Intercultural Doctoral Studies
Doctor of Applied Intercultural Studies
"Shaping Servant-Leaders to Reach all Peoples"

— *Syllabus* —

COURSE NUMBER and TITLE: *MCC 904 Theological Issues, Contextualization, and Area Studies* **CREDIT HOURS:** 4 **SEMESTER:** *Summer 2019* **COURSE DAY/TIME:** July 8-12, 2019, *8am-5pm* **LOCATION:** *Room 228*	**INSTRUCTOR:** Alan Johnson **PHONE:** None **OFFICE:** None **EMAIL:** alan.johnson@agmd.org **OFFICE HOURS:** *By appointment*

REQUIRED TEXT:

Fleming, Dean. *Contextualization in the New Testament: Patterns for Theology and Mission*. Downers Grove, IL: InterVarsity Press, 2005. **ISBN-13:** 978-0830828319 (322 pages).

Flett, John G. *Apostolicity: The Ecumenical Question in World Christian Perspective*. Downers Grove, IL: Intervarsity Press, 2016. **ISBN-13:** 978-0830850952 (Chapters 1, 6-8 133 pages skim chapters 2-5).

Johnson, Alan R. Digital Reader on Contextualization.

Ott, Craig & Harold A. Netland (eds). *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids: Baker Academic, 2006. **ISBN-13:** 978-0801031120 (336 pages).

Shaw, Daniel R. and William R. Burrows, eds. *Traditional Rituals as Christian Worship: Dangerous Syncretism or Necessary Hybridity*. Maryknoll, NY: Orbis Books, 2017. **ISBN-13:** 978-1626982628 (288).

Wrogemann, Henning. *Intercultural Theology Volume One: Intercultural Hermeneutics*. Translated by Karl Bohmer. Downers Grove, Illinois: IVP Academic, 2016. **ISBN-13:** 978-1626982628 (396).

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:
The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders*

*with knowledge, skill and passion to revitalize the Church and evangelize the world
in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

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.

DAIS MISSION:

The mission 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.

CATALOG DESCRIPTION:

A course to enable students to respond to theological issues encountered in intercultural contexts, such as Trinitarian concerns, bibliology, local theologies, syncretism and Pentecostalism. Students will work with personally relevant area-specific case studies and principles of "doing theology" in another context will be analyzed.

COURSE PREREQUISITES:

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.

Hesselgrave, David J. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan, 1991. **ISBN-10:** 0310368111.

Hiebert, Paul. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1987.

Hiebert G. Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Academic, 2008.

Grunlan, Stephen A. and Marvin K. Mayers. *Cultural Anthropology: A Christian Perspective*, 2nd ed. Grand Rapids Print: Zondervan, 1988.

Lingenfelter, Sherwood and Marvin Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids, MI: Baker, 2003.

Luzbetak, Louis J. *The Church and Cultures: New Perspectives in Missiological Anthropology*. Maryknoll, NY: Orbis Books, 1988.

Nida, Eugene A. *Customs and Cultures: Anthropology for Christian Missions.* 2nd ed. Pasadena, CA, 1975.

COURSE PURPOSE:

The purpose of this course is to assist the student to understand cross-cultural communication and be able to apply it to his or her cross-cultural environment.

COURSE REQUIREMENTS:

Students should read all the required textbooks. Those who have not read the background literature should also read it to prepare for the qualifying exam later in the program. To facilitate your review of this literature throughout your program, write a summary and or reflection of each book or article using any suitable software program.

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, we recommend the following format:

- *Bibliographic information (author, date, and title is enough)*
- *A summary of the book*
- *Significant quote(s) from the book which you might wish to cite in your research or on the qualifying or comprehensive exam.*

You should periodically review these and have a good understanding of the content by the time of the qualifying exam.

Pre-Session:

1. Read all the required textbooks and articles in the digital reader listed in this syllabus. Develop summaries for each book as you do for all class reading in preparation for your comprehensive exam. You will not turn in your book summaries but indicate to the professor before he issues a grade if you have done the reading and the summaries.

At the beginning of the class you will be required to report on how much of the reading you have accomplished and at what level of depth (i.e. skimming, reading every page, overview only, deep study taking detailed notes)

2. Based on the reading of Flemming, Ott, and Shaw/Burroughs write a 10 page critical reflection paper using these questions as the major headings for the paper.

- *What specific reading(s) most impacted your life? Why? Provide some quotes of what you consider the most important or impacting citation(s) and describe why they are significant.*
- *What are the most significant missiological issues raised by the readings? Which are most germane to your ministry context? Why?*
- *How have the readings influenced your missions' thinking or future ministry?*

- *What concepts, statements, or perspectives did you disagree with the most and why?*
- *What are specific applications you can make from your reading to actually do in your ministry setting? Contextualization literature often has a great deal of theory but offers the reader little in terms of concrete practices. In the final segment seek to articulate some principles gleaned from your readings and how they could be applied in real-life, preferably in your own ministry context.*

3. Write a five page paper on Flett's Apostolicity where you seek to capture the core of his argument about the nature of apostolicity and what this means for the process of the Gospel advancing into new cultural settings.

4. Prepare for the first day of class a maximum of two pages of bullet points on the relationship between the Gospel and culture in the advance of the church into new settings from the folder on Walls and Sanneh in the Digital Reader. On a third page write how you think these authors might define contextualization if they were to use that term.

5. Prepare for the first day of class a hard copy of the latest version your Core 1 assignment on your dissertation topic.

In-Session:

1. Attend class and participate in discussions and learning activities.

2. After our discussion on day 1 of your Core 1 assignment of the thesis template, bring to Day 2 a one page overview of a specific issue of context that you can address for your Core 4 final paper.

3. For Day 2 from the Digital Reader folder Thinking about Contextualization bring a one page single spaced summary on the nature of contextualization and how it is done from the readings.

4. For Day 3 from the Digital Reader folder on Theology and World Christianity bring a one page single spaced reflection on what you feel are the core points made about what constitutes good theological reflection.

5. For Day 4 from the Digital Reader folder on Non-contextualization, Decontextualization bring a two page single spaced reflection on where you saw yourself from your own birth culture background and how you would like to change in the future.

6. Complete in-class quizzes as assigned.

7. Complete a final exam on the last day of class.

Post-Session:

1. Write a 10 page book review of Wrogemann's Intercultural Hermeneutics following the format below.

- *Part 1 Introduction and Brief Overview*
    - *Put the bibliographic data on the top as the title or just under your title*
    - *Briefly overview the purpose of this book and what the author is trying to accomplish. Provide a brief identification of the scope of the book (how much the author is trying to cover)*
- *Part 2 Description*
    - *Sketch out the major purpose and themes of the book article.*
    - *Describe the book's contents – methods, assumptions, main thesis or theses, structure, and key statements or quotes.*
- *Part 3 Evaluation, Interpretation, Analysis, Critique*
    - *In this section interact critically with the material and/or give an analysis of it.*

    - *Evaluate the author's method, thesis – purpose of data selected, validity of judgments expressed, relationship between evidence and conclusion (does the evidence logically support the conclusion?). What other specific evidence or information would have made this book stronger? What have other scholars commented on this book? (Are they right or wrong? Why?)*
    - *Summarize what specific things the book does well and explain why.*
    - *What does the book not do well? Explain why.*

- *Part 4 Personal Application*
    - *Here is where you talk about what you learned personally from the material. How does it apply to your life? Focus on two or three things that were very important to you and how you would use them.*

2. Final Research paper: The Core 4 final paper should help you do reading and writing that is helpful to your thesis development in the area of the cultural context of your topic. Ideally the work on this paper will help you in one or more of your tutorials. The paper should be about 20-25 pages in length, excluding the bibliography. Follow the format below for the major components of your paper.

- *Introduction*
    - *The introduction is like a funnel. Present a real-life problem that is related to your research topic as it concerns some aspect of cultural or theological context. Then narrow down to pose a question about a particular aspect or dimension of that problem and pose a clear question that you will see to answer. Finally, clearly tell the reader what you are going to and then make sure that you actually do that in the paper*
- *The body of the paper part I*
    - *This is where you draw upon social science, theological, missiological and historical material as appropriate related to the specific aspect of the problem you are investigating. This can comprise multiple sections and you should use headings and subheadings and provide good signposts so the reader knows what you are doing.*

- *The body of the paper part II*
  - *This is where you have a robust discussion of your findings in #2 and interact with class concepts and other scholars in order to answer the problem that you have posed in your introduction. Make sure that you present your view/answer to the question and evidence for why you hold your position.*
- *Brief conclusion that recaps the paper and your conclusions.*

All assignments need to be submitted as a Microsoft Word document.MS Word file extension: .docx and .pdf format. The latest version of Office is available for your personal computer. It can be downloaded without charge by following the instructions at:
https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free-
All formal papers (unless otherwise specified by the instructor) are to be formatted using the ICS doctoral template.

ATTENDANCE:
Class attendance is extremely important to your success as a student. There are no excused absences unless okayed by professor, but should you be absent from class, you will be responsible for collecting information you miss.

COURSE OUTCOMES:

Course Learning Outcomes Upon completion of this course, the student will be able to:	Program Learning Outcomes[1]	EU20[2]	Faith, Work & Economics Integration[3]
1. Demonstrate understanding of the origin, significance and role of 'contextualization" in present day missions.	DAIS-SLO # 1,3,7	C 3 E 1,2,3,4 I 1 G 3,4	Outcomes 1,4
2. Appraise contextualization attempts from various case studies and writings for their success or failure and articulate the reasons for their decision.	DAIS-SLO # 1,3,4	C 2,3,4 E 1,2,3,4 G 1,3,4	Outcomes 1,4,5,6
3. Design a biblical explanation of why sensitivity to issues of context is legitimated by Scripture.	DAIS-SLO # 1,4	C 1,2,3 E 2,4 G 3,4	Outcomes 2,4
4. Explain the Scripture basis of the need for non-contextualization and decontextualization and provide an example from your ministry.	DAIS-SLO # 4,5	C 2,3,4 E 2,3,4 I 1,4 G 1,3,4,5	Outcomes 1,2
5. Develop a missional strategy in response to a specific ministry situation using the concepts of form and function and the critical contextualization rubric.	DAIS-SLO # 1,2,4,5,7	C 2,3,4,5 E 2,4 I 4 G 1,2,3,4,5	Outcomes 1,2,3,5,6
6. Explain the differences between the positive and negative use of the term "syncretism" in missiological literature.	DAIS-SLO # 1	C 3,4 E 2,4 G 1,3,4,5	Outcomes 1
7. Provide biblical parameters to help local Christians discern whether the use of a local cultural form can be appropriated without compromising allegiance to Jesus.	DAIS-SLO # 3,4,5	C 1,2,3,4,5 E 2,4 I 1,4 G 1,2,3,4,5	Outcomes 1,2,4,5,6
8. Critique the practice of radical contextualization/insider movements and propose a methodology more rooted in Scripture.	DAIS-SLO # 1,2,3,4	C 1,2,3,4,5 E 2,4 I 4 G 1,3,4,5	Outcomes 1,2

---

[1] All AGTS Program Learning Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.

[2] All EU 20 Outcomes are found on the website: https://agts.edu/current-students/academic-policies/..

[3] All Faith, Work, and Economic Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.

9. Draw and explain different contextualization trajectories as they have happened in Christian mission.	*DAIS-SLO # 3,4*	*C 4,5 E 2,4 G 3,4*	Outcomes 1
10. Explain and illustrate why "context sensitivity" should be a comprehensive approach to ministry for both cross-cultural workers and local Christians.	*DAIS-SLO # 1,2,3,4,*	*C,4,5 E 2,4 G 1,3,4,5*	Outcomes 1
11. Discuss form and function in contextualization and demonstrate ability to use these concepts in working case studies.	*DAIS-SLO # 1,3,4*	*C,4,5 E 2,4 G 1,3,4,5*	Outcomes 1
12. Explain why contextualization/context sensitivity tends not to be widely practiced by cross-cultural workers.	*DAIS-SLO # 1,3,4*	*C,4,5 E 2,4 G 1,3,4,5*	Outcomes 1
13. Evaluate your own issues of context in your ministry setting and construct a plan for addressing one particular problem using tools from this course.	*DAIS-SLO # 1,2,3,4*	*C 1,2,3,4,5 E 2,3,4 I 4 G 1,2,3,4,5*	Outcomes 1,2,3,4,5,6
14. List and explain the four approaches to culture found in the New Testament writings.	*DAIS-SLO # 1*	*C 1,2,3,4,5 E 1,2,3,4 G,3,4*	Outcomes 1
15. Explain the weakness of the "kernel and husk" idea for contextual theology and identify reasons why all theology is "contextual".	*DAIS-SLO # 1,2,3,4*	*C 3,4 E 2,4 G 3,4*	Outcomes 1
16. Define local theology and contextual theology and intercultural theology and provide examples of each.	*DAIS-SLO # 1,2,3,4,5,8*	*C 1,3,4 E 2,4 G3,4*	Outcomes 1

ASSESSMENT:

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on *COURSE COMMONS* for viewing prior to assignment submission. Points for each of the assignment categories and the grading scale for the course are shown below.

GRADING SCALE:

A	94 to100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 890%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	61 to < 64%
C+	77 to < 80%	F	0 to < 61%

GRADING POLICY:

Assignment	
1. Reading all required textbooks in advance of session	10%
2. Attendance and Participation	5%
3. 10 page reflection paper on Flemming, Ott, and Shaw/Burroughs	5%
4. 5 page paper on Flett's *Apostolicity*	5%
5. The four in class reflections from the Digital Readings	20%
6. Final exam	5%
7. Formal book review on Wrogemann's *Intercultural Hermeneutics*	10%
8. Research paper	40%

All assignments are due 90 days from the end of the course. Any work that earns less than 80% will be returned to the student to be redone. All grading rubrics will be available before the beginning of the class.

General Guidelines for Formal Writing Assignments

Each writing assignment should be typed, double-spaced in a 12-point font. It should contain your name and should conform to the IDS Turabian Parenthetical Style Guide.

SPECIFIC DATA

Prepared by Dr. Alan R. Johnson, April 6, 2019

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:

- *It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*
- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.*

DISABILITY ACCOMMODATIONS:

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 by Evangel University 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 me 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 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.

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/.
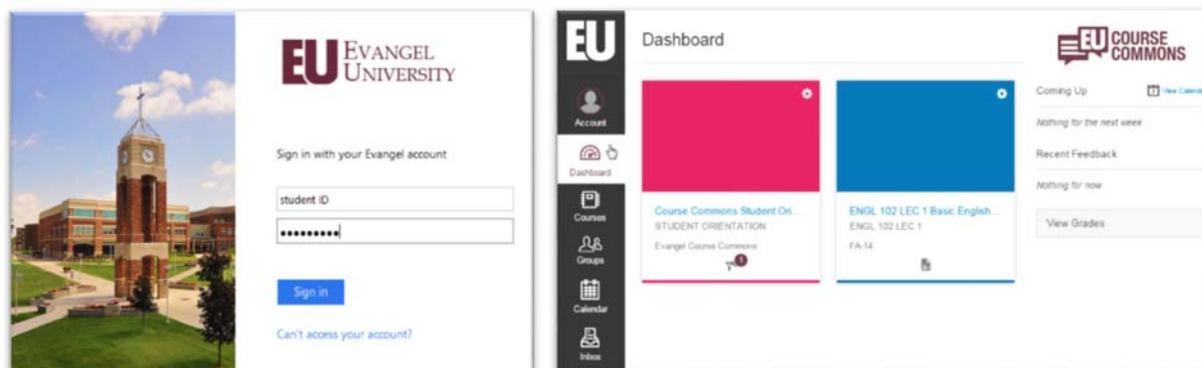

Use your Evangel

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.
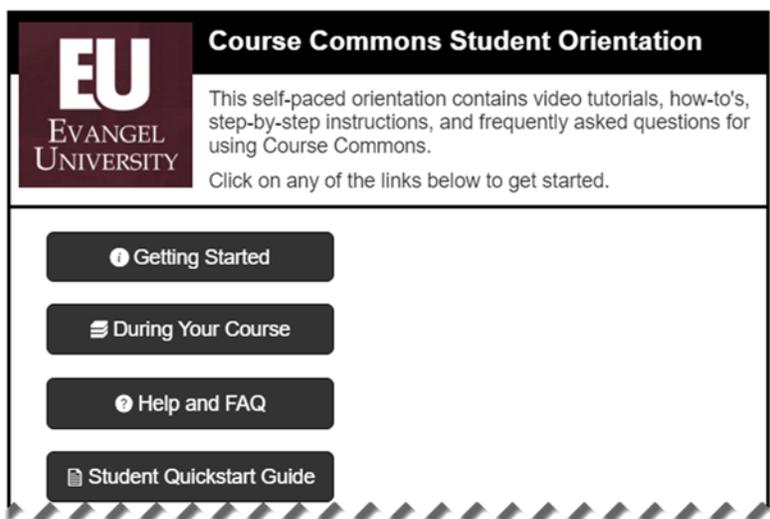
ACCESSING THE COURSE IN COURSE COMMONS

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.
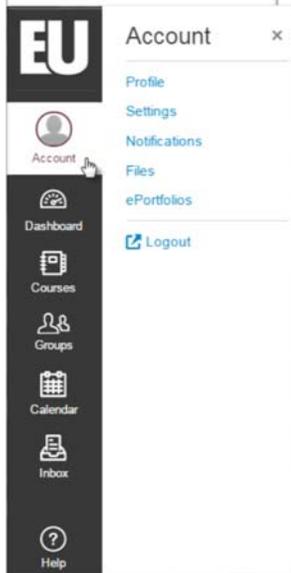
ACCESSING COURSE CONTENT IN COURSE COMMONS

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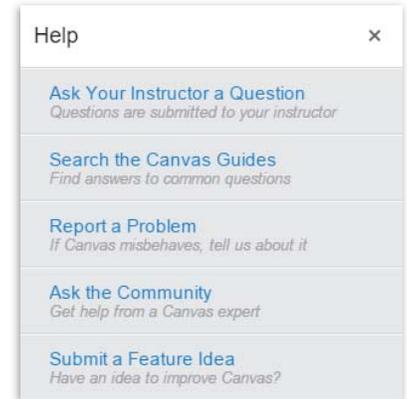
AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

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%					

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 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 print. 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.*

13. *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.*

14. *Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.*

15. *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.*

16. *THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.*

17. *Gender inclusive language should always be used except when referring to the members of the Trinity.*

Appendix : Research Paper

INSTRUCTIONS FOR RESEARCH PAPER:

Choosing topics from the interview sheets given in class, conduct 6 interviews with a person from another culture. Using this information, analyze the culture of your "Teacher". From this analysis, identify a biblical theme that you feel needs to be communicated to your teacher's people group and formulate a culturally appropriate method to communicate the message to your teacher.

The paper must fulfill a number of objectives. First you must show how the theoretical material from your reading and class discussions have influenced you in the gathering and the presentation of your data. Data always reflects the selective observation of the researcher; therefore it is essential to make explicit how and why you have selected from the interviews what you present.

In addition you must present this material in such a way that your reader will understand what it is that you have done, why you have done it, and what you hope to accomplish through the process of this research and writing.

You must also learn the conventions of scholarship, including the organization of material, summary of data in charts and tables, citation of sources in the text, references, and appendices of data not directly used in the presentation.

As a guide to help you in planning the organization of your paper, follow the broad outline below:

1. INTRODUCTION: Address your introduction to an audience such as the mission board or to your lead pastor if working with a particular group in a church.

   1. The introduction should include a brief background and cultural setting of the topic you have chosen to focus on and convince the reader of its importance to the mission/ministry world.

   2. A statement of the basic assumptions you have made about the importance of the study of anthropology as foundation for cross-cultural communication.

   3. Explicitly state your problem statement or thesis for this paper. What is it that you are preparing to study, prove, explore, etc.

   4. Give a brief review of the theoretical perspectives that have been most helpful in your research and analysis and the questions arising from this theory that you have asked and hope to answer in this paper.

   5. Discuss the method you are going to use in order to accomplish the purpose of the paper.

   6. Explain the biblical concept that you would hope to communicate to this particular people group on the basis of what you and the back ground as to why you think that this topic is important to explore cross-culturally.

2. RESEARCH DESIGN: In this section of the paper you should discuss who you have chosen to interview, the background of your informants/teachers and the basic plan that you followed in doing your research. In your plan of research you might explain briefly the types of data that you have collected, the number of people that you interviewed, and the limitations and strengths of your research activity.

3. THE DATA: You are now ready to present the main body of data from your paper. In preparing this you will want to organize that data into the units that are most meaningful to you in terms of communicating what you have learned to your audience.

4. ANALYSIS OF DATA: Using the theoretical framework that you have studied in class, analyze the interview findings. Hofstede, Lingenfelter, Rynkiewich, Shaw, etc. What is the social organization or the cultural nature of the society in which your interviewee lives?

CONCLUSION AND APPLICATION:

a. After you have completed the presentation of your data you should present for your reader a concluding discussion of the missiological significance of your research.

Show in specific detail how the critical features of this case study will have direct impact on communicating your topic to people such as the ones you have interviewed.

5. BIBLICAL STUDY OF THE TOPIC: Using appropriate methods of hermeneutics and exegesis, explore the Biblical topic you would like to communicate to the people group you are working with. (leadership, community, gender, family, etc.) Remember to apply the anthropological tools we discovered in class (Lingenfelter, Douglas, Hiebert) to see the text through cultural lenses. Develop a biblical basis that should be communicated and finally…

Explore an appropriate means of communication for this culture.

For instance: a devotional prepared specifically for a need you discovered among peoples such as your teacher. Include: Describe why this particular passage of scripture would be key to the needs of this people group? What cultural characteristic does it touch? How does it bridge to social pressures and obstacles to faith?

Or a blog, Or a skit

I expect an average of at least one reference per page. You will find that when you are discussing your cultural findings, you will have fewer references—but make sure you refer to the interview (you didn't get this information out of thin air!), and in the biblical study and theoretical development and analysis you will have more references.