Course Syllabus
CRIS203.L1
Local Learning and Service
Fall 2025

Class Information
Day and Time: Wednesday" 12:15-3:00pm
Room Number: E209

Contact Information
Instructor Name: Dr. Bobby Worthington
Instructor Email: b.worthington@criswell.edu
Instructor Phone: 214 818-1362
Instructor Office Hours: Tuesday and Thursday: 10:00am-11:00am & 2:00pm-3:00pm

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: 10/02/25 @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: **12/10/25 @ 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:
Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting.* For instructions on how to upload a profile picture, click here.

Missed Classes:
- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
   - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:
- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
   - Review relevant sections of the Academic Catalog.
   - Contact the **Financial Aid Office** for details on how attendance affects aid.
   - Understand the consequences of non-participation.

Census Period Attendance Requirement:
- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:
- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:
Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:
- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
   - Organize course content on a module basis using organizational tools within Canvas
   - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
   - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
   - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
   - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
   - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:
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.

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)
(Instructors may use, modify or replace these guidelines as appropriate for their course.)
Examples of AI-related functions you **may not use** without permission:
- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

 AI-related tools you **may use** without permission:
- Spellcheck and grammar – built into Word, Pages, and Google Docs
- 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.
- 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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at https://calendly.com/criswell-tutoringcenter. The Tutoring Center is located in room E203 of the Education Building. For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Week One: 08/20/25   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 08/21 @11:59pm

Week Two: 08/27/25   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 08/28 @11:59pm

Week Three: 09/03/25   Lecture and Case Studies
1. Read Ch 3, *For the Least of These*
2. Upload Week Three Journal Assignment in Canvas: Due 09/04 @11:59pm

Week Four: 09/10/25   Lecture and Case Studies
1. Read Ch 4, *For the Least of These*
2. Upload Week Four Journal Assignment in Canvas; Due 09/11 @11:59pm

Week Five: 09/17/25   Lecture and Case Studies
1. Read Ch 5, *For the Least of These*
2. Upload Week Five Journal Assignment in Canvas: Due 09/18 @11:59pm

Week Six: 09/24/25	Lectures and Case Studies 1. Read Ch 6, *For the Least of These* 2. Upload Week Six Journal Assignment in Canvas: Due 09/25 @11:59pm
Week Seven: 10/01/25	Lecture and Case Studies 1. Read Ch 7, *For the Least of These* 2. Upload Book Review: *Cross-Cultural Servanthood* in Canvas: Due 10/02 @11:59pm 3. Upload Week Seven Journal Assignment in Canvas: Due 03/06 @11:59pm
Week Eight: 10/08/25	FTNRO Orientation at For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363 1. Read Ch 10, *For the Least of These* 2. Upload Week Ten Journal Assignment in Canvas: Due 10/09 @11:59pm
Week Nine: 10/15/25	No Class: Student Development Week
Week Ten: 10/22/25	For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363 3. Read Ch 10, *For the Least of These* 4. Upload Week Ten Journal Assignment in Canvas: Due 10/23 @11:59pm
Week Eleven: 10/29/25	FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363 1. Read Ch 11, *For the Least of These* 2. Upload Week Eleven Journal Assignment in Canvas: Due 10/30 @11:59pm
Week Twelve: 11/05/25	FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363 1. Read Ch 12 & Conclusion, *For the Least of These* 2. Upload Week Twelve Journal Assignment in Canvas: Due 11/06 @11:59pm

Week Thirteen: 11/12/25

FTNRO For the Nations Refugee Outreach, 414 S. Purdue Dr. Garland, TX 75042 (469) 367-5363
1. Upload Week Thirteen Journal Assignment in Canvas: Due 11/13 @11:59pm

Week Fourteen: 11/19/25

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 Fourteen Journal Assignment in Canvas: Due 11/20 @11:59pm

Week Fifteen: 11/26/25

No Class: Fall Break

Week Sixteen: 12/03/25

Final Class Assignment (Criswell College: Room E209)
1. Upload Week Sixteen Journal Assignment in Canvas: Due 12/04 @11:59pm

Week Seventeen: 12/10/25

Personal Cross-Cultural Case Study Paper
Due 12/10 @11:59pm