Course ID:	Course Title:	Winter 2023
MI 613	Third Millennium Trends and Issues in Mission	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Person	Instructor:	Charles A. Cook, PhD.	First Day of Class:	January 10, 2023
Days:	Tuesdays	Email:	ccook@ambrose.edu	Last Day to Add/Drop:	January 22, 2023
Time:	8:15 – 11:15	Phone:	403.410.2000 x7901	Last Day to Withdraw:	March 31, 2023
Room:	RE104	Office:	L0245	Last Day to Apply for Coursework Extension:	April 3, 2023
Final Exam:	None	Office Hours:	By Appointment	Last Day of Class:	April 14, 2023

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

This seminar-oriented course is designed to interact on current theological, anthropological, historical and methodological themes that have a bearing on contemporary missions. The course combines individual research, faculty-student dialogue, and an integration of subject material from various course offerings. *https://ambrose.edu/content/academic-calendar-2*

   COOKOLOGY: The intercultural servant has always worked in an incredible context of a cosmic paradox. It is the mix of globalization, postmodernism, exponential technological and economic growth coexisting with unprecedented levels of poverty and socio-political chaos. Yet in God's sovereignty these times become "kairos moments" of opportunity for the advance of the Christian Church. How do today's intercultural ministers engage their world and not only survive but thrive.

   Together we will address a variety of trends and potentially divisive landmine issues confronting the mission community. Current trends will be documented and debated in the context of God's sovereignty (response of Joseph to his brothers, "You meant it for evil — God meant it for good" (Gen. 50:20). Opportunity will be given to discuss the subsequent implications of what God "might be up to" in His world.

Expected Learning Outcomes

Overarching Ambrose Seminary Learning Outcomes

- **Nurturing Theological Depth** – To provide awareness of biblical and theological concepts that underscore the importance of the mission of God and its implications for our work in the world.
- **Fostering Vocational Effectiveness** – To develop new insight for leading the community of faith as it ministers to people living amid an increasingly diverse and fractured world.
- **Cultivating Heart** – To nurture God's heart of compassion for others as we look for tangible ways to express care amid many of the world's intractable challenges.
- **Inspiring Redemptive Action** - To emerge from this course with a greater sense around how we might nurture redemptive engagement in, to and through Canada.

Generally Anticipated Learning Outcome for Increased Mission Awareness

Cognitive ... what the learner should **_know_** and **_understand_**.
- To become familiar with the current political, economic, social and spiritual changes in contemporary societies that clearly impact the mission of the church.
- To be aware of the changing context for mission and thereby be prepared to make the necessary adjustments to remain at the cutting edge of spiritual change made possible by the mission of God.

Conative ... what the learner should be able **_to do_** and **_perform_**.
- To be able to probe for realistic solutions to many of the challenges facing the mission community and thereby advance the missionary task.
- To assist the local church in establishing a vision and developing a mission program that is global in nature.

Affective ... what the learner should **_feel_** and **_appreciate_**.
- To appreciate God's work of grace in the nations of world as they are redeemed by God's Spirit.
- To embrace anew the all encompassing grace of God on behalf of His creation and be moved by it to love God and people.

3. Textbooks
Required
PAYNE, J.D., Michael W.

    2013   *Pressure Points: Twelve Global Issues Shaping the Face of the Church*. Nashville, Tennessee: Thomas Nelson.

Recommended
JOHNSTONE, Patrick J.

    2014   *Future of the Global Church: history, trends and possibilities.* Colorado Springs, CO, WEC International.

4. Course Schedule:
- Course meets weekly.

5. Requirements:
5.1. **Reading and Reflecting on the Text** (14% = 7% each x 2)
    5.1.1. The learner will be required to submit a critique of two (2) chapters of the textbook that contribute to their overall course project. The focus of these critiques is to evaluate what has changed and perhaps what has stayed the same as it relates to the particular themes that JD Payne identifies.

    5.1.2. Each critique should be *a minimum eight-hundred (800 "good words")* on any of the chapters from the course text, *Pressure Points.*

5.1.3. *Due Date*: Reflection #1 – Tuesday, **January 24th, 2023** by 8:15 am on Moodle
Reflection #2 – Tuesday, **February 07th, 2023** by 8:15 am on Moodle

5.2. onMission Reflection (16%)

On Mission with Chris Wright features conversations with Christian leaders around the Majority World. Chris Wright is a noted theologian and author of *The Mission of God*.

5.2.1. *Focus*: Chris helps listeners discover how much wisdom the church in the west has to gain from their sisters and brothers in villages and towns around the world.

5.2.2. *Choices*: Select one (1) podcast from the list at:https://podcasts.apple.com/us/podcast/on-mission-with-chris-wright/id1542727886?ign-itscg=30200&ign-itsct=podcast_box

5.2.3. *Content*: Identify the region… then:
- Capture the key issues and insights of the podcast.
- Engage with the content of the speaker and perhaps their most significant contribution to your understanding of mission. What new insights did you glean and why was it helpful.
- How is what you heard helpful to the church in that region as we seek to educate people for today's contemporary mission work?
- What can the church in the west learn from these insights and the experience of Christians in that region?

5.2.4. *Length***:** The length of this onMission should be *a minimum one-thousand two-hundred (1200 "good words")* describing the various elements in the previous section (5.2.3).

5.2.5. *Due Date: Tuesday, February 14th*, 2023 by 8:15 am on Moodle.

5.3. Book Review (20%)

The theme we are focusing in on for our major paper this semester revolves around *"Educating for Contemporary Missions."* This *Book Review* assignment provides you with an opportunity to take a deep dive into a resource book that would be helpful in the area or subject that you have chosen to do your major paper on.

5.3.1. *Focus*: This analysis paper *should be two-thousand words (2,000 good words)* and specifically follow the APA or Chicago styles for standard paper writing.

5.3.2 *Process*
- The analysis should include a summary of the key points made by the author and a critical examination of the assumptions, logic, biblical foundation and practical relevance of the work. (https://d3pi8hptloqhh4.cloudfront.net/documents/dmin/Book_Review_Guide.pdf)

5.3.3. *Due Date:* Tuesday, *March 07th* 2022 on Moodle @ the beginning of class (8:15).

5.4. MI613 Seminar Major Research Paper (50%)

Each learner will be required to research and write one, three-thousand five-hundred-word (3,500-good words) paper on some aspect of mission.

5.4.1. *The Research Paper and Focus (37%)*
The papers should reflect comprehensive research and understanding of the topic presented.
1. The learner should select a topic around *Educating for Contemporary Missions*. The learner is encouraged to select a theme from Payne's book related to a mission concept that the contemporary church needs to be educating its people about. Here the goal is to increase a congregation's awareness of the global mission of the church in that particular area.
2. The paper will be evaluated using the rubric in the table below.

3. Research themes for this Trends and Issues course this semester will focus on *"Educating for Contemporary Missions"*. As missiologists and reflective practitioners, we need to continually anticipate the trends and issues and be willing address these new realities. Western Christians, in particular, need to be attentive to the strengths and limitations of new ways of engaging in mission.

   ▪ *Paper Themes*: To be developed in consultation with the professor.
   ▪ *Evaluation:* The paper and the presentation will be evaluated using the rubric in the adjoining table.
   ▪ *Due Date* for the research paper is ***Tuesday***, ***March 28, 2023*** on Moodle @ by 11:59 pm.

5.4.2. *Presentation of Research Material* (10%)

On **March 28th** each of you will get 35 minutes to present the essence of your research and interact with your classmates.

1. *Spend some time reflecting* on your research project beforehand and think through the direction you would like to take for your presentation.
2. *Come to class on* **March 28th** *prepared to present insights* regarding what your researched to this point. Highlight what you believe are: (1) significant elements from your research and (2) why the theme was/is or should be important to the overall trajectory of the mission of God at this juncture of history. Remember this is a seminar class.
3. *Make a thirty- five (35) minute presentation* extolling the virtues of what you discovered to the rest of the class. These presentations should advance your classmates understanding of the area that you selected.
4. *Evaluation:* The paper and the presentation will be evaluated using the rubric in the adjoining table.
5. **Due Date** for this part of the assignment is on Tuesday **March 28th** when you do your presentation takes place.

5.4.3. *Generate an Annotated Bibliography* (3%)

Another part of this research project requires you to generate an *annotated bibliography with at least 10 references* (sources).

1. *Develop your annotated bibliography* in accordance with the standard format for annotated bibliographies. *An annotated bibliography is a two-to-three-line thesis statement developed along with the bibliographical data,* in which the primary focus of the book, video, magazine etc. is explained. (https://guides.library.cornell.edu/annotatedbibliography)
2. *Include your annotated bibliography in your paper* where you would normally include your bibliography.
3. **Due Date:** The annotated bibliography is *due at the same time as your research paper*; ***Tuesday***, ***March 28th***, ***2023*** on Moodle @ 11:59 pm. It can be included with your research paper where you bibliography generally goes.
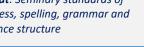
5.4.4. *Research Paper Format*

- The research paper is to be written according to either the American Psychological Association (APA) standard (https://apastyle.apa.org/) or the Chicago Standard Format (see information in "Other Information" https://www.scribbr.com/chicago-style/format-paper/).

6. *Course Distribution of Grades*

1. *Reading & Reflecting on the Text* *14%*
2. *onMission Podcast Reflection* *16%*
3. *Research Book Review* *20%*
4. *MI613 Seminar Major Research Paper (Presentation & Bibliography)* *50%*

TOTAL   100%

6.1. Attendance:

Attendance at all classes is expected except for an emergency and only after consultation with the professor. As part of the community of learners, participation in class discussions is vital to a mutual learning experience.

1. ***NOTE:*** *You will fail this course **if you are absent from class more than 20% of the time (6 hours).***
2. ***Furthermore,*** all assignments must be completed in order to pass the course. ***No exceptions!***

6.2. Grade Summary:

Grade	Interpretation	Grade Points
A+	**Mastery**: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	**Proficient**: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	**Basic**: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	**Minimal Pass**: Limited understanding of subject matter	1.30
D		1.00
F	**Failure**: Failure to meet course requirements	0.00

The available letters for course grades are as follows:

Letter Grade	Percentage	Description
A+	98 - 100	
A	95 - 97	**Mastery**: Comprehensive understanding of subject
A-	90 - 94	
B+	86 - 89	
B	82 - 85	**Proficient**: Well-developed understanding of subject
B-	79 - 81	
C+	76 - 78	
C	73 - 75	**Basic**: Developing understanding of subject
C-	69 - 72	
D+	66 - 68	
D	63 - 65	**Minimal Pass**: Limited understanding of subject
F	59	**Failure**: Failure to meet course requirements

7. Other Information

7.1. Format for Assignments
All papers must:
- Be double-spaced
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font, with standard margins, headers/footers and title page as per either the Chicago Style or the APA)
- Include a title page with you name, the course title, and the Professor's name.
- Please also include page numbers on the bottom of the page of all your assignments.
- Cite sources properly. You can use your preferred style (e.g. *The Chicago Manual of Style* (*https://www.chicagomanualofstyle.org/home.html*)or APA https://apastyle.apa.org/), but must remain consistent throughout the entire paper.

7.2. Submission of Assignments
All assignments, unless otherwise indicated must be handed in on the class Moodle site.
- The due date time is midnight of the date indicated, unless otherwise stipulated in the syllabus.
- ***All assignments must be completed in order to pass the course***.
- Format for file
- submission on Moodle should be your: LAST Name, FIRST Name and the name of the assignment … (e.g. **COOK,Charles-Biography**)
- All MI503 assignments uploaded to Moodle will be run through Turnitin (https://www.turnitin.com/).

7.3. Late Policy.
Late assignments will be deducted one letter grade for every day late. So an A would become an A-; B- would become a C+ etc. Please be mindful of this and work ahead

7.4. Course Revisions.
The instructor reserves the right to modify any part of the course if he deems it necessary and valuable.

7.5. "Back-up" Copies of Course Work
Every learner is expected to have a second copy of all the work they hand in for this course! No exceptions!

7.6. Course Completion
Participants are expected to complete all the assignments in order to pass the course.

7.7. Plagiarism and Cheating
T*he learner should be familiar with the Ambrose policy on plagiarism. On some assignments Turnitin will be used.*
- <u>*Plagiarism*</u>: *The use of ideas and information from a specific source without giving credit in some manner to the sources … and/or …*
- <u>*Cheating*</u>: *The presentation of someone else's work which the student ought to have done personally … WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.*

7.8. Technology in the Classroom
While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum, it can also be a distraction. So here is some basic *Cookology*:

- Taping Lectures: Taping of lectures or any other classroom activity is not permitted unless cleared by the instructor prior to the event.
- Electronic Devices: All electronic devices must be turned off when entering the classroom. Since this is a learning environment, you are expected to "be all here" – not just parts of you.
- Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond to electronic mail, search the web and do other chores outside of class time.

7.9. *Ambrose University Academic Policies*
For further information, please see the *Ambrose University Academic Policies* in the next section.

Ambrose University Important Policies & Procedures:

Communication
All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling
Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting
Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy
Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions
Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:
- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and

- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services
Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/sas/writing-services

Ambrose Tutoring Services
Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

> **Note**: Students are strongly advised to retain this syllabus for their records.