

Course Syllabus

School of Theology and Christian Ministry
CMI676 Christian Mission in Local Context
3 Credit Units
Spring 2015

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PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

PROGRAM VISION STATEMENT

The purpose of this degree is to provide a program in academic and professional ministry competencies rooted in the classic theological disciplines and engaged with contemporary life, resulting in leadership skills in the formation of character in Christian communities. The desired outcome is the integration of theology and ministry culminating in graduates who are “practical thinkers and thinking practitioners.” The program builds on basic prerequisites in undergraduate work and professional experience, providing education intended to lead to lifelong learning.

PROGRAM LEARNING OUTCOMES

Students who successfully complete PLNU's Master of Ministry program will be able to:

- Incorporate Christian formation in the local congregation and the life of the candidate;
- Interpret scripture especially as related to preaching and teaching in the local church;

- Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and leadership of the pastor in the local congregation; and
- Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition in contemporary ministry.

COURSE DESCRIPTION

A study of the social, cultural, and demographic contexts of ministry as related to the mission of the Church. The course will explore the philosophical and sociological descriptions of contemporary culture and the sociology of American evangelism. Christian perspectives on social inequality, mercy and justice will be examined and the growing impact of intercultural ministry.

COURSE LEARNING OUTCOMES

1. Demonstrate an understanding of the sociological and philosophical context for ministry in contemporary society.
2. Demonstrate an understanding of the nature of the evangelical church in contemporary society as viewed through historical and sociological lenses.
3. Demonstrate an understanding of the mission of the Church with regard to evangelism, discipleship, mercy, justice, and public witness.

CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 9 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. This masters level course may exceed the minimums. The time expectations for this course are shown below:

Assignments	Hours
Required Reading	44
Discussions	18
Assignments/Quiz	25
Lectures/Week Long Intensive	38.5
Final Project	7
Total	132.5

REQUIRED TEXTS AND RECOMMENDED RESOURCES

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ASSESSMENT AND GRADING

The total points possible in this course is 1000 and your grade will be earned according to the grade scale below.

Grading Scale:

1000 - 930 = A	899-870 = B+	799-770 = C+
929-900 = A-	869- 830 = B	769-730 = C
	829-800 = B-	729-700 = C-
	699 - 600 = D	599 and below = F

Notes on Grading Scale: PLNU requires a minimum of a B average to remain in academically good standing. A B grade therefore shows that you have achieved the minimal academic mastery in the assignment to remain a PLNU graduate student making progress toward your degree. Anything below a B suggests that improvement is needed. I encourage you to contact me if you receive an assessment below a B so that we might work together for the increase in your skills. Between a A- and B+ represents the “average” level of mastery for a PLNU graduate student. Grades that ascend beyond a A- into higher levels witness an standard deviation leap in the mastery and skills witnessed to in the assignment. Such a grading scale protects students from grade inflation, a phenomenon that hurts all students and the institution. At the same time, students compete only against levels of mastery and full accomplishment of the outcomes – not against each other. Although the occasion has never arisen, I have no philosophical objections to the whole class receiving A's – if each person's work achieved an A level of achievement of course outcomes.

Students do not compete for the “scarce commodity” of good grades. A good professor requires good students. It is my job to make you good students, even as it is your job to make me a good professor. Our goods are not in competition, but together participate in the same good which we find together in the achievement of the outcomes of the class. I expect you to show the practices of good students: reading whole assignments, turning in work on time and proof read, and engaging the course material actively and fully.

ATTENDANCE

Regular and punctual attendance is considered essential to optimum academic achievement. As a student in this course, you will have a minimum attendance requirement

of three days each week. This means you will need to log into Canvas and post an assignment or response on at least three days in each week. Any day missed below this minimum requirement will count as an absence. Students may be dropped from the course if two such absences are recorded during the class and **will be** dropped if four such absences occur or if a student fails to attend class in any given week.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates posted. There may be a reduction of possible points for each day an assignment is late. If missing assignments result in the your failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the final grade in addition to the loss of points for missing work. No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. An instructor who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At PLNU, students must request academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC) located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) webpage.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This course will meet the federal requirements by posting grades and returning assignments via the Canvas gradebook. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it.

Date	Details	
Wed Jan 7, 2015	Demographic Analysis: Introductory Exercise	8pm
Thu Jan 8, 2015	Race, Education/Economics, Marriage, and Church Attendance	11:59pm
Fri Jan 9, 2015	Trends in American Congregational Life	11:59pm
Sun Jan 18, 2015	Description and Assessment of Bottum	11:59pm
Sun Feb	Local Church Mission	11:59pm

Date	Details
1, 2015	
Wed Feb 11, 2015	Paul and the Poor 11:59pm
Tue Feb 17, 2015	Essay on Ambrose of Milan and the Poor 11:59pm
Fri Feb 20, 2015	Congregational/Ministry Practices and Works of Mercy 5pm
Sat Mar 7, 2015	Final Project 11:59pm
	Quiz on Catholic Emerging Adults
	Response to Prompt on Soul's in Transition