Note: No Changes to This Assignment.**
- L. CROSS-CULTURAL MISSION PROJECT IN DFW AND FIELD SUPERVISOR EVALUATION (20%):** The course requires a minimum of 20 hours of involvement in a cross-cultural mission project in DFW through a local church and/or ministry prearranged by the professor. The Field Education Supervisor will submit a formatted evaluation to the Professor of the course. Guidelines will be given to assist the student and Field Supervisor in preparing the evaluation. (See attached forms). **Note:** Students are responsible to get forms filled out by the Field Supervisor at assigned location and returned to the professor by the end of the semester. **Note: No Changes to This Assignment.**
- M. MISSION PROJECT REPORT (10%):** During the **Second Eight Weeks** of the semester, our class will spend time in a cross-cultural mission project in DFW through a local church and/or ministry prearranged by the professor. Each week, students will submit three paragraph report giving the student's involvement, evaluation, and application of the things learned during the mission project. Weekly mission project reports should be uploaded to Canvas according to the Course Schedule. **Note: No Changes to This Assignment.**
- N. WEEKLY CHAPTER SUMMARIES ON TEXTBOOK BY PIPER (10%):** Each student is required to write a one (1) page chapter summary of each of the chapters scheduled for Weeks 9-16. Weekly chapter summaries should be uploaded to Canvas according to the Course Schedule. **Note: No Changes to This Assignment.**

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. **Note: No Changes to This Assignment.**

Course Outline/Calendar

Week 1 08/17	Introduction to the Course Download <i>The Story Primer Guide</i> . This is available in PDF format online for \$5 or you can order a hard copy for \$15. Please purchase, download, and be ready to use it by Week 2.	Overview of the Course
Week 2 08/24	Read Preface, Chapters 1 through 3 (Elmer) Read Foreword, Introduction, Chapter 1 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 1-19) and complete the Explore sections.	Class Discussion on Assigned Reading
Week 3 08/31	Read Chapters 4 through 6 (Elmer) Read Chapter 2 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 20-45) and complete the Explore sections.	Quiz #1 Class Discussion on Assigned Reading
Week 4 09/07	Labor Day Holiday	
Week 5 09/14	Read Chapters 7 through 9 (Elmer) Read Chapter 3 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 46-61) and complete the Explore sections.	Quiz #2 Class Discussion on Assigned Reading
Week 6 09/21	Read Chapters 10 through 12 (Elmer) Read Chapter 4 (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 62-71) and complete the Explore sections.	Quiz #3 Class Discussion on Assigned Reading
Week 7 09/28	Read Chapters 13 through 17 (Elmer) Read Chapter 5, Appendixes (McQuilkin) Read <i>The Story Guide Primer Edition</i> (Pgs. 72-81) and complete the Explore sections.	Quiz #4 Class Discussion on Assigned Reading Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy
Week 8 10/05	Read Chapters 18 through 21, Epilogue, Appendix (Elmer) Read <i>The Story Guide Primer Edition</i> (Pgs. 82-91) and complete the Explore sections.	Quiz #5 Class Discussion on Assigned Reading Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy

Week 9 10/12	Cross-Cultural Mission Project One-page summary of pages 9-32 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project. Persian Culture: New Year, Food, Clothing and Music (Online Class)	Upload Piper summary to Canvas.
Week 10 10/19	Cross-Cultural Mission Project One-page summary of pages 35-63 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project. Christianity in Iran (Online Class)	Upload Piper summary to Canvas.
Week 11 10/26	Cross-Cultural Mission Project One-page summary of pages 65-91 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project. Gospel of Grace to Muslims-Part One (Online Class)	Upload Piper summary to Canvas.
Week 12 11/02	Cross-Cultural Mission Project One-page summary of pages 93-130 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project. Gospel of Grace to Muslims-Part Two (Online Class)	Upload Piper summary to Canvas.
Week 13 11/09	Cross-Cultural Mission Project One-page summary of pages 133-176 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project. How to Share the Gospel With Persian People (Online Class)	Upload Piper summary to Canvas.
Week 14 11/16	Cross-Cultural Mission Project One-page summary of pages 177-224 (Piper). A three paragraph report of student's involvement, evaluation, and application of things learned during the mission project.	Upload Piper summary to Canvas.

	Overview of Assignments and Time for Questions-Online Class.	
11/23 – 11/27	Fall Break	
Week 15 11/30	One-page summary of pages 227-238 (Piper). Class discussion of involvement, evaluation, and application of things learned during the Cross-Cultural mission projects – Online Class.	Upload Piper summary to Canvas.
Week 16 12/07	One-page summary of pages 239-264 (Piper). Class discussion of involvement, evaluation, and application of things learned during the Cross-Cultural mission projects – Online Class.	Upload Piper summary to Canvas.