



On-Campus Course Syllabus

CRIS203.L1

Local Learning and Service

Fall 2021

Class Information

Day and Time: Tuesday: 12:15pm-3:00pm

Room Number: E201

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; 2:00-4:00pm; Tuesday: 3:00pm-4:00pm;

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. (Course open only to Juniors or Seniors; Prerequisites: THS 101, EMS 101.)

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.

The Story Primer Guide. This is available in PDF format online for \$5 or you can order a hard copy for \$15. Please purchase it, download it, and be ready to use it by Week 2. It is available at:

http://secure.spreadtruth.com/spreadtruth/store/cart.php?target=category&category_id=4

Keller, Timothy. *Center Church, Doing Balanced, Gospel-Centered Ministry in Your City*, Grand Rapids, Zondervan, 2021. ISBN: 9780310494188.

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%)**: A quiz will be administered via Canvas each week to determine the student's comprehension and mastery of the required reading assignments from Ashford, Elmer, and the Story Guide (see schedule below). You must complete all the reading assignments and quiz for that week **one hour** before coming to class or you will receive an F for this assignment.
- C. **ETHNOGRAPHIC STUDY/CHURCH MOBILIZATION STRATEGY (20%)**: Students are required to work in small groups to formulate an ethnographic profile of the people group, city, or population segment he/she intends to serve among during the second 8 weeks. The professor will assign you a particular focus group for this project. 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). **[NOTE: The information in parts I-II will be identical for all participants in each small group, however, parts III-VI will be done individually]:**
 - 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
 - www.joshuaproject.net
 - 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/International 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 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 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 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.
- **Note about Class Presentation:** Students will be required to present their small group projects and talk briefly about the individual parts of their studies in class. Students are required to use PowerPoint. The professor will provide more instructions in class.
- Ethnographic Study/Mobilization Final Paper (10-12 pages) due: 12/07/21 @11:59pm in Canvas

D. CLASS POWERPOINT 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. Students will be scheduled to present it in class. The professor will provide more instructions in class. Student PowerPoint Slides Presentation will be uploaded in Canvas: Due: 11/30/21 @11:59pm

E. CROSS-CULTURAL MISSION PROJECT (20%): The course requires involvement in a cross-cultural mission project through a local church and/or ministry prearranged by the professor. There will be a field supervisor who will guide us during the cross-cultural mission project. **There is NO submission requirement from the student for this assignment.** The Professor will assign the grade for this assignment based upon attendance, blog assignment content and participation of the student in the cross-cultural mission project.

- F. **READING REPORT ON ASSIGNED CHAPTERS IN CENTER CHURCH, BY KELLER (10%):** Each student is required to read all of the assigned chapters in *Center Church*, by Timothy Keller (Weeks 9-16). Upload percentage (100%, 90%, 80% etc) of all of the assigned Chapters that you read in the Reading Report of *Center Church* in Canvas. Reading Report: Due 11/16/21 @11:59pm
- G. **BLOG ASSIGNMENT (10%):** Each week, students will submit a three paragraph report giving the student's involvement, evaluation and application of the things learned during Class as scheduled in the Course Schedule. There are four blog assignments during the semester. The Canvas Blog assignment will be due in Canvas the same day by 11:59pm. Please see Course Schedule.

****IMPORTANT NOTICE**:** All assignments must be submitted in .doc or .pdf format via Canvas. **Do not email your assignments to the professor.**

****IMPORTANT NOTICE**:** A passing grade requires that students complete the Cross-Cultural Mission Project component during the semester in which the course is taken.

Course/Classroom Policies and Information

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of

the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

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

A = Ashford; E = Elmer; Story Guide Primer Edition

WEEK 1 (08/17/21)	<p>Introduction to the Course and Overview of Syllabus</p> <p>Assignments:</p> <ol style="list-style-type: none">1. Complete Quiz #1 (Due: 08/17/21 @11:59pm in Canvas)2. Read <i>The Story Booklet</i> (i.e., tract) AND download and install the app on your smart phone (if you have one): iPhone: http://itunes.apple.com/us/app/the-story/id432628185?mt=8 Android: https://play.google.com/store/apps/details?id=org.spreadtruth.thestory3. 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 it, download it, and be ready to use it by Week 2. It is available at: http://secure.spreadtruth.com/spreadtruth/store/cart.php?target=category&category_id=4
WEEK 2 (08/24/21)	<p>Demographic & Ethnographic Research and Your Mobilization Strategy Church Planting Phases and Pioneer Church Planting (Ott and Wilson)</p> <p>Assignments:</p> <ol style="list-style-type: none">1. Read A (Intro, chs. 1-2); E (Preface, chs. 1-3). Be ready to discuss them in class.2. Read <i>The Story Guide Primer Edition</i> (pgs. 1-19) and complete the Explore parts.3. Memorize <u>Luke 24:27</u> in God’s Story (p. 12) in <i>The Story Guide Primer Edition</i>.4. Complete Quiz #2 (Due: one hour before class in Canvas)
WEEK 3 (08/31/21)	Guest Speaker, Paul Golhashem: Testimony and Introduction to Persian People Group

Assignments:

1. Read A (chs. 3-5); E (chs. 4-6). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 20-33) and complete the Explore parts.
3. Memorize Gen. 1:1 in the Creation Section (p.21) in *The Story Guide Primer Edition*.
4. Complete Quiz #3. (Due: one hour before class in Canvas)

WEEK 4 (09/07/21)

Linking Prayer and Missions, Class Project and Case Studies

Assignments:

1. Read A (chs. 6-9); E (chs. 7-8). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 34-45) and complete the Explore parts.
3. Memorize Ro. 3:10 in the Fall section (p. 35) in *The Story Guide Primer Edition*.
4. Complete Quiz #4. (Due: one hour before class in Canvas)

WEEK 5 (09/14/21)

Theology and Practice of Mission (Part One & Two), Class Project and Case Studies

Assignments

1. Read A (chs. 10-12); E (chs. 9-11). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 46-61) and complete the Explore parts.
3. Memorize Col. 1:13 in the Rescue section (p. 47) in *The Story Guide Primer Edition*.
4. Complete Quiz #5. (Due: one hour before class in Canvas)

WEEK 6 (09/21/21)

Theology and Practice of Mission (Part Three & Four), Class Project and Case Studies

Assignments:

1. Read A (chs. 13-15); E (12-14). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 62-71) and complete the Explore parts.
3. Memorize Rev. 21:5 in the Restoration section (p. 63) in *The Story Guide Primer Ed.*
4. Complete Quiz #6. (Due: one hour before class in Canvas)

WEEK 7 (09/28/21)

Cross-Cultural Connections, Class Project and Case Studies

Assignments:

1. Read A (chs. 16-20); E (chs. 15-17). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 72-81) and complete the Explore parts.
3. Complete Quiz #7. (Due: one hour before class in Canvas)

WEEK 8 (10/05/21)

Guest Speaker: Paul Golhashem

Assignments:

1. Read A (chs. 21-22); E (chs. 18-21, Epilogue, Appendix). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 82-91) and complete the Explore parts.
3. Complete Quiz #8. (Due: one hour before class)
2. Blog Assignment #1 : Each week, students will submit a three paragraph report giving the student's involvement, evaluation and application of the things learned during Class. Blog Assignment due in Canvas : 10/05/21 by 11:59pm.

Week 09 (10/12/21)

No Class: Student Development Week

Assignments:

1. Prepare rough draft of Powerpoint Presentation for class presentation
2. Write rough draft of Ethnographic Study/Mobilization Strategy Paper.
3. Read Chapters 2, 6, 14, 17, 23 & 29 and write 1 page chapter summary of each.

- Week 10 (10/19/21) Paul Golhashem, Guest Speaker
1. Read Chapters 1-2 of *Center Church*, Timothy Keller.
 2. Blog Assignment #2 : Each week, students will submit a three paragraph report giving the student's involvement, evaluation and application of the things learned during Class. Blog Assignment due in Canvas : 10/19/21 by 11:59pm.
- Week 11 (10/26/21) Lunch with Paul Golhashem at Shahrzad Mediterranean Market and Grill
(Shahrzad: 970 North Coit Rd, Ste 3025, Richardson, Texas 75080)
1. Read Chapters 6 & 9 of *Center Church*, Timothy Keller.
 2. Blog Assignment #3: Each week, students will submit a three paragraph report giving the student's involvement, evaluation and application of the things learned during the Class. The Canvas Blog assignment will be due on Canvas Blog the same day 10/26/21 by 11:59pm.
- Week 12 (11/02/21) Class Case Studies
1. Read Chapters 12 & 14 of *Center Church*, Timothy Keller.
- Sunday: 11/07/21 Attend Worship Service with Paul Golhashem
- Week 13 (11/09/21) Student PowerPoint Presentations in Class and Case Studies
1. Read Chapters 17 & 21 of *Center Church*, Timothy Keller
 2. Blog Assignment #4: Students will submit a three paragraph report giving the student's involvement, evaluation and application of the things learned during Sunday Worship Service with people group. The Blog assignment will be due 11/09/21 by 11:59pm.
- Week 14 (11/16/21) Student PowerPoint Presentations in Class and Case Studies
1. Read Chapters 23 & 29 of *Center Church*, Timothy Keller.
 2. Upload Reading Report of *Center Church*, in Canvas. (Due: 11/16/21 @11:59pm)
(Note: Upload reading report percentage (100%, 90%, 80%, etc.) of all assigned chapters that you read in *Center Church*, by Keller.)
- (11/23/21) No Class: Fall Break
- Week 15 (11/30/21) Student PowerPoint Presentations in Class and Case Studies
1. Upload PowerPoint Presentations in Canvas: Due 11/30/21 @ 11:59pm
- Week 16 (12/07/21) Class Discussion and Case Studies
1. Upload Ethnographic Study/Mobilization Strategy Paper in Canvas: Due 12/07/21 @11:59pm