

**CMI6076 Christian Mission in Local Contexts  
Fall 2022**

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**Dates:** Aug 29 – Oct 23, 2022  
**Location:** Hybrid  
Intensive Week – Oct 17-19

**PLNU MISSION – To Teach ~ To Shape ~ To Send**

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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.

**COURSE DESCRIPTION**

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A study of the social, cultural and demographic contexts of ministry as related to the mission of the Church.

**INSTITUTIONAL LEARNING OUTCOMES (ILO)**

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1. **Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

**PROGRAM LEARNING OUTCOMES (PLO)**

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After completing the Master of Arts in Christian Ministry program, students will be able to:

1. Incorporate Christian formation in the local congregation and the life of the minister.
2. Interpret Scripture especially as related to preaching and teaching in the local church.
3. Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and the leadership of the pastor in the local congregation.
4. Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.

**COURSE OBJECTIVES**

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The objectives for this course are to:

1. Introduce students to current and relevant literature related to the intersection of ethnography, ecclesiology, and contextual Christian engagement.
2. Assist students in thinking theologically and practically about the nature, witness and mission of the Church in ministry context(s).
3. Encourage students to apply their understanding of the nature and mission of the Church to particular practices in a particular ministry setting.

## **COURSE LEARNING OUTCOMES**

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Upon completion of this course, the student will be able to:

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

## **REQUIRED READINGS**

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Fulkerson, Mary McClintock. "Interpreting a Situation: When Is 'Empirical' Also 'Theological'?" in *Perspectives in Ecclesiology and Ethnography*, edited by Pete Ward, 124-44. Grand Rapids, MI: Eerdmans Publishing, 2012.

Humphreys, José.. *Seeing Jesus in East Harlem: What Happens When God Shows Up and Stays Put*. Downers Grove, IL: InterVarsity Press. 2018.

Williams, Montague R. *Church in Color: Youth Ministry, Race, and the Theology of Martin Luther King, Jr.* Waco, TX: Baylor University Press, 2020.

\*Students will select an additional book for a group book review and presentation.

\*Please note that reading assignments are meant for engaging ideas and scholarship related to the course topic and objectives. The course readings are assigned in order to develop understanding within the field, promote critical thinking, and encourage mutual learning. No student is expected to simply accept every claim or presupposition found in the assigned readings. Similarly, it should not be assumed that the instructor of the course holds to every conclusion or presupposition found in all of the assigned readings.

## **COURSE TIME EXPECTATIONS**

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According to PLNU standards, it is anticipated that students will spend a *minimum* of 37.5 participation hours per credit hour on their course work. In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a three unit class delivered over eight weeks. The time expectations for this course are shown below:

## ASSESSMENT AND GRADING

This course will operate as a reading seminar course with one week set aside for instruction via Zoom. Multiple measures of evaluation are used in this course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles.

Assignment	Avg Expected Hours
Reflection and Discussion Forums	10
Readings and Self-Evaluation Reading Reports	60
Group Book Review Presentation	10
Christian Contextual Engagement Paper	25
Intensive Week Participation	20
<b>Total Average Expected Hours</b>	<b>125</b>

The final course grade will be listed according to the following scale:

A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C+ 76-79%, C 73-75%, C- 70-72%, D 60-69%, F 0-59%

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the

Assignment	Percentage of Course Grade
Reading Reports	20%
Reflection and Discussion Forums	20%
Group Book Review Presentation	20%
Christian Contextual Engagement Paper	20%
Intensive Week Participation	20%
	Highest score possible: 100% (excluding extra credit)

conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree.

## ASSIGNMENT DESCRIPTIONS

Multiple measures of evaluation are used in this course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components to be evaluated include:

**Reading Reports (6 total; altogether worth 20% of course grade)** – There will be a Reading Report for every week there is a reading assignment in this course. The Reading Reports are worth a total of 40 points. You will find them on Canvas in the format of a quiz. The Reading Reports are open book and open note, but you can only use your own book and your own notes.

The first part of the reading report is worth 10 points. It involves self-reporting regarding the student's completion of the reading assignment as well as her/his quality of reading. To be more specific, students will score their own reading based on the scale below (...and *Yes, honesty is part of the Christian life in case you were wondering*):

10 = I read every word of the assignment and took excellent notes.

8 = I read the vast majority of the assignment and took notes.

6 = I read more than half of the reading assignment.

4 = I read very close to half of the reading assignment.

0 = I read very little to none of the reading assignment.

You will also be asked to answer the following question: Are you submitting an honest self-evaluation reading score?

The second part of the reading report will have three questions that will guide you to connect the reading to your own work of ministry, theology, and engaging context. Each question is worth 10 points.

There is a reading report in Weeks 1, 2, 3, 4, 5, and 6. Each week, the reading reports must be completed **by Saturday at 11:59pm.**

**Reflection and Discussion Forums (6 total; worth 20% of course grade)** – There will be six “reflection and discussion” forums throughout the course. These forums will have a prompt for reflection and discussion questions to answer. The prompt may be a reading, a video, a movie, or a practice that students need to read, watch, or do before posting responses to the discussion questions. Along with posting responses to questions, students will need to have meaningful interaction with at least two of their peers' posts.

There will be one Reflection and Discussion Forum each week, except for Weeks 7 and 8. For all the other weeks, your initial post to the Reflection and Discussion Forum needs to be completed **by Wednesday at 11:59pm** and responses to peers need to be completed **by Saturday at 11:59pm.**

**Intensive Module Week Participation (three days; worth 20% of course grade)** — Students will be present on the PLNU campus from *10/19/2022 – 10/21/2022* to participate together in the face-to-face portion of the course. During this time, students should be prepared to engage in note-taking, classroom activities, and rigorous respectful dialogue. The goal here is to continue the atmosphere of mutual learning among the students in the course. It is possible that we will take a class excursion to a site in

San Diego. Toward the end of the week, students will be required post a short reflection on their own participation during the week and what they learned from lectures, discussions, presentations, and activities.

Assessment for the Intensive Module Week Participation will take place Monday through Wednesday during **Week 8**, and the short self-reflection is due that **Wednesday at 6pm**.

**Group Book Presentation (1 total; worth 20% of course grade)** –The book presentation will be a 20 to 25-minute group presentation on a book of the students’ choice. The presentations will take place during the in-person module intensive week. The selected book needs to be a scholarly monograph that addresses contextual engagement through a theological and ministerial lens, and it cannot be a book anyone in the group read for another course. The groups will consist of two to four students. Together, you need to propose your book by the end of Week 1 using the Group Book Choice Proposal form on Canvas. As you will see below in the presentation requirements, you do not have to agree with all of the authors arguments. The presentation needs to be thoughtful display of summary and assessment. Some ideas for book selections based on previous student work and suggestions are:

- Charles, Mark and Soong Chan Rah. *Unsettling Truths: The Ongoing Dehumanizing Legacy of the Doctrine of Discovery*.
- DiNovo, Cheri. *Querying Evangelism: Growing a Community from the Outside In*
- Donovan, Vincent. *Rediscovering Christianity*
- James, Christopher. *Church Planting in Post-Christian Soil*
- Leong, David. *Race and Place*
- Oestreicher, Mark. *Four Views on Pastoring LGBTQ Youth*
- Swanson, David. *Rediscipling the White Church: From Cheap Diversity to True Solidarity*
- Tisby, Jamar. *Color of Compromise*

The presentations should have the following flow:

1. Introductory matters
  - What is the basic bibliographical information of the book?
  - Why were you interested in this book?
  - **2 - 3 minutes**
2. A general overview of the three major themes.
  - What did the author argue in this book?
  - How did the author develop her/his arguments?
  - **8 to 10 minutes**
3. Assessment of the argument and method.
  - Did the author accomplish her/his goal?
  - If there are gaps in the argument or method? Are there areas that need further development? If so, what are they? How might attention to these things alter the author’s argument?
  - **1 – 3 minutes**
4. A discussion of the Christian vocation in your contexts.
  - How is the book is guiding presenters toward growth in understanding and embracing Christian living, presence, action in their own contexts of ministry?
  - How is the book contributing to the presenters’ vocational discernment and identity as a minister of the Gospel of Jesus Christ?
  - **8 to 10 minutes**

The group's book choice proposal form must be completed by **by Saturday at 11:59pm during Week 1.**

The Book Presentation must be completed in the **Week 8 Intensive Module .**

**Christian Contextual Engagement Paper (1 total; worth 20% of course grade)** –The Contextual Engagement Paper is a paper and presentation that focuses on a particular context of ministry and serves as a practical theological capstone for this course.

This paper must be 4000 – 5000 words (12 pt font, 1 inch margins, Turabian style). Along with a well-written introduction and conclusion, the paper will be divided into three sections— (1) context, (2) practical theological engagement, and (3) Strategies. Each section needs to be 1250 to 1500 words. There should also have a well-written introduction and conclusion.

(1) Context: The first section needs to describe a particular context for ministry in 1000-1500 words. Some of this information can be found through sociological data and existing research. However, a great deal of the work for this section will require prayerful discernment and intentionality amidst oft-neglected experiences and stories. It may require interviews, observations, and unearthing. Rather than assume you know what you will find, prepare yourself to be open to new findings. There are a few different ways students can do this:

a. This section can consider either one pertinent marker or three pertinent markers of a given geographical context (i.e., neighborhood, town, etc.). Pertinent markers can be socio-economic factors, cultural norms and expectations, impactful changes in the social landscape, or social issues and dynamics. the realities of race, racial injustice and racial division in the context.

b. This section can consider a specific social phenomenon as a context. Below are some examples of specific social phenomena that can be engaged as a context. It is not an exhaustive list:

- the prevalence of impact of social media in the lives U.S. adults and young people.
- the impact of Covid and the lessons learned about technology, community, and humanity.
- the prevalence of partisan polarization and loss of meaningful debate in the daily U.S. political landscape.
- the shift from the rise of public racial awareness in summer 2020 to the rejection of racial awareness and moves to ban books and teaching on the history of racism.
- the resurgence of violent white supremacy groups and recruitment in the U.S.
- the revelations of horrific actions among church leaders and the distrust distrust for church leaders and Christian communities.
- the popularity and literacy of the Marvel Universe among U.S. populations.
- The popularity and literacy of Disney movies and narratives among U.S. children.
- the popularity and literacy spiritual sci-fi films and series (i.e., *Stranger Things*)

The focus in any contextual focus is to highlight issues and possibilities that should be considered for Christian contextual engagement.

(2) Practical theological engagement: The second section needs to make use of the course readings, discussions, lectures, and further research to name and explain the needed theological commitments for engage the contextual issues and possibilities raised in the first section.

This section can focus on a particular area of Christian doctrine (i.e., eschatology, Christology, theological anthropology, ecclesiology), OR it can focus on a particular area of Christian practice (i.e., hospitality, evangelism, conversation, church-planting, discernment, forgiveness, liturgy, preaching), OR it can focus on a combination. Either way, it is important to note that this section must display thoughtful research, articulation, and clarity of why the particular directions are taken.

(3) Strategies: The third section of the paper needs to build on the first two sections and make clear strategic proposals for embracing Christian life, presence, and action in context. The focus can be on the life, presence, and actions of Christian leaders (i.e., pastors, chaplains, teachers), OR it can be the life, presence, and actions of a particular Christian community in the context (congregation, organization, group of congregations).

This section should display specific and thoughtful strategies. Write as if you are going to present these strategies for potential implementation.

The **presentation** needs to be 8 to 12 minutes during the intensive module week and completed in a professional manner with a well-crafted slideshow. The presentation should include the points of the paper but in a lively manner that communicates effectively. Don't just present the paper. Present your research, arguments, and proposals.

*A draft of the section one* is DUE **Wednesday at 11:59pm during Week 3.**

The *rough full draft* of paper (all three sections) is DUE **Wednesday at 11:59pm during Week 5.**

The *final full draft* of paper is DUE **Saturday at 11:59pm during Week 7.**

The presentation is DUE **Monday 8am during Week 8.**

### **Extra Credit Opportunities**

Extra credit is not required for the course. The professor does not have to offer extra credit, and students are not required to participate in any extra credit opportunity that is offered. Currently there is one extra credit opportunity provided for this course. There may or may not be another extra credit opportunity provided. However, please know that the professor for this course does not provide individual extra credit opportunities. All extra credit opportunities are provided to the entire class, so that everyone in the course has equal opportunity for extra credit.

**Extra Credit Opportunity 1:** The professor will be available for 15 to 20 minute meetings with students during particular weeks of this course. Students can earn 2% of extra credit toward their final grade by participating in one of these meetings for 15 to 20 minutes. A Google Form will be provided for you to sign up for a meeting time. The purpose of this is for the professor to get to know you and for you to ask any questions you might have for the professor.

### **End-of-Course Survey (1 total; worth 0% of course grade)**

Students are requested to complete the end-of-course survey. The survey is handled through the CTL office and a link will be sent to your PLNU email account. Results are anonymous, aggregated and the program sends blind results to the instructors at the end of each term.

## **COURSE SCHEDULE**

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### **Week ONE Overview**

Required Reading

-Williams, *Church in Color*, Intro - Chap 2 (**58 pages**)

WK1: Reflection and Discussion Forum – (Wednesday / Saturday)

WK1: Reading Report on Williams, *Church in Color*, Intro – Chap 2 (Saturday)

WK1: Group Book Choice (Saturday)

### **Week TWO Overview**

Required Reading

-Williams, *Church in Color*, Chap 3 - 5 (**63 pages**)

WK2: Reflection and Discussion Forum – (Wednesday / Saturday)

WK2: Reading Report on Williams, *Church in Color*, Chap 3 - 5 (Saturday)

### **Week THREE Overview**

Required Reading

-Williams, *Church in Color*, Chap 6 - Conclusion (**41 pages**)

WK3: Draft of Section One of Contextual Christian Engagement Paper (Wednesday)

WK3: Reflection and Discussion Forum – (Wednesday / Saturday)

WK3: Reading Report on Williams, *Church in Color*, Chap 6 - Conclusion (Saturday)

### **Week FOUR Overview**

Required Reading

-Humphreys, *Seeing Jesus in East Harlem*, Intro through Part 1 (**81 pages**)

-McClintock Fulkerson, “Interpreting a Situation” (**20 pages**)

WK4: Reflection and Discussion Forum 4 (Wednesday / Saturday)

WK4: Reading Report on Humphreys Intro through Part 1 & McClintock Fulkerson (Saturday)

### **Week FIVE Overview**

Required Reading

-Humphreys, *Seeing Jesus in East Harlem*, Part 2 (**52 pages**)

WK 5: Rough Full Draft of Contextual Christian Engagement Paper (Wednesday)

WK5: Reflection and Discussion Forum 5 – Exploring Your Own Context II (Wednesday / Saturday)

WK5: Reading Report on Humphreys, *Seeing Jesus in East Harlem*, Part 2 (Saturday)

### **Week SIX Overview**

Required Reading

-Humphreys, *Seeing Jesus in East Harlem*, Part 3 & Conclusion (**81 pages**)

WK6: Reflection and Discussion Forum 6 (Wednesday / Saturday)

WK6: Reading Report on Humphreys, *Seeing Jesus in East Harlem*, Part 3 & Conclusion (Saturday)

WK6: Draft of First Section of RTM Paper Due (Saturday)

### **Week SEVEN Overview**

Required Reading:

-None. If you have not yet finished the book for your group presentation, you'll need to finish reading it this week.

WK7: Full Final Draft of Contextual Christian Engagement Paper (Saturday)

### **Week EIGHT Overview**

Required Reading:

-None.

WK8: Intensive Module Week. We are meeting in person at the PLNU campus beginning Monday morning and ending Wednesday afternoon.

WK8: Group Presentation on Selected Book (Day will be assigned to each group)

WK8: Presentation of Contextual Christian Engagement Paper (Day will be assigned to each student)

## **INCOMPLETE AND LATE ASSIGNMENTS**

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All assignments are to be submitted by the due dates posted. There will be a reduction of one letter grade for assignments that are turned in 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.

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.

Incompletes will be given only in extreme circumstances.

## **COURSE RESOURCES**

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### **Provided Resources**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

### **Libraries**

As a Point Loma student, you have full access to our [library resources](#). Point Loma's Ryan Library provides full content online for eBooks, videos, journal articles, trade publications, newspapers, and other resources. These full-text online resources can be printed, emailed or downloaded, and are accessible 24/7. Access to library resources from off campus requires authentication using your name and your PLNU ID number. Spend some time browsing the library website and explore the books, journals, and media resources available to you as a Point Loma student. For more information or questions, contact the library staff at: [Ryan Library](#).

### **Internet**

Be sure to check the quality of the source of the information and the date of publication or production. In order to access some of the reliable resources and to consult current journals, it is usually necessary to have a subscription and password to a specialized search program. Fortunately, all students at Point Loma are able to access well- respected journals and periodicals through Point Loma's subscription services available through the Ryan Library.

### **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](#) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619-849-2222).

## **UNIVERSITY POLICIES**

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### **Copyright**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **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 results 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. A faculty member 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 also using the procedure in the university catalog. See [Academic Policies](#) for further information.

### **Identity Fraud**

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

### **Attendance**

At Point Loma Nazarene University, attendance is required at all scheduled classes. This includes the face-to-face classes and the online portion of the class. 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.

Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week. (It may be any three days during the week.)

Participation in both the campus and online portions of this course is of the utmost importance. Students are expected to actively participate and contribute to the success of this course by reading assignment materials, engaging in classroom discussions, scheduling and actively pursuing field assignments. Issues presented in this course can be controversial and the potential for disagreement is great. As the class engages in discussions on societal issues, values, and methods for dealing with criminal or delinquent behavior, each participant will show respect for differing opinions.

### **Face-to-Face Portion of the Course**

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an e-mail to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

### **Online Portion of the Course**

If a student misses two online classes (fails to make a substantive note) during the course, then the

faculty member will send an e-mail to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

For example, in a 5-week course, students have until noon on the Friday of the third week to inform their Program Advisor that they will drop the course. If a student drops the course, or exceeds the limit of attendance, the student will be de-enrolled with an "F."

Below is an example of the absences outlined above and their consequences:

- 1 missed F2F class = warning
- 2 missed F2F classes = de-enrollment
- 2 missed online classes = warning
- 3 missed online classes = de-enrollment

### **Withdrawal**

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn.

Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

### **Grammar and Spelling Check**

Students are required to submit work that represents college-level English abilities, including excellent grammar and spelling skills. Students are required to turn on and use the grammar and spelling checker for their word-processing program and to use proper grammar when completing coursework, including class discussion. All online information should represent your academic work at Point Loma. Do not treat online access for class as a blog or chat room.

### **University Catalog**

For additional Point Loma policy items, review the [Point Loma Nazarene University Catalog](#).

### **Confidentiality of Course Discussion and Assignments**

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

### **Academic Accommodations**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-

849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **Spiritual Care**

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment.

### **Classroom Etiquette**

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

### **Inclusive Language Statement**

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English Language in ways that imply the exclusion or inferiority of women, the SoTCM urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. A standard of inclusive language is outlined by all major academic style guides, including MLA, APA and Chicago and is the regular practice of university caliber academic work.

Information from the *MLA Handbook*: "Because good scholarship requires objectivity, careful writers or research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex." (*MLA Handbook*, Sections 1.10 and 1.11 – on pp. 60-63 in the 6<sup>th</sup> ed.)

Information from the *Chicago Manual of Style*: “Biased Language – language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work — distracts and may even offend readers and in their eyes makes the work less credible.” (*Chicago Manual of Style*, Section 5.203, p. 233 of the 15<sup>th</sup> ed.)

Link to the APA Manual: [APA Style \(Links to an external site.\)](#)Links to an external site.

Link to Inclusive Language Handbook: [A Practical Guide to Using Inclusive Language \(Links to an external site.\)](#)Links to an external site. by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy.