



# Online Course Syllabus

## CRIS203.I1

### Local Learning and Service

### Fall 2020

#### Contact Information

**Instructor Name:** Dr. Bobby Worthington

**Instructor Email:** bworthington@criswell.edu

**Instructor Phone:** 214 818-1362

**Instructor Office Hours:** Monday: 10:00am-11:00am; Tuesday and Thursday 9:30am-11:00am

#### 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 US 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. *Biblical Studies:* To articulate in verbal form the gospel story from Creation to New Creation and present it in an evangelistic presentation.
2. *Theology:* To demonstrate an understanding of the biblical and theological foundations of mission and missions.
3. *Integration:* To be equipped mentally and spiritually for engaging in strategic and impactful domestic missions.
4. *General Education:* To be exposed to life and ministry in an international context.
5. *Integration:* To critically evaluate principles, methods, and models of cross-cultural evangelism, discipleship, and church planting.
6. *Integration:* To learn about and engage in demographic and ethnographic research on a specific people group, city, or population segment.
7. *Integration:* To evaluate the strategic role of 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: 0830823093. 215 pages.

## Course Requirements and Assignments

- A. **ASSIGNED TEXTBOOK READING OF ASHFORD (10%):** Each student will be required to read all of the chapters in the course textbook, *Theology and Practice of Mission*, by Bruce Ashford. Note: The student is required report percentage of reading of the book. Submit Reading Report in Canvas. **Due date: 11/02/2020 @11:59pm.**
- B. **CHAPTER SUMMARIES IN ELMER (25%):** Each student will write one-two page summary of each chapter and choose one discussion question to answer in each chapter of *Cross Cultural Connections* by Duane Elmer. The chapter summaries are to be submitted in one document in Canvas and formatted by each chapter heading. **Due: 11/09/20 @ 11:59pm**
- C. **ASSIGNED TEXTBOOK READING OF KELLER (10%):** Each student will be required to read all of the chapters in the course textbook, *Center Church*, by Timothy Keller. Note: The student is required to report percentage of reading of the book. Submit Reading Report in Canvas. **Due date: 11/23/20 @11:59pm**
- D. **Local Learning and Service Journal (25%):** Each student is required to keep a weekly journal including worldview, religious beliefs, symbols and culture of people group, and application during the semester from textbooks and research. Students are required write 1-2 page weekly summary (total 12-15 pages in one document) and upload it in Canvas. It should be formatted each week starting at Week 2 thru Week 15 and double spaced. **Due in Canvas 11/30/20 @11:59pm**
- E. **ETHNOGRAPHIC STUDY/CHURCH MOBILIZATION STRATEGY (30%):** The professor will assign you a particular focus group for this project which will be Persian people in Iran. The research should be around 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):
- I. **Demographic Information on the Country and/or PG (25pts):** 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 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. The following sites should assist you in preparing your mobilization strategy:
    - [www.imb.org](http://www.imb.org)
    - [www.joshuaproject.net](http://www.joshuaproject.net)
    - [www.peoplegroups.info](http://www.peoplegroups.info) - particularly for PG-specific info 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. Ashford's book should assist you in this, 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 abroad and/or here in DFW.

- III. Local Mobilization Strategy (40 pts):** In this section you will outline a plan for how you'd 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'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 student will use the 5 phase approach to church-planting located in Supplemental Course Material in your course in Canvas.* The student will design a plan for mobilizing your local church to plant a church among this PG in here in the DFW area using the 5 phase approach.
- IV. 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 *Criswell College Style Guide*.
- **NOTE about format:** There are examples of some Ethnographic/Mobilization strategies in the Supplemental Material in 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 (10-12 pages)
  - **Due in Canvas: 12/07/20 @11:59pm in Canvas**

## Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation 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 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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

## **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 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## **Distance Education**

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

## **Course Outline/Calendar**

Note: See Course Requirements and Assignments for due dates for each assignment.