



# On-Campus Course Syllabus

## CRIS 201 L1

### GLOBAL LEARNING AND SERVICE

### SPRING 2021

#### Class Information

**Day and Time:** T 8:00-10:45 AM

**Room Number:** E201

#### Contact Information

**Instructor Name:** J. Scott Bridger, PhD

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

**Instructor Phone:** (O) 214.818.1323; (M) 443.937.3026 (for messaging/texting)

**Instructor Office Hours:** M 6:00 PM – 7:30 PM; W 9:00 – 11:30 AM

#### 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.

(Prerequisite: COM 201; Not open to Freshman students; Students must take CRIS 201 and CRIS 202 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 a strategic and impactful short-term international cross-cultural service project to Israel-Palestine.
- Undertake ethnographic research on Israel-Palestine.

#### 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 and complete all assignments prior to coming to class. Active participation in discussions of reading, lectures, *Sharing Hope*, etc. 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 your reading of the *Sharing Hope* book (read at home according to the schedule), **one** from the *Story Guide* (covered in class only), and **one** from something else we discuss/cover **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** (these will not be accepted by email unless you have been granted accommodations by Luis Juarez and are attending via Zoom). Absences, whether excused or not, will negatively impact your grade since you’re not present to participate and **could** result in a “F” for the course at the professor’s discretion.
- B. **ASHFORD REFLECTIVE SUMMARIES (15%):** For the Ashford book, students are required to complete the assigned reading and then write a **one-page (maximum) single-spaced** reflective summary over each week’s required reading. Regarding format, no cover page is necessary; however, students should put the chapter numbers and their name at the top. The summary should include all of the following components clearly marked by headings for each unit’s reading assignment: **(1) content summary, (2) positive/negative evaluations, and (3) applications to your life, ministry, and vocational aspirations**. This assignment should be **uploaded to Canvas in PDF format by midnight** on the Monday before class. 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 **100-200 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. Answers should be between **100-200 words** for the selected **question**. There will be no make-ups and late assignments will receive a zero; however, your **one** lowest grade will be dropped.
- E. **ETHNOGRAPHIC STUDY, SERVICE PROJECT PREPARATION, AND CLASS PRESENTATIONS (20%): (NOTE: Successful completion of this assignment is mandatory to pass 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 pages (maximum), double-spaced, and should include each of the elements listed below. Group presentations will take place on **4/20**, and the final paper is due by **midnight on Tuesday 5/4**. Please utilize **PowerPoint** for the presentation and follow the professor’s instructions on time limits closely:
- **Demographic Information on the Country and/or PG (20pts):** 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.

- **Religious Affiliation/Worldview and Evangelical Presence (20 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.
- **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's participants to reach out and plant a church, or start a Bible study, among the people group (or near-culture people) you will engage on your trip (whether here in the US or in the Middle East). This is a hypothetical exercise, but it is a healthy one for thinking strategically about our engagement overseas. This section 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.* The following sites might assist you in preparing your mobilization strategy:
  - [www.imb.org](http://www.imb.org)
  - <http://www.joshuaproject.net/>
  - [www.peoplegroups.info](http://www.peoplegroups.info)
  - [www.cia.gov/the-world-factbook](http://www.cia.gov/the-world-factbook)
- **Service Project Activities/Curriculum (20 pts):** What team are you assigned to and what is your plan during the service project?
- **Class Presentation (10 pts):** Students will have the opportunity to present their projects and talk briefly about the individual parts of their research in class. The professor will provide more instructions.
- **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:** 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 and/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

### 2021 ISRAEL TRIP (\$3800)

JULY 17-30, 2021 (TENTATIVE)

Students must enroll in and successfully complete both CRIS 201 Global Service and Learning and CRIS 202 Global Service and Learning Lab (i.e., the trip) within a single 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 SP21:

- \$250 deposit due by end of week 2 (1/29/21)
- 50% due by the end of week 7 (3/5/21)
- 75% due by the end of week 12 (4/9/21)
- 100% due by end of week 16 (5/7/21)

## 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

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.

## **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](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.

### Course Outline/Calendar

DATE	CONTENT	ASSIGNMENTS/DEADLINES A=Ashford (Reflective Summary); K=Keller (Discussion Questions); E=Elmer (Discussion Questions); SH= Sharing Hope; SG=Story Guide (Completed in Class)	DUE DATE
1/19	Introduction to the Course		
1/26	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) <b>PAYMENT DEADLINE #1 (1/29): Turn in the following to Martha Batts: (1) \$250 deposit, (2) copy of your passport (or the application), and (3) student travel profile</b>	Midnight 1/25
2/2	Ethnographic & Demographic Research; SG2	A #2 (ch. 5) K #2(ch. 5) E #2 (chs. 3-4) SH: “An Overview of the Palestinian Territories” (pgs 17-21)	Midnight 2/1
2/9	Church Planting Phases; SG3	A #3 (ch. 9) K #3 (chs. 7-8) E #3 (chs. 5-6) SH: “Israeli Jews” (pgs. 21-39)	Midnight 2/8
2/16	Crossing Cultures; SG4	A #4 (ch. 13) K #4 (ch. 9) E #4 (chs. 7-8) SH: “Israeli Arab Muslims” (pgs. 44-58)	Midnight 2/15
2/23	Zoom with Rani Espanyoli; Collaborative Research	A #5 (ch. 14) K #5 (ch. 10) E #5 (chs. 9-11) SH: “Israeli Arab Christians” (pgs. 59-75)	Midnight 2/22
3/2	Islam; SG5	A #6 (chs. 16) K #6 (ch. 15)	Midnight 3/1

		E #6 (chs. 12-14) SH: "Israeli Arab Bedouins," "Israeli Druze," "Conclusion" (pgs. 79-89) <b>PAYMENT DEADLINE #2 (3/5): 50%</b>	
3/9	Collaborative Research; SG6	Work in PG Teams	
3/16	<b>SPRING BREAK</b>		
3/23	Judaism; SG7	A #7 (ch. 20) K #7 (ch. 16) E #7 (chs. 15-17)	Midnight 3/22
3/30	The Arab-Israeli Conflict; SG8	A #8 (ch. 21) K #8 (ch. 17) E #8 (chs. 18-19)	Midnight 3/29
4/6	Collaborative Research	A #9 (ch. 22) K #9 (ch. 18) E #9 (chs. 20-21) <b>PAYMENT DEADLINE #3 (4/9): 75%</b>	Midnight 4/5
4/13	Collaborative Research	Work in PG Teams	
4/20	Paper Presentations; Trip Preparation/Orientation	<b>In-Class Presentations;</b> Trip Preparation	
4/27	Trip Preparation/Orientation	<b>Attend Mandatory Orientation Session</b>	
5/4	Trip Preparation/Orientation	<b>Attend Mandatory Orientation Session</b> <b>Final Mobilization Paper due by midnight 5/4</b> <b>PAYMENT DEADLINE #4 (5/7): 100%</b>	<b>Midnight 5/4</b>
5/11	<b>FINALS WEEK</b>	Finalize Travel Arrangements	





## On-Campus Course Syllabus **ADDENDUM FOR SP21** CRIS 201 GLOBAL LEARNING AND SERVICE

In the event that Criswell College has to close the campus to on-campus classes in during the SP21 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.**

### **Course Requirements and Assignments**

All assignments and due dates will be the same, except that we will meet via Zoom. Takeaways will be accepted via email. Collaborative assignments will take place via Zoom.

### **Class Attendance**

Attendance and participation requirements are the same except that we will meet via Zoom.

### **Remote Class Sessions: Identity and Participation Verification**

All students are required to meet at the regularly scheduled time on Zoom (the professor will provide that information on Canvas). Your video should be on and voice muted (except when engaging in class discussions and/or answering questions). Students who have technology challenges (bandwidth issues, etc.) or need technological accommodations should contact the professor directly to ensure they are able to participate fully in the course.