



On-Campus Course Syllabus CRIS203.L1 Local Learning and Service Spring 2025

Class Information

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

Room Number: E209

Contact Information

Instructor Name: Dr. Bobby Worthington

Instructor Email: b.worthington@criswell.edu

Instructor Phone: 214 8181362

Instructor Office Hours: Tuesday and Thursday: 10:00am-11:00am and 2:00pm-3:00pm; Appointment by email with professor.

Course Description and Prerequisites

This course combines theory and practice to explore the process of urban and community development. By studying social, economic, and political factors, students explore the needs, inequalities, and opportunities that shape cities. In addition to in-class lecture and discussion, student teams work with and learn from partner organizations serving neighboring communities to research and develop solutions to real social problems facing Dallas communities. (Prerequisite: CRIS 100, CRIS 201, CRIS 202)

Course Objectives

By the end of this course, students will be able to:

1. Use data to identify problems and opportunities in their communities.
2. Learn and serve alongside community partners who serve our city.
3. Participate in an urban service project for cross-cultural, learning and service experience.
4. Develop a strategic plan to involve their local church for learning and service opportunities in their local and neighboring communities.

Required Textbooks

Bradley, Anne and Art Lindley, *For The Least of These, A Biblical Answer to Poverty*, Zondervan, Grand Rapids, 2014. 9780310523000

Elmer, Duane, *Cross-Cultural Servanthood, Serving the World in Christlike Humility*, Intervarsity, Press, Downers Grove, 2009. 9780830874835

Recommended Reading

Elmer, Duane, *Cross-Cultural Conflict, Building Relationships for Effective Ministry*, Intervarsity Press, Downers Grove, 1993. 9780830816576

Ott, Craig, *The Church on Mission, A Biblical Vision for Transformation of All Peoples*, Baker Academic, Grand Rapids, 2019. 9781540962034

Course Requirements and Assignments

1. **Local Learning and Service Journal (25%):** The Local Learning and Service Journal is required for each student and is due on Thursday each week at 11:59pm. It begins with Week One (Date) Journal Assignment (titled) in sequence each week and ends with Week Sixteen Journal Assignment (titled).
(1) Prayer List: Write an active prayer list of lost people for whom you are praying this semester (first name only).
(2) Relationship Building: Write an active list of persons that you are building relationships for gospel conversations this semester (first name only).
(3) Gospel Conversations Summary: Write one-page brief, summary of one or more gospel conversations with people this semester (first name only).
(4) Principles, Practices and Applications of Local Learning and Service: Write three principles, three practices and three applications of local learning and service in the Book of Acts and/or textbook readings, lectures, class discussions and research.
(5) Universal Questions to Assess Local Learning and Service of People: Write three universal questions to assess local learning and service of people.
(6) Journal Assignments in Class: Students are required to include written assignments in their weekly journal given by the professor during lectures each week.
2. **Book Review (25%):** The student is required to write a critical evaluation of *Cross-Cultural Servanthood*, by Duane Elmer. The book review shall be 5-7 pages in length and include the following: 1) Summary: An overview of each chapter, (3-4 pages), 2) Critical Evaluation: The strengths and weaknesses of the book (be specific) (1-2 pages), and 3) Application: An explanation how the book was helpful to you (1 page). The review should display critical analysis of the ideas in the book, expressed through clear, coherent, persuasive, collegiate-level writing. **Upload Book Review in Canvas. Due Date: 03/05/25 @11:59pm.**
3. **Cross-Cultural Urban Service Project (25%)** Each student is required to participate in a Cross-Cultural Urban Service Project prearranged by the Professor. The cross-cultural service project is required for students to gain hands-on experience to learn and serve people in a cross-cultural, urban context.
4. **Personal Cross-Cultural Urban Case Study Paper (25%).** Each student will write a personal cross-cultural case study of the student's learning and service of people of other cultures in class and in the assigned urban service project this semester, write an honest assessment of his/her involvement in class and in the urban service project, provide practical steps to improve his/her learning and service of people in an urban context and develop a strategic plan to involve his/her local church in local learning and service opportunities in their local and neighboring communities. The personal cross-cultural case study will be a ten (10-14) page, double-spaced paper. The paper should be in your own words with less than 30% quotations from other materials. Submit in Canvas. Due date: **05/09/24 @ 11:59pm.** This assignment is in lieu of final exam.
The following outline should be observed:

I. Introduction with thesis statement (1/2 page)

A. Your thesis statement: In the following paragraphs, I will write a personal, cross-cultural, urban, case study of my learning and service of people of other cultures in class and in the assigned urban service project this semester, write an honest assessment of my involvement in class and in the urban service project, provide practical steps to improve my learning and service of people in an urban context and develop a strategic plan to involve my local church in local learning and service opportunities in our local and neighboring communities.

II. Body of Paper (8-12 pages)

- A. Concise Summary of My Learning and Service in Class and in the Urban Service Project
- B. Honest Assessment of My Learning and Service in Class and in the Urban Service Project
- C. Practical Steps to Improve My Learning and Service of People in an Urban Context
- D. Strategic Plan to Involve My Local Church for Learning and Service in our local and neighboring communities.

III. Conclusion (1/2 page)

Form and Style: Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

Course/Classroom Policies and Information

(Student Success: Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, we 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.

Recording: Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the instructor.

Textbooks: The selection of textbooks should not be interpreted as implying the instructor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments

at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Course Policy on the use of Artificial Intelligence (AI)

Here are some examples of AI-related functions you **may not use** without permission:

1. Text Generation – You may not use AI to generate text for use in any assignment.
2. Outline Generation – You may not use AI to generate an outline for an assignment.
3. Idea Generation – You may not use AI to generate ideas for an assignment.

Here are some AI-related tools you **may use** without permission

1. Spellcheck and grammar – built into Word, Pages, and Google Docs
2. AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you **must cite** Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
3. AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week One: 01/22/25

Introduction and Syllabus

1. Read the Course Syllabus
2. Read Intro & Ch 1 *For the Least of These*
3. Upload Week One Journal Assignment in Canvas:
Due 01/23@11:59pm

Week Two: 01/29/25

Background Checks, Ministry Safe Training and FTNRO Vol. Reg.

1. Read Ch 2 *For the Least of These*
2. Upload Week Two Journal Assignment in Canvas:
Due 01/30 @11:59pm

Week Three: 02/05/25

Lecture and Case Studies

1. Read Ch 3, *For the Least of These*
2. Upload Week Three Journal Assignment in Canvas:
Due 02/06 @11:59pm

Week Four: 02/12/25

Lecture and Case Studies

1. Read Ch 4, *For the Least of These*
2. Upload Week Four Journal Assignment in Canvas;
Due 02/13 @11:59pm

Week Five: 02/19/25

Lecture and Case Studies

1. Read Ch 5, *For the Least of These*
2. Upload Week Five Journal Assignment in Canvas:
Due 02/20 @11:59pm

Week Six: 02/26/25

Dr. Bandon Seitzler

1. Read Ch 6, *For the Least of These*
2. Upload Week Six Journal Assignment in Canvas:
Due 02/27 @11:59pm

Week Seven: 03/05/25

Lecture and Case Studies

1. Read Ch 7, *For the Least of These*
2. Upload Book Review: *Cross-Cultural Servanthood* in Canvas:
Due 03/05 @11:59pm
3. Upload Week Seven Journal Assignment in Canvas:
Due 03/06 @11:59pm

Week Eight: 03/12/25	<p>Lecture and Case Studies</p> <ol style="list-style-type: none"> 1. Read Ch 8 & 9, <i>For the Least of These</i> 2. Upload Week Eight Journal Assignment in Canvas: Due 03/13 @11:59pm
Week Nine: 03/19/25	<p>Spring Break</p>
Week Ten: 03/26/25	<p>FTNRO Orientation at For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363</p> <ol style="list-style-type: none"> 1. Read Ch 10, <i>For the Least of These</i> 2. Upload Week Ten Journal Assignment in Canvas: Due 03/27 @11:59pm
Week Eleven: 04/02/25	<p>FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363</p> <ol style="list-style-type: none"> 1. Read Ch 11, <i>For the Least of These</i> 2. Upload Week Eleven Journal Assignment in Canvas: Due 04/03 @11:59pm
Week Twelve: 04/09/25	<p>FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363</p> <ol style="list-style-type: none"> 1. Read Ch 12 & Conclusion, <i>For the Least of These</i> 2. Upload Week Twelve Journal Assignment in Canvas: Due 04/10 @11:59pm
Week Thirteen: 04/16/25	<p>FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363</p> <ol style="list-style-type: none"> 1. Upload Week Thirteen Journal Assignment in Canvas: Due 04/17 @11:59pm
Week Fourteen: 04/23/25	<p>FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363</p> <ol style="list-style-type: none"> 1. Upload Week Fourteen Journal Assignment in Canvas: Due 04/24 @11:59pm

Week Fifteen: 04/30/25

FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr.
Garland, TX 75042 (469) 367-5363

FTNRO Debrief and Final Service Project Assignment

1. Upload Week Fifteen Journal Assignment in Canvas:
Due 05/01 @11:59pm

Week Sixteen: 05/07/25

Final Class Assignment (Criswell College: Room E209)

1. Upload Week Sixteen Journal Assignment in Canvas:
Due 05/08 @11:59pm

Week Seventeen: 05/14/25

Personal Cross-Cultural Case Study Paper
Due 05/14@11:59pm