

Course ID:	Course Title:	Winter 2017
WM 501	Mission in Global Perspective	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday	Instructor:	Charles A. Cook, PhD.	First day of classes:	Wed., Jan 4, 2017
Time:	8:15-11:00 am	Email:	ccook@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	L2100	Phone:	403.410.2000 x7901	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:	n/a	Office:	L2045	Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	n/a			Last day of classes:	Tue, April 11, 2017

Course Description

Theological, strategic and personal issues related to the contemporary expression of Christian missions are surveyed and examined in this course. **Mission in Global Perspective** seeks to foster an understanding of the biblical basis and Christian motivation for mission, examine critical insights into forms and functions of various mission strategies, while introducing key issues facing the Christian missionary enterprise. Participants will be encouraged to examine their potential role in the mission of the church.

Expected Learning Outcomes

COGNITIVE... what the learner should know and understand.

The Learner should be able to . . .

1. ... identify various characteristics of what it means to be a “global Christian.”
2. ... understand elements of the biblical and theological foundation for global mission.
3. ... trace the biblical basis of the mission of God in both the Old and New Testament.
4. ... describe a variety of the contextual issues facing the 21st Century mission enterprise.
5. ... summarize major events in the history of missions and identify key personalities and their influence on the mission of God in their time.
6. ... explain elements of mission strategy developed over the past fifty years and their corresponding significance for mission in this century.
7. ... identify the process for getting from the learner’s home culture to another culture.

8. ... articulate the significance of globalization and urbanization for the task of global mission today.
9. ... reflect on various values that assist in discerning whether or not one engage in international ministry.
10. ... explore a variety of strategic challenges confronting mission community at this juncture of history.

AFFECTIVE . . . what the learner should feel and appreciate.

The learner should . . .

1. ... value God's gracious disposition toward a fallen race.
2. ... esteem the saving work of Christ on behalf of the human race.
3. ... appreciate the work of grace in the nations of the world as they are redeemed by God's Spirit.
4. ... nurture a concern for "the other" and their "otherness." (We are all an "other" to someone.)
5. ... appreciate the need to live their life responsibly, recognizing that their values and attitudes have global significance.

CONATIVE ... what the learner should be able to do and perform.

The learner should be able to . . .

1. ...develop a vision for becoming an active global Christian and implement that vision regardless of vocational direction.
2. ...develop the ability to communicate the mission imperative and assist others in their understanding of God's concern for the peoples of the earth.
3. ...assist their local church in establishing a vision and developing a program for mission that is global in scope.
4. ... exhibit a life that takes seriously the biblical imperative to nurture a global worldview while regularly expressing that perspective in their local context.
5. ... lead others in gaining an understanding of God's global involvement.
6. ... demonstrate a life that manifests a two fold commitment to either engaging our world cross-culturally or in Canada living counter-culturally.

SYNECTIC . . . problems that the learner should be able to solve

The learner should . . .

1. ... recognize the challenges that peoples from other faiths (religions) face in coming to God through Christ.
2. ... discern the challenges of contextualizing the Gospel to a particular cultural context.
3. ... respond to basic objections that many Christians have about the global mission enterprise.
4. ... reflect on the challenges that leaving one culture poses for individuals considering international service.
5. ... address the responsibility that the church in the north has in living in a world of "haves" and "have not's."

Textbooks

MOREAU, A. Scott, Gary R. Corwin, and Gary McGee,
 2009 Introducing World Missions: A Biblical, Historical
 and Practical Survey. Grand Rapids:
 Baker Publishing.

WRIGHT, Christopher J.H.,
 2010 The Mission of God's People: A Biblical Theology of the
 Church's Mission. Grand Rapids: Zondervan.

Course Schedule

Tuesday morning 8:15-11:00 am

Requirements:

1. Reading & Reporting on the Text (8% / 100)

- The learner is required to read *Introducing World Missions*. Now here is "The Plan."

1.1 Reading Deadline

- From your reading of *Introducing World Missions*, generate a fun yet comprehensive Quiz (Quizito) designed for a local church type of event (kids, youth, adult, etc. be creative).
 - 10 multiple choice questions with answers and
 - 10 true/false questions with answers.
 - Generate the questions from the texts (Quizito)
- Due Date: **Apr. 11, 2017** @ the beginning of Class ... paper copy and Moodle.

2. Biography/Autobiography on a Missiologist (12% / 100)

- The learner is required to select and read one (1) biography or autobiography on a significant 20th Century missiologist. For a list of possible people, check out the "Missiological Cookbook"... in section 3 on the course Moodle site.
 - These Biographies/Autobiographies must be more than a resume of an individual's life. Select books that reflect the strengths or weaknesses of a particular individual's ministry and their specific contribution to the missiology.

2.1 Analysis of the Book:

- Submit a five (5+) page double spaced critical analysis on the life/thinking of the individual you read making sure that you include the following:
 - Your name at the top of the page (See example).
 - Present and evaluate of the historical/environmental factors that influenced the individual's background, personal development, theology, attitudes and service.
 - Describe various missiological principles that they appear to have used to guide their writing or ministry. Why were they important? How were they applied? What missiological constructs were they known for? Why were they influential?
 - Make note of the individual's strengths, weaknesses and abilities. Also note where they found strength for coping with the daily grind and what motivated them to serve God, etc.
 - Make personal application from the principles or lessons evident in the life of the individual(s). How might those principles or lessons translate into your life? **(This is a key section!)**

2.2 "One Pager" Essential Facts

- Submit a "one pager" in which you highlight the salient aspects of your auto/biography. The "one pager" will be read and posted on the CMR website.
- Summarize the salient spiritual and missiological principles that capture the essence of this individual. Conclude with a quote or principle that epitomized their life and ministry.
- Last Name First. The title of the Book (Including publisher; date published.) Number of pages and approximately when the person(s) lived.

2.3 Due Date: **February 7, 2017** @ the beginning of Class...paper copy and moodle upload.

3. Mission Research Paper (30%/100)

- Each learner will be required to research and write one twelve (12) page paper on one aspect of missions using one (1) of the two options on the "The Plan" section of this assignment.

3.1 The Research Paper

- The papers should reflect comprehensive research and understanding of the topic presented. The learner should select one of the following topics, with the goal of increasing their awareness of the Global Mission of the Church.
- Suggested themes will be discussed in class.

3.2 Term Paper Format

- The research paper is to be written according to either the American Psychological Association (APA) standard (see section 8, FORMAT for a summary of the APA referencing system) or the Seminary Chicago Standard Format.

3.3 Due Date: **April 04, 2017** ... @ the beginning of Class ... paper copy and moodle upload.

4. Critical Analysis (15%/100)

- The learner will submit a critical analysis of the text: The Mission of God's People by Christopher Wright.
 - 4.1 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. The learner will examine the text from a theological framework with the goal of making application to the world we are called to minister to in the 21st Century.
 - 4.2 This critical analysis paper should be 6 to 8 pages no longer than eight (8) pages double-spaced.
 - 4.3 Due Date: **March 07, 2017** @ class time ... paper copy and moodle upload.

5. Resourcing the Local Church Ministry Program (20%/100)

- You are a leader in your local church and you have been given the oversight of the global mission program. The church leadership has asked you help them refresh their missions program by providing the congregation with internet resources.
- With one other classmate (groups of two people), and only using the internet, design and develop a ten page (10+) proposal that provides online resources that your local church might use to refresh their missions focus (see CMR website ... www.cmresources.ca).

Suggested Procedure for the Project

- 5.1 **Structure:** Using the two course texts as a starting point, identify an issue or a trend central to the 21st century global mission enterprise that you believe that your local church needs to understand and engage in more intentionally. (It can be a theological concept; strategic initiative, a cultural reality or a motivational issues or trend. (i.e. short-term Missions; migration ... religious pluralism; theology of mission etc).
- 5.2 **Content:** Explain the issue or trend ... and then identify significant internet/digital resources the congregation can access. Explain the focus of each resource and what contribution it might make to your congregation's global understanding of the subject.
- 5.3 **Application:** Take it a step further and develop a few creative ways in which resources might be used by various groups in your church.

- 5.4 **Diagnostic Tools:** You might even suggest a variety of assessment tools that would help your church understand their missional strengths or weaknesses.
- 5.5 **The Project** should be clearly written to Seminary standards . Be as creative as you wish. Make sure that all your internet links are active.
- 5.6 Due Date: **March 21, 2017** @ class time ... paper copy and moodle upload.

6. Final Exam (15%/100)

- A final exam will be made available to you on the last day of class on April 11, 2017.
- Further instructions will be given at that point.
- It will be based on class lectures, your reading and research.

6.1 Due Date: **April 22, 2017**; posted on Moodle by midnight 12:00 am.

Course Distribution of Grades

MGP ESTIMATED WORKLOAD TIMES AND GRADING VALUES			
ASSIGNMENT	ACTIVITY	TIME	GRADE
Course Reading Quizto	Reading Moreau, Corwin and McGee (text) Introducing Missions (folded into the time for your research work).	13 hrs	8%
Biography Autobiography	Read and reflect in a 5 to 6 page (double spaced) paper on the life of an International Worker (3pph x 5 pages = 15 hrs)	15 hrs	12%
Research Paper	Develop research project or some theme central to the global mission of the church in the 21st century (3pph x 12 pages = 35 hrs).	35 hrs	30%
Critical Analysis	The learner will write a 6 to 8 page critical review of Christopher Wright's book <i>The Mission of the People of God</i> (3pph x 6 pages = 18 hrs).	14 hrs	15%
Church Project	Working in groups of 2, develop web-based resource project for the mission program of a local church (3pph x 13 pages = 39 hrs).	13 hrs (26/2)	20%
Final Exam	Final Exam and class attendance ... the culmination of our semester together.	30 hrs	15%
TOTALS		120 hrs	100%

Attendance:

Attendance at all classes is expected except for emergency situations. As part of the community of learners, participation in class discussions is vital to a mutual learning experience.

Grade Summary:

The available letters for course grades are as follows:

Letter Grade	Description	Percentage
A+	Excellent	96.5-100
A		92.5-96.4
A-	Good	89.5-92.4
B+		86.5-89.4
B		82.5-86.4
B-		79.5-82.4
C+	Satisfactory	76.5-79.4
C		72.5-76.4
C-		69.5-72.4
D+		66.5-69.4

D	Minimal Pass	62.5-66.4
F	Failure	59.5-62.4

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

General Information:

1. Academic Regulations: The instructor will comply with all academic regulations set forth in the current Seminary catalogue and Student Handbook and expects the student to be familiar with them.
2. Attendance Policy Attendance at all classes is expected except for emergency situations. As part of the community of learners, participation in class discussions is vital to a mutual learning experience.
3. Late Work All work is due at the beginning of the class session unless otherwise noted in the syllabus. For each 24-hour period late, there will be a drop of a letter grade (e.g. B+ will drop to B). The learner is expected to anticipate overlap with other courses and their requirements and, therefore, to plan ahead. All assignments must be completed regardless of how late they are submitted, in order to pass the course.
4. Course Revisions: The instructor reserves the right to modify any part of the course if he deems it necessary and advantageous.
5. Written Work: All work must be typed in good manuscript form according to the standard Seminary style formats. You are welcome to use the Social Science method if you are so inclined. This reference system is acceptable in a limited number of courses. A cursory summary of the Social Science method is available if you are so inclined (see section 7).
6. Plagiarism and Cheating: The learner should be familiar with the AS policy on plagiarism.
 - 6.1. Plagiarism: The use of ideas and information from a specific source without giving credit in some manner to the sources . . . and/or ...
 - 6.2. Cheating: The presentation of someone else's work which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE!! The learner should be familiar with the Seminary policy on plagiarism. Students submitting another person's work as their own will receive an immediate fail for the course.
7. "Back-up" Copies of Course Work Every learner is expected to have a second copy of all the work handed in for this course! No exceptions!
8. Technology in the Classroom While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum ... here some basic guidelines.
 1. Recording Lectures: Recording of lectures or any other classroom/ academic activity is not permitted unless cleared by the instructor prior to the event.
 2. Electronic Devices: All electronic devices must be turned off when entering the classroom. Since this is learning environment, you are expected to be all here ... not just a part of you!!
 3. Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond electronic mail and other chores outside of class time.
9. Submitting Course Work Every learner is expected to submit their work as follows: 1. Electronic posting in Moodle. 2. Hard copy in class on the due date (except where noted). 3. All assignments must be submitted in order to complete the course.

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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