



**Intercultural Doctoral Studies
PhD in Intercultural Studies**

“Shaping Servant-Leaders to Reach all Peoples”

— Syllabus —

<p>COURSE NUMBER and TITLE: <i>MH 902 Missio Dei and the Contemporary World</i> CREDIT HOURS: 4 SEMESTER: <i>Summer 2019</i> COURSE DAY/TIME: July 15-19, 2019 - 8:00 am-5:00 pm LOCATION: <i>Room 229</i></p>	<p>INSTRUCTOR: <i>John Easter</i> PHONE: OFFICE: <i>None</i> EMAIL: john.easter@agmd.org OFFICE HOURS: <i>By appointment</i></p>
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REQUIRED TEXT:

Allen, Roland. *Missionary Methods: St. Paul's or Ours?* [1913]. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1962. **ISBN:** 978-1-6110-4466-9 188 pp. (Any edition is fine.)

Dempster, Murray A., Byron D. Klaus, and Douglas Petersen. *Called and Empowered: Global Mission in Pentecostal Perspective*. Peabody, MA: Hendrickson, 1991. **ISBN:** 979-0-8010-4605-6 Focus on the articles by Fee (pp. 7-21) and Petersen (pp. 44-58). 28 pp.

Lau, Peter and Gregory Goswell. *Unceasing Kindness: A Biblical Theology of Ruth* (NSBT Series), Downers Grove, IL: InterVarsity Press, 2016. **ISBN:** 978-0-8308-2642-1 240 pp.

Netland, Harold. *Encountering Religious Pluralism: The Challenge to Christian Faith & Mission*. Downers Grove, IL: InterVarsity Press, 2001. **ISBN:** 978-0-8511-1488-0 368 pp.

Timmer, Daniel C. *A Gracious and Compassionate God: Mission, Salvation and Spirituality in the Book of Jonah*. Downers Grove, IL: InterVarsity Press, 2001. **ISBN:** 978-0-8308-2627-8 201 pp.

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, Ill.: InterVarsity Academic, 2006. **ISBN:** 978-0-8308-2571-4 581 pp.

_____. *Old Testament Ethics for the People of God*. Downers Grove: IVP, 2011. **ISBN:** 978-0-8308-2778-7 520 pp.

Required Articles and Book Chapters: These articles and chapters will be provided digitally.

Anderson, Allan. "The Contextual Pentecostal Theology of David Yonggi Cho." *Asian Journal for Pentecostal Studies* 7, no. 1 (2004): 101-123.

Bartlotti, Leonard N. "On Strategies of Closure: Refining Our Strategies for 'Engaging' All Peoples." *International Journal of Frontier Missions* 27, no. 3 (2010): 133-138.

Castleberry, Joseph L. "Procreation, Migration, and Dominion in Genesis 1:28 and Its Missiological Importance." A paper presented at the 38th Meeting of the Society for Pentecostal Studies, Eugene, OR, March 26-28, 2009.

Congdon, David W. *Missional Theology: A Primer*. 2012. Accessed January 27, 2012. Available from http://ptsem.academia.edu/DavidCongdon/Papers/101766/Missional_Theology_A_Primer.

deSilva, David. "Postcolonial Criticism and Culture Studies." In *Introduction to the New Testament Contexts, Methods & Ministry Formation*, 677-682. Downer's Grove, IL: Intervarsity Press, 2004.

Engelsviken, Tormod. "Missio Dei: The Understanding and Misunderstanding of a Theological Concept in European Churches and Missiology." *International Review of Mission* 92, no. 367 (October 2003): 481-497. (World Council of Churches) (This whole issue is on Missio Dei.)

Fee, Gordon D. *The Disease of the Health and Wealth Gospels*. Vancouver, BC: Regent College Publishing, 1985. 31 pp.

Gallagher, Robert. "The Holy Spirit in the World: In Non-Christians, Creation, and Other Religions." *Asian Journal of Pentecostal Studies* 9, no. 1 (January 2006): 17-33. URL = <<http://www.ajps.edu/ajps/06-1/06-1-EditorialPage.pdf>>.

Goheen, Michael W. "A Critical Examination of David Bosch's Missional Reading of Luke." In *Reading Luke: Interpretation, Reflection, Formation* edited by Craig G. Bartholomew, Joel B. Green and Anthony C. Thiselton, 229-264. Grand Rapids: Zondervan, 2005. 30 pp.

Goldsworthy, Graeme. "Lecture 2: Biblical Theology in the Seminary and Bible College." *Southern Baptist Journal of Theology* 12, no. 4 (Winter 2008): 20-34. 14 pp.

_____. "Lecture 3: Biblical Theology in the Local Church and the Home." *Southern Baptist Journal of Theology* 12, no. 4 (Winter 2008): 20-34. 14 pp.

Greenway, Roger. *Theology of Holism*. Global Missiology, 2005. Available from www.globalmissiology.net.

- Gunther, Wolfgang. "The History and Significance of World Mission Conferences in the 20th Century." *International Review of Mission* XCII, no. 367 (2003): 521-527.
- Hedlund, Roger. *The Biblical Approach to Other Religions*. Global Missiology, 2004. Available from www.globalmissiology.net.
- Hesselgrave, David. *Paradigms in Conflict: 10 Key Questions in Christian Missions Today*. Grand Rapids, Michigan: Kregel Academic and Professional, 2005.
- Jenkins, Philip. "Reading the Bible in the Global South." *International Bulletin of Missionary Research* 30, no. 2 (April 2006): 67-72. For more, see new the book-length treatment, *The New Faces of Christianity: Believing the Bible in the Global South* by Philip Jenkins.
- Johnson, Alan R. "Mission as Word and Deed: Transcending the Language of Priority." *International Journal of Frontier Missions* 28, no. 2 (2011): 19-25.
- Kohn, Margaret. "Colonialism." *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), edited by Edward N. Zalta. <http://plato.stanford.edu/archives/fall2008/entries/colonialism/>.
- Olme, John H. "Identificational Repentance and Strategic Spiritual Warfare: A Hermeneutical Case Study." In *The Holy Spirit and Mission Dynamics (Evangelical Missiological Society Series, #5)* edited by McConnell, C. Douglas, 147-163. Pasadena, CA: William Carey Library Publishers, 1997.
- Onyiah, Opoku. "God's Grace, Healing, and Suffering." *International Review of Mission* 95, no. 376-377 (January/April 2006): 117-127.
- _____. "Deliverance as a Way of Confronting Witchcraft In Modern Africa: Ghana as a Case History." *Asian Journal of Pentecostal Studies* 5, no. 1 (2002): 107-134.
- Ooi, Samuel Hio-Kee. "A Study of Strategic Level Spiritual Warfare From a Chinese Perspective." *Asian Journal of Pentecostal Studies* 9, no. 1 (2006): 143-161.
- Stackhouse, John. "Afterword: An Agenda for an Evangelical Theology of Religion." In *No Other Gods Before Me: Evangelicals and the Challenge of World Religions* edited by John G. Stackhouse, 189-201. Grand Rapids, MI: Baker Academic, 2001.
- The Lausanne Movement. "The Cape Town Commitment: A Confession of Faith and a Call to Action." 2011.
- Yee Tham Wan. "A Critique of the Spiritual Warfare Movement." *Journal of Asian Mission* 4, no. 2 (2002): 179-188.

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.

PHD ICS MISSION:

The mission of the PhD ICS is to facilitate the development and academic certification of vocations in missiological and intercultural teaching and scholarship by providing an environment and essential tools that enable research and theological reflection, creating a unique learning experience customized to each student's call, gifts, and academic interest, equipping missiologists for research, teaching, and missional praxis in an increasing complex multicultural world, and giving credible voice to scholar practitioner missionaries and national leaders before the academy and the church.

CATALOG DESCRIPTION:

An examination of Missio Dei from biblical and Pentecostal theological perspectives. This interdisciplinary study integrates theory and praxis, preparing the student to reflect theologically on missiological praxis and develop strategies for accomplishing the mission of God in diverse cultural milieus.

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, 638 pp.

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. **ISBN-13:** 978-0801027055. 368 pp.

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

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.

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 provide for the student a lens by which to understand the concept of missio dei, and strategically think and act out how it impacts ministry within our world.

COURSE REQUIREMENTS:

1. Read the required textbooks listed in this syllabus and the collection of digital articles provided by the instructor by the first day of class. In a WORD document or bibliographic database make a summary card as described in the paragraph above under Course Literature particularly for each textbook and for whatever articles you feel are most important to you. Throughout the week, we will discuss issues from the articles. I do not need to see your summary cards on each book, but you are strongly encouraged to develop the discipline of doing such cards for all of your course reading. Once you have completed all your pre-session assignments, and have read the required material, submit an email to me indicating you have read all of the textbooks and articles.

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, we 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.

2. Write a 5-page paper in response to Peter Lau and Gregory Goswell's book discussing how key concepts from this text will impact your ministry. This is not a summary and review, but rather an interaction with key concepts or methodologies that will affect your reading of Scripture and your missions practice. **This is due the first day of class.**
3. Write a 5-page paper in response to Harold Netland's book discussing how key concepts from this text will impact your ministry. This is not a summary and review, but rather an interaction with key concepts or methodologies that will affect your reading of Scripture and your missions practice. **This is due the first day of class.**
4. Choose two articles from the required reading list. Offer a brief biblical critique (positively or negatively) of the issue being discussed. You are required to write a two-page review of each article and be prepared to discuss your written critiques in class.
5. For Daniel Timmer's book; prepare a 4-page critique paper for the first day of class that examines key concepts that you identify from the text. In response to Timmer's treatment of Jonah, include reflection about the biblical notion the nature of religious conversion and spirituality, and the implications of mission practice in our contemporary world.

In-Session Activity:

1. Attend all class sessions.
2. Participate in class discussions.
3. Participate with peers in assigned working groups during the session.
4. Develop a brief bibliography on a particular mission issue and share it with the class. The topics for this work will be developed from a class activity and from the collection of digital articles. Write a five-page précis for presentation on the last day of class concerning a related course topic that will inform your final assignment.

Post-Session Activity:

1. Write a research project (final assessment document) on some aspect of Biblical theology related to a current-mission issue. The paper should be 30-35 pages in length. The paper is your attempt to write a publishable, scholarly article. For examples, look for models in journals such as *Missiology*, *International Review of Mission*, or *International Bulletin of Missionary Research*. Alternatively, it might be aimed at a practical journal such as *Evangelical Missionary Quarterly*, though it must be longer and more thoroughly documented than is customary for that journal. You are also encouraged to look at online journals such as *Journal of Pentecostal Theology*, or *PneumAfrica*. It should be richly footnoted, representing thorough dialogue with significant scholarly literature on the topic. You must do adequate bibliographic research on this paper in order to fulfill the course requirements. In the first two courses of your program, final papers which the professors judge to be inadequate in their use of bibliographic materials will be returned for re-writing and resubmission.

Your paper should seek to add a creative dimension to the question under consideration, offering something new that is not reflected in the current literature. It should be relevant to your missionary work, and it should offer an applied approach to the issue at stake. In other words, do not simply discuss a theoretical issue. Rather,

apply it to some concrete missionary reality. Since you are preparing to be a contributing member of the community of scholars, you are required to submit this paper to a scholarly journal for publication.

After your paper has been graded and approved, YOU MUST SHOW EVIDENCE THAT YOU HAVE SUBMITTED THE PAPER TO A PEER-REVIEWED JOURNAL FOR PUBLICATION IN ORDER TO GET A FINAL GRADE FOR THE CLASS.

- We 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 December 5 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, we can grant a 90-day extension.
- *All assignments need to be submitted as a Microsoft Word document and a pdf format.*
 - *MS Word file extension: .docx and .pdf format*
 - *The latest version of Office is available for your personal machine. 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.¹*

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.

¹ Please go to your Course Commons dashboard to find all IDS writing helps under PhD or DAIS Program Elements, Resources, and Academic Writing Clinic.

COURSE OUTCOMES:

<i>Course Learning Outcomes Upon completion of this course, the student will be able to:</i>	<i>Program Learning Outcomes²</i>	<i>EU20³</i>	<i>Faith, Work & Economics Integration⁴</i>
1. Apply the method of biblical theology to the study of missions	PHD-SLO# 1,2,3,5,6	E 1, 2,3,4 I 1 G 3,4	Outcomes 1
2. Articulate a hermeneutical approach that is missiologically informed.	PH-SLO # 1,2,5,6	C 1,3 E 2,3,4 G 1,3,4	Outcomes 1
3. Explain the historical development of missio Dei as a concept in view of contested theoretical perspectives.	PHD-SLO# 1,2,3,5,6	C 1,3 E 2,3,4 G 3,4	Outcomes 1
4. Define the relationship between the Cultural Mandate and the Great Commission.	PHD-SLO # 1,5,6	C 3 E 2,4 I 1,4 G 4,5	Outcomes 1
5. Identify key elements concerning the Church and the kingdom of God in light of classic and recent literature on the subject.	PHD-SLO # 1,2,3,5	C 1,2,3,4 E 2,4 I 4 G 1,5	Outcomes 1
6. Demonstrate skill in doing biblical theological work as it relates to a current missiological issue.	PHD-SLO # 1,2,3,5,6	C 1,2,3,4 E 2,4 I 4 G 1,5	Outcomes 1
7. Evaluate historic and current AG missiology in terms of its biblical basis, theological necessity, and contemporary relevance.	PHD-SLO # 1,2,3,5,6	C 1,2,3,4 E 2,4 I 4 G 1,5	Outcomes 1
8. Sketch out the development of missionary strategy moving both directions from the text to praxis, or from a practice back to the text.	PHD-SLO # 1,2,3,4,5,6	C 1,2,3,4 E 2,4 I 4 G 1,5	Outcomes 1
9. Relate the theoretical issues identified in key readings for this course to your own missionary context.	PHD-SLO # 1,2,3,5,6	C 1,2,3,4 E 2,4 I 4 G 1,5	Outcomes 1

² See for program learning outcomes, EU20 outcomes, and FWE outcomes:
<https://agts.edu/currentstudents/academic-policies/>.

³ See for EU20 outcomes: <https://agts.edu/current-students/academic-policies/>.

⁴ See for FWE outcomes <https://agts.edu/current-students/academic-policies/>.

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 to 100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 89%	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:

<i>Assignment</i>	<i>Percentage</i>
<i>1. Participation and Course Reading</i>	<i>10%</i>
<i>2. Peter Lau's and Gregory Goswell's textbook response</i>	<i>10%</i>
<i>3. Netland's textbook response</i>	<i>10%</i>
<i>4. Two article reports on mission issues</i>	<i>10%</i>
<i>5. Critique paper on Timmer's textbook</i>	<i>10%</i>
<i>6. Final Exam</i>	<i>50%</i>

All assignments are due before the beginning of the next session of doctoral classes in December. 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.

COURSE OUTLINE:

This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class.

Time	Class Topics/Activities	Presentation/Activity
Monday		
8:00-10:00 am	Introduction to the Course/Overview of Syllabus.	Easter
10:00-10:30 am	Break	
10:30-12:00 am	Contemporary Mission Practice and the Mission of God.	Exercise-analysis of current mission practice. Group discussion-how do we decide what to do? Group discussion-current missions' issues.
12:00-1:00 pm	Lunch	
1:00-3:00 pm	Mission of the God Part I: Definition and History.	Easter
3:00-3:30 pm	Break	
3:30-4:30 pm	Mission of God Part II: Implication for Philosophy and Practice.	Easter
4:30-5:00 pm	Personal and Corporate Missiological Reflection on the Day's Activities.	Easter
Tuesday		
8:00-10:00 am	The Mission of God and the Kingdom of God motif.	Easter Group Discussion-what are the implications for missions practice if Kingdom is not Church?
10:00-10:30 am	Break	
10:30-12:00 am	A Missional Hermeneutic.	Easter
12:00-1:00 pm	Lunch	
1:00-3:00 pm	Introduction of Biblical Theology.	Easter

3:00-3:30 pm	Break	
3:30-4:30 pm	(1) Collective Calling: Missiology paper. (2) Unreached People Groups: Missiology paper.	Easter
4:30-5:00 pm	Personal and Corporate Missiological Reflection on the Day's Activities.	Easter
Wednesday		
8:00-10:00 am	Biblical Theology: Textual Reflection.	Easter
10:00-10:30 am	Break	
10:30-12:00 am	Textual Reflection.	Easter
12:00-1:00 pm	Lunch	
1:00-3:00 pm	Textual Reflection.	Easter
3:00-3:30 pm	Break	
3:30-4:30 pm	Methodology for Biblically Addressing Missions' Issues.	Exercise-Moving from the text to a mission strategy. The hermeneutic circles. Easter
4:30-5:00 pm	Personal and Corporate Missiological Reflection on the Day's Activities.	Easter.
Thursday		
8:00-10:00 am	Overview of Issues in Contemporary Missions	Easter
10:00-10:30 am	Break	
10:30-12:00 am	Group Work-Doing Biblical Theological Work on a Specific Missions Issues.	Easter Breaking into groups.
12:00-1:00 pm	Lunch	
1:00-3:00 pm	Group Work.	
3:00-3:30 pm	Break	
3:30-4:30 pm	Group work.	
4:30-5:00 pm	Personal and Corporate Missiological Reflection on the Day's Activities.	Easter
Friday		
8:00-10:00 am	Peer Presentations and Sharing Bibliographies.	Student Presentations.
10:00-10:30 am	Break	
10:30-12:00 am	Peer Presentations and Sharing Bibliographies.	Student Presentations.

12:00-1:00 pm	Lunch	
1:00-3:00 pm	Evangelism and Christian Social Action.	Johnson
3:00-3:30 pm	Break	
3:30-5:00 pm	Wrap-up/Assessment of First Two-week Residency.	Easter

SPECIFIC DATA

Prepared by Dr. John Easter, March 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:

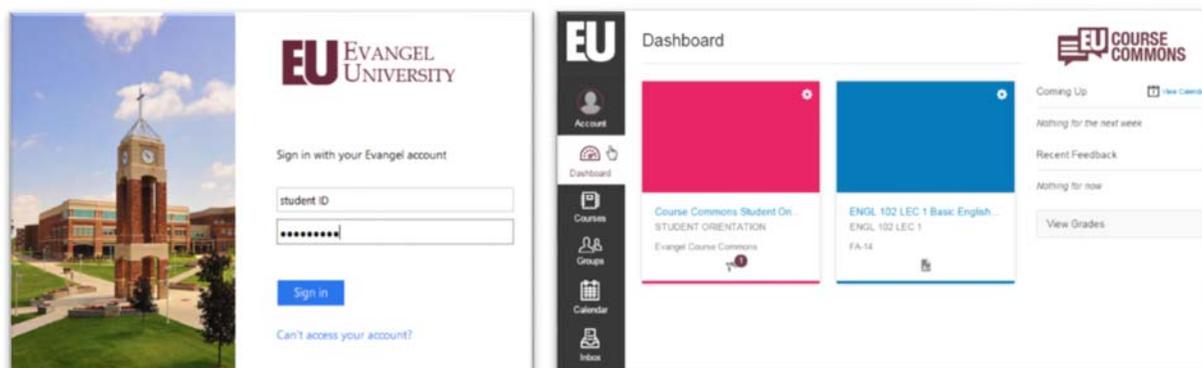
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated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

— *COURSE COMMONS Information* —

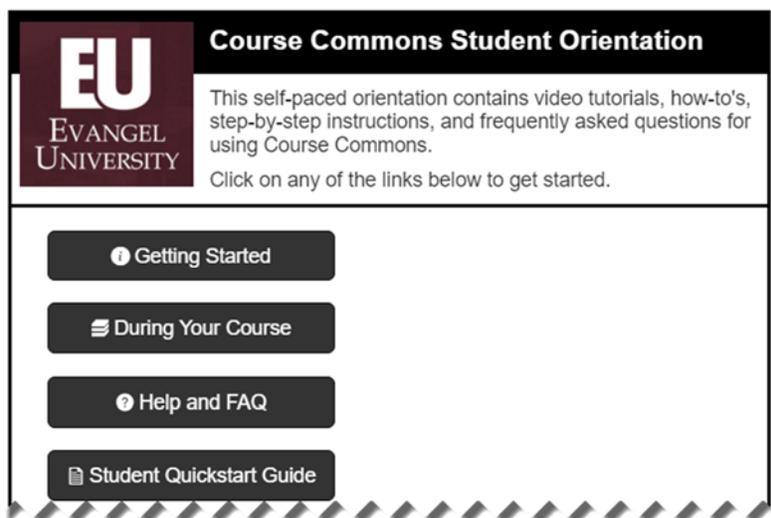
This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.



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.

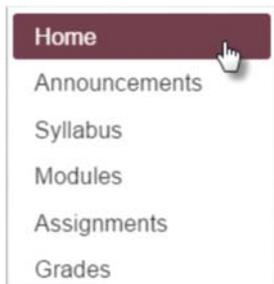
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

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.

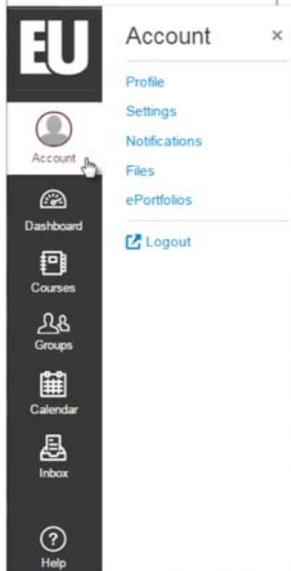
ACCESSING COURSE CONTENT IN COURSE COMMONS

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.

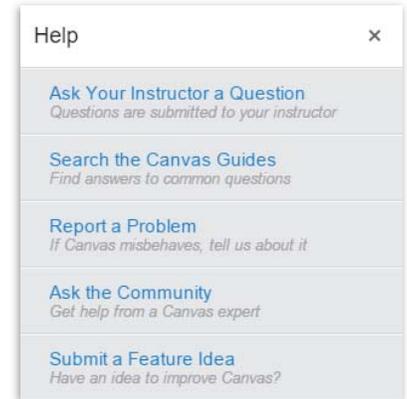
You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

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



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. <i>The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%</i>					
3. <i>The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%</i>					
D. BASIC WRITING SKILLS 20%					
1. <i>The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%</i>					
2. <i>The appropriate style format was used (Turabian or APA) 5%</i>					
3. <i>The writing style is clear, straightforward, and easily understood 5%</i>					
4. <i>The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%</i>					

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 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.*

18.

Appendix A: Reading Reports

Student:

Date:

Course: _____ *Professor:* _____

Book: (author) (Title) and other bibliographic information

Pages Read:

Key Ideas and Quote:

Your Interaction:

QUESTION(S):

Appendix B: 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.