

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
EVANGEL UNIVERSITY

***MCC 903: Intercultural Communication and
Missions Anthropology (4 credits) DAIS***
Monday-Friday, 8 am - 5 pm, room 229

COURSE SYLLABUS

Fall 2017
December 4-8

PROFESSOR

DeLonn L. Rance

Director of Intercultural Doctoral Studies
Chair of the Global Missions Department
Professor of Intercultural Studies

B.A., Bethany University
M.A., Assemblies of God Theological Seminary
M.A., Vanguard University
Ph.D., (Intercultural Studies) Fuller Theological Seminary



Dr. Rance has 33 years of missionary experience with emphasis on missions mobilization and missionary training in El Salvador and Latin America and the sending of missionaries from the majority world to the unreached.

Email: drance@agts.edu or ranced@evangel.edu

COURSE DESCRIPTION

The course examines the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle and relationships. Cultural anthropological issues will be examined to determine their application to a Christian view of intercultural ministry and the discipline of missiology.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

COURSE OBJECTIVES

Upon completion of this course, you will have demonstrated in classroom discussions, electronic posts, examinations, and papers the ability to:

- Critically examine the impact of your cultural presuppositions and values on the effective intercultural communication of the gospel. (DAIS-SLO #s 2,3,4,6)
- Better understand and interpret biblical truth as it is presented in and through cultural forms. (DAIS-SLO #s 1,2)
- Demonstrate an understanding of the essential concepts of cultural anthropology and intercultural communication. (DAIS-SLO #s 2,4)
- Identify and discuss the components of culture and various worldviews. (DAIS-SLO #s 2,4)
- Develop a personal theology and model for intercultural ministry. (DAIS-SLO #s 2,3,4,6)
- Articulate a personal commitment to the communication of the gospel to those yet unreached. (DAIS-SLO #s 2,3,4,6)
- Develop an integrated intercultural communication strategy for a specific missional context. (DAIS-SLO #s 1,2,4,5,7,8)
- Enable other believers and fellowships to give witness to Christ in the power of the Holy Spirit to people of other cultures. (DAIS-SLO #s 1,2,4,5,7,8)

TEXTBOOKS AND COURSE LITERATURE

Students should read all the required textbooks. (Be sure to make arrangements to acquire and read all texts prior to the beginning of class.) Those who have not read the background literature should do so to prepare for the qualifying exam later in the program. To facilitate your review of this literature throughout your program, write an electronic summary card of each book or article using reference management software (e.g. Endnote, Zotero, RefWorks. Each student should review the options and choose a software program of their choice.) These notes will prove to be crucial tools for you in reviewing for the qualifying exams, in which you will be required to show your mastery of missiological literature. Although you may write what you please on these cards, I recommend the following format:

- Bibliographic information (author, date, and title is sufficient)
- A summary of the book (A paragraph abstract that includes a thesis statement)
- Significant quote(s) from the book which you might wish to cite in your research or on the qualifying exams

The amount of quotes varies according to student preference and research area, but the bibliographic information and summary should fit on a 4 X 6 card if handwritten (a single spaced

half page). You should periodically review these cards and have them virtually memorized by the time of the qualifying exam. The cards will be graded as credit/no credit.

(For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>. Be sure to buy and read the textbooks for every class before you come to the modules. Another book source is Gary Flokstra at info@4wrd.org who has both new and used books for missionaries and mission organizations.)

Background Literature. These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a summary card for later reference. Even if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam at the end of the core courses.

Hall, Edward. *The Dance of Life: The Other Dimension of Time*. New York: Anchor/Doubleday, 1983. **ISBN-10:** 0385192487, **ISBN-13:** 978-0385192484 \$13.95 Print 215 pp.

Hesselgrave, David J. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan, 1991. **ISBN-10:** 0310368111, **ISBN-13:** 978-0310368113 \$25.99 Print 638 pp.

Hiebert G. Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Academic, 2008. **ISBN-10:** 0801027055, **ISBN-13:** 978-0801027055 \$24.99 Print, \$13.26 Electronic 368 pp.

Grunlan, Stephen A. and Marvin K. Mayers. *Cultural Anthropology: A Christian Perspective*, 2nd ed. Grand Rapids Print: Zondervan, 1988. **ISBN-10:** 0310363810, **ISBN-13:** 978-0310363811 \$22.99 Print 304 pp.

Lingenfelter, Sherwood and Marvin Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids, MI: Baker, 2003. **ISBN-10:** 0801026474, **ISBN-13:** 978-0801026478 \$13.99 Print 122 pp.

Luzbetak, Louis J. *The Church and Cultures: New Perspectives in Missiological Anthropology*. Maryknoll, NY: Orbis Books, 1988. **ISBN-10:** 0883446251, **ISBN-13:** 978-0883446256 \$38.00 Print 398 pp.

Nida, Eugene A. *Customs and Cultures: Anthropology for Christian Missions*. 2nd ed. Pasadena, CA, 1975. **ISBN-10:** 0878087230, **ISBN-13:** 978-0878087235 \$11.64 Print 306 pp.

(Total: 2323 pages)

Required Textbooks:

Elmer, Duane H. *Cross-Cultural Servanthood*. Downers Grove: InterVarsity Press, 2006. **ISBN-10:** 0830833781, **ISBN-13:** 978-0830833788 \$16.00 Print 198 pp.

Kraft, Charles H. *Communication Theory for Christian Witness*, Rev. ed. Maryknoll: Orbis, 1994. **ISBN-10:** 0883447630, **ISBN-13:** 978-0883447635 \$20.00 Print 174 pp.

Hiebert, Paul, Daniel Shaw, and Tite Tienou, eds. *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices*. Grand Rapids: Baker, 1999. **ISBN-10:** 0801022193, **ISBN-13:** 978-0801022197 \$32.00 Print 416 pp.

Hofstede, Geert and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2005. **ISBN-10:** 0071439595, **ISBN-13:** 978-0071439596 \$29.95 Print 376 pp.

Lingenfelter, Sherwood. *Agents of Transformation: A Guide for Effective Cross-Cultural Ministry*. Grand Rapids, MI: Baker, 1996. **ISBN-10:** 0801020689, **ISBN-13:** 978-0801020681 \$26.00 Print 275 pp.

Moreau, A. Scott, Evvy Hay Campbell, and Susan Greener. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids, MI: Baker Academic, 2014. **ISBN-10:** 0801026636, **ISBN-13:** 978-0801026638, \$20.69 Print 416 pp.

Rynkiewich, Michael. *Soul, Self and Society: A Postmodern Anthropology for Mission in a Post-Colonial World* Eugene, OR: Wipf & Stock, 2012. **ISBN-10:** 160608773, **ISBN-13:** 978-1606087732, \$29.70 Print 296 pp.

Shaw, R. Daniel and Charles Van Engen. *Communicating God's Word in a Complex World*. Lanham, MD: Rowman & Littlefield, 2003. **ISBN-10:** 0742514471, **ISBN-13:** 978-0742514478 \$29.95 Print 280 pp.

(Total: 2431 pp.)

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE LIST BELOW.

Recommended Substitutes:

Dodd, Carley H. *Perspectives on Cross-Cultural Communication*. New York: Kendall Hunt pub., 1977. **ISBN-10:** 0840317034, **ISBN-13:** 978-0840317032 \$23.99 Print 109 pp.

_____. *Dynamics of Intercultural Communication*. 5th ed. New York: McGraw-Hill, 1997. **ISBN-10:** 0697327256, **ISBN-13:** 978-0697327253 \$73.56 Print 336 pp.

Engel, James F. *Contemporary Christian Communications: Its Theory and Practice*. Nashville, TN: Thomas Nelson, 1979. **ISBN-10:** 0840751524, **ISBN-13:** 978-0840751522 \$29.80 344 pp.

Elmer, Duane H. *Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove: InterVarsity Press, 2002. **ISBN-10:** 0830823093, **ISBN-13:** 978-0830823093 \$16.00 Print 212 pp

Harrison, Lawrence E. and Samuel P. Huntington eds. *Culture Matters: How Values Shape Human Progress*. New York: Basic Books, 2000. **ISBN-10:** 0465031765, **ISBN-13:** 978-0465031764 \$19.00 Print 329 pp.

Hiebert, Paul. *Cultural Anthropology*. 2d ed. Grand Rapids: Baker, 1990. **ISBN-10:** 0801042739, **ISBN-13:** 978-0801042737 \$36.00 Print 500 pp.

_____. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1987. **ISBN-10:** 0801042917, **ISBN-13:** 978-0801042911 \$22.99 Print 320 pp.

_____, ed. *Anthropological Reflections on Missiological Issues*. Grand Rapids: Baker, 1994. **ISBN-10:** 0801043948, **ISBN-13:** 978-0801043949 \$28.00 Print 272 pp.

Kraft, Charles H. *Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective*. Maryknoll, NY: Orbis Books, 1980. **ISBN-10:** 1570755884, **ISBN-13:** 978-1570755880 \$30.00 Print 344 pp.

_____. *Anthropology for Christian Witness*, New York: Orbis Books, 1996. **ISBN-10:** 1570750858, **ISBN-13:** 978-1570750854 \$25.00 Print 493 pp.

Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids: Baker Academic, 2003. **ISBN-10:** 0801026202, **ISBN-13:** 978-0801026201 \$14.99 Print 134 pp.

Nida, Eugene A. *Message and Mission: The Communication of the Christian Faith*. revised. Pasadena, CA: William Carey Library, 1990. **ISBN-10:** 0878087567, **ISBN-13:** 978-0878087563 \$19.99 Print 320 pp.

Rogers, Everett and Thomas Steinfatt. *Intercultural Communication*. Prospect Heights, IL: Waveland Press, 1999. **ISBN-10:** 1577660323, **ISBN-13:** 978-1577660323 \$31.95 Print 264 pp.

CLASS TOPICS

The Intercultural Servant, the Gospel and Culture, Communication Models, Intercultural Communication, Elements of Culture, Missionary Acculturation Frontier Missions and Missions Mobilization

BASIC OUTLINE AND CALENDAR

MONDAY December 4, 2017 “The Missiologist as Cross-Cultural Servant”

Time	Topic	Professor	Reading
8:00-10:00 am	Theological Foundations for Incarnational Ministry	Rance	Elmer
10:00-10:30 am	Break		
10:30-12:00 am	Class Introduction	Rance	Syllabus
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	The Message		Shaw/Van Engen
3:00-3:30 pm	Break		
3:30-4:30 pm	Gospel and Culture		Lingenfelter
4:30-5:00 pm	Personal and corporate missiological reflection on the day’s activities.	Rance	
5:00-6:00 pm	DINNER		
6:00-9:00 pm	(Writing of qualifying exam questions and preparation for final exam, free time)		

TUESDAY December 5, 2017 “The Missiologist as an Intercultural Communicator”

Time	Topic	Professor	Reading
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	Communication Models	Rance	Kraft
10:00-10:30 am	Break		
10:30-12:00 am	Intercultural Communication		Moreau
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	Intercultural Communication	Rance	Moreau
3:00-3:30 pm	Break		
3:30-4:30 pm	Intercultural Communication	Rance	Moreau
4:30-5:00 pm	Personal and corporate missiological reflection on the day’s activities.	Rance	
5:00-6:00 pm	DINNER		
6:00-9:00 pm	(Writing of qualifying exam questions and preparation for final exam, free time)		

WEDNESDAY December 6, 2017 “The Missiologist as an Anthropologist”

Time	Topic	Professor	Reading
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	Elements of Culture	Rance	
10:00-10:30 am	Break		
10:30-12:00 am	Worldview	Rance	Hiebert
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	Elements of Culture Continued	Rance	Rynkiewich
3:00-3:30 pm	Break		
3:30-4:30 pm	Cultures and Organizations	Rance	Hofstede
4:30-5:00 pm	Personal and corporate missiologial reflection on the day’s activities.	Rance	
5:00-6:00 pm	DINNER		
6:00-9:00 pm	(Writing of qualifying exam questions and preparation for final exam, free time)		

THURSDAY December 7, 2017 “The Missiologist and Missionary Acculturation”

Time	Topic	Professor	Reading
8:00-8:30 am	Prayer	Student Led	
8:30-10:00 am	Elements of Culture Continued	Rance	Rynkiewich
10:00-10:30 am	Break		
10:30-12:00 am	Elements of Culture Continued	Rance	Rynkiewich
12:00-1:00 pm	Deadline for qualifying exam questions. LUNCH with class, catered at AGTS		
1:00-3:00 pm	Culture Shock/ Acculturation	Rance	Moreau
3:00-3:30 pm	Break		
3:30-4:30 pm	The Missionary Challenge/ Mobilization	Rance	Moreau
4:30-5:00 pm	Personal and corporate missiologial reflection on the day’s activities.	Rance	
5:00-6:00 pm	DINNER		
6:00-9:00 pm	(Preparation for Final Exam)		

FRIDAY December 8, 2017 “The Missiologist in Preparation for Qualifying Exams”

Time	Topic	Professor	Reading
8:00-12:00 am	Final Exam (3 hours timed)	Rance	
10:00-10:30 am	No Break- Coffee will be available		
12:00-1:00 pm	LUNCH with class, catered at AGTS		
1:00-3:00 pm	Open Forum: Initial Assessment and Review of the Exam.	Rance	
3:00-3:30 pm	Break		
3:30-5:00 pm	Wrap-up/Assessment of Module	Rance	

METHODOLOGY

The course will include lectures, class discussions, case studies and a written final examination. It will also involve library and field research in the preparation of a final assessment document.

COURSE REQUIREMENTS

Pre-Session: 1. Read the required textbooks listed in this syllabus. Write and submit brief electronic summary cards for all course readings (graded as credit or no credit). See page two of this syllabus for a description of these cards under the heading “Course Literature.”

2. Participate in an online forum. **Let’s Yahoo!** In order to provide you with an opportunity to publically interact with the reading and facilitate dialog with your classmates, each student will be required to submit five posts to the forum site (you are welcome to post additional interaction to the reading or other postings as you will):

Post one: After reading the Elmer and Lingenfelter texts post a 150-200 word paragraph that begins with: “My greatest ‘aha’ moment in the reading was . . .” and explain why.

Post two: After reading Hofstede and Hofstede; Kraft; Rynkiewicz; Moreau, Campbell, and Greener post a 150-200 word paragraph in response to the statement “Missionaries, pastors and church leaders should NOT study anthropology, communication, or intercultural studies because all they need is Jesus and the Holy Spirit’s anointing.”

Post three: After reading Hiebert, Shaw and Tienou, and Shaw and Van Engen, in a 150-250 word paragraph describe “split level” Christianity in your context and how hermeneutical principles and contextualization can address it.

Post four: Write a critique or interact with one of your colleague’s postings.

Post five: After finishing all of the required reading, write a 150-200 word paragraph that responds to **one** of the following: a. “I wish I had read _____ when I started my missionary career because” b. Every missionary needs to read _____ because. . . .” c. The question I wish the professor had asked about the reading for this course is _____ because”

To access the Yahoo forum, email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions and your login and password to the Yahoo forum site. Note: For the sake of the student it is best if all reading and posting is done pre-session. However, if additional time is needed contact me.

3. Based on the reading of **all the required literature** and your ministry context, write a 4-5 page critical reflection paper including responses to the following questions:

- What specific reading most impacted your life? Why?
- Having read **all** the required literature, what are the most significant missiological issues raised by the required reading? Which are most germane to your ministry context? Why?
- How has the required reading influenced your missions thinking or future ministry?
- What missions statement or perspective in the required reading did you disagree with most?
- Quote what you consider the most significant or impacting citation and describe why this citation is significant.

Session: 1. Attend class and participate in discussions.
2. Articulate three possible qualifying exam questions for this course which integrate and apply course content to your particular missional context. Electronically submit these questions along with bibliographic information for sources that will assist you in responding to these questions in context specific ways (2-3 sources per question) **by noon on Thursday, December 7.**
3. At the end of the class, you will take an exam which will be similar in format to the qualifying exams which will be taken following the completion of the core courses. You will have three hours to write an essay applying the theories and tools of intercultural communication and missions anthropology to your specific missional context. While literature beyond that of the class requirements may be cited (and it's a wonderful idea to do so), it will not be necessary to go beyond the literature of the class and pre-session bibliography. You should cite the author of all literature which is adduced to support your answers. The point of the exam is not only to demonstrate mastery of the course material, but also to get some early practice for the qualifying exams. While laptops are preferred, the computer center of the Seminary will be reserved for students who do not own their own laptop. Submission of the paper is to be made electronically by email at the end of the allotted time period. (No other use of the Internet will be permitted during the exam period.) No points will be deducted for spelling or grammar, but students should pre-think their essay to ensure a coherent outline. Don't psyche out about it! It's really just a practice and only counts for 20% of the course grade. But no student will be allowed to postpone or opt out of the exam.

Post-Session: 1. Successfully complete the online "IDS Academic Workshop." To access this online orientation course email Valerie Rance at vrance@agts.edu or rancev@evangel.edu for instructions.

2. Submit a written research paper developed out of a conversation with a person or missionary of another culture. Utilizing the information gleaned from the conversation, class notes, the assigned reading and other related references, present a paper which develops an integrated communication strategy for reaching the people group represented by the interviewee with the message of Christ include your personal reactions and recommendations. The paper should be 15-20 pages in length.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE JULY 9, 2018 (the first day of class of the next set of modules).

I highly recommend completing the post-session work (i.e. all assignments) within 90 days of the last day of class in order to begin pre-session work for your next course. However, all assignments **MUST** be completed before **July 9 as a grade of failure may be issued.** If additional time is required, the student must request an extension prior to this date. If merited, I can grant a 90 day extension (a fee applies). Please note the following policy on assignments as it appears in the catalog under this degree program:

Incomplete Grades

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be

issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90 day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90 day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses. *Note: A \$50 fee will be charged to the student's account for every extension granted and a \$30 fee applies to every grade change even if the instructor has approved an extension for completing the work.*

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double-spaced in a Times New Roman 12 point font. It should contain your name and should conform to **Turabian Parenthetical academic formatting** (download the "**Turabian Parenthetical Style Guide**" and the "**IDS Course Paper Template**" from the **IDS private url** <http://www.legacy.agts.edu/dmiss/resources/private/index.html>). The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proof-reads your paper before you submit it to avoid typographical, grammatical, and editorial errors. Papers which do not engage appropriate bibliographic resources will be returned for rewrites (In future courses papers which have not done so will be rejected.)

***See Addendum One for the "AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing" (The rubric which will be used for the grading of your papers) and Addendum Two for "Tips for Writing Better Papers."**

****All work must be submitted electronically as an attached Word Document file to DeLonn Rance at AGTS by e-mail (drance@agts.edu or ranced@evangel.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME.** It is recommended that you submit the work as soon as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

ACADEMIC INTEGRITY

Students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise

or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop, tablet, or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class computer use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring electronic devices to class. **Mobile phones, pagers, and Google glass must be turned off during class** unless extenuating circumstances are discussed with the professor, and approval to have them activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule risk being counted absent for the class. Students are not permitted to take photographs, or make audio or video recordings during class without prior approval from the professor.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.

Disabilities: <http://www.apastyle.org/disabilities.html>.

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

DISABILITY ACCOMMODATION

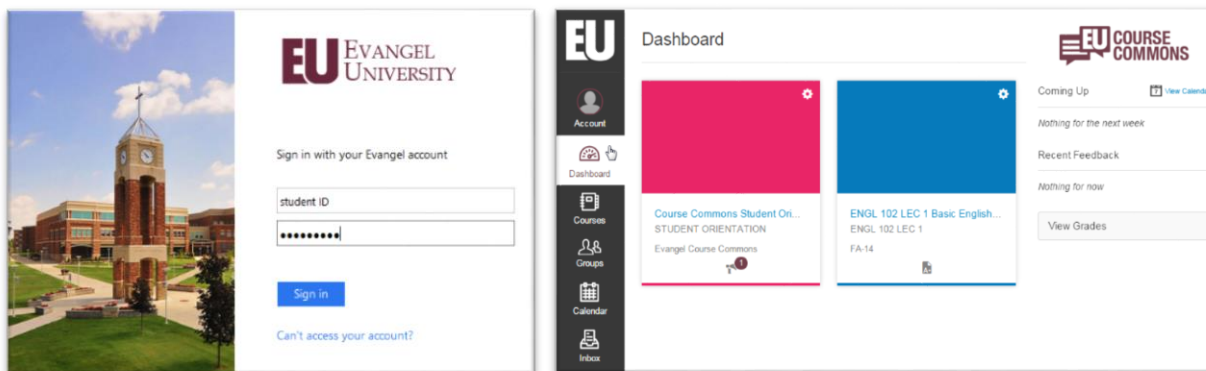
Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to

review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

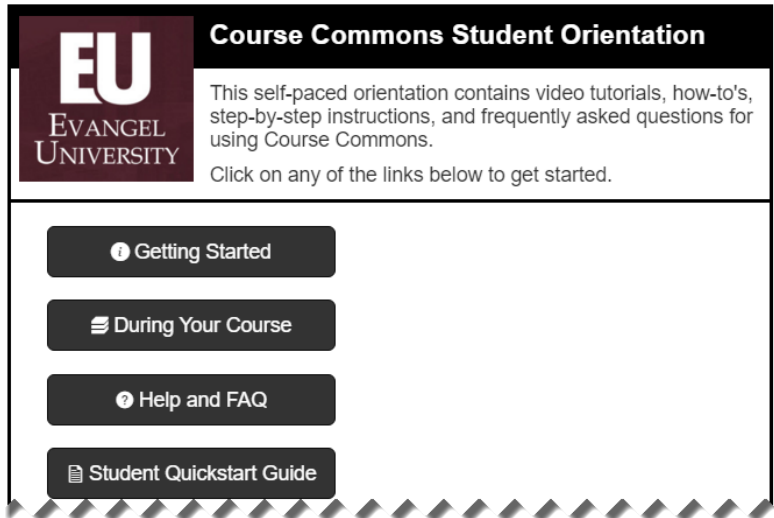
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

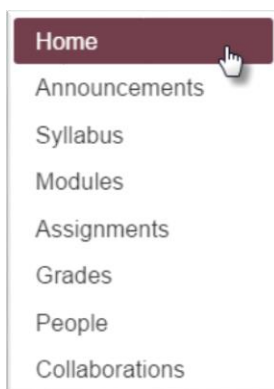
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

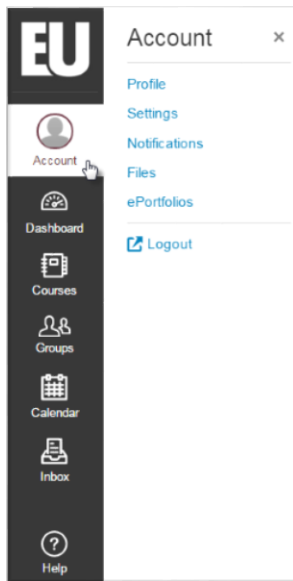


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

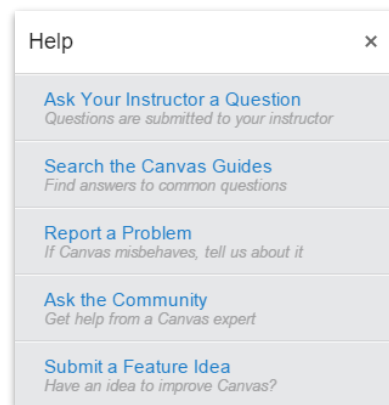
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

Final grades will be assigned according to the following calculus:

General and electronic class participation	10%
Textbook electronic summary cards (credit/no credit)	10%
Textbook critical reflection paper	10%
Qualifying questions/bibliographic information	5%
Completion of the Online IDS Academic Workshop	5%
Final exam (trial qualifying exam)	20%
Research paper	<u>40%</u>
Total	100%

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE JULY 9, 2018 (the first day of class of the next set of modules).

A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. The approved Incomplete request will extend the due date for up to ninety days, may include a grade reduction, and will be assessed a grade change fee. Students may not register for courses in a new term if carrying more than two IP or I grades.

GRADING SCALE

A+ (10)	publishable	A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

BIBLIOGRAPHY

See the extensive biography available on the Intercultural Doctoral Studies website.

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

THE PURPOSE, PROGRAM GOALS, SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF APPLIED INTERCULTURAL STUDIES (DAIS)

1. The purpose of the DAIS is to prepare persons for denominational and interdenominational leadership roles in cross cultural ministries both in the United States of America as well as around the globe; to educate persons with specialized expertise in missiology and its cognate disciplines; and to train persons for research and teaching in those disciplines.
2. The DAIS program goals are to enrich the practice of missionaries serving with our denomination and other agencies through:
 - a. mastery of missiological and cognate disciplines
 - b. an advanced understanding of theological disciplines and their relationship to missiology
 - c. enhanced ability to provide leadership in cross-cultural ministries, and the capacity to engage in research and teaching
3. The specific learning outcomes for the DAIS program are that the upon completing the program the student will be able to:
 - a. express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God (DAIS-SLO #1)
 - b. articulate a distinctively Pentecostal theology of intercultural ministry (DAIS-SLO #2)
 - c. describe the historical development of the Christian movement and the participant's role in the contemporary world (DAIS-SLO #3)
 - d. discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel (DAIS-SLO #4)
 - e. establish priorities of evangelism, church planting, leadership formation, and compassion ministries (DAIS-SLO #5)
 - f. model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people (DAIS-SLO #6)
 - g. illustrate the close relationship between the local church and missions (DAIS-SLO #7)
 - h. make a scholarly contribution to the understanding and practice of intercultural ministry. (DAIS-SLO #8)

SPECIFIC DATA

Prepared by DeLonn Rance, Ph.D., March 19, 2017, rev. October 3, 2017.

ADDENDUM 1

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student’s writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There’s evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in . Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.