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|  <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup><br/>NAZARENE UNIVERSITY</p> | <p><b>School of Theology &amp; Christian Ministry</b></p> <p><b>CMI 4020 Compassionate Ministry in Local Contexts</b></p> <p><b>3 Units</b></p> |
| <b>Spring 2022</b>  |   |

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| <b>Meeting days:</b> Tuesday/Thursday              | <b>Instructor title and name:</b> Dr. Mark Maddix, Dean, School of Theology and Christian Ministry |
| <b>Meeting times:</b> 11-12:15                     | <b>Phone:</b> 619.849.7236   |
| <b>Meeting location:</b> Wesleyan Center Classroom | <b>E-mail:</b> mmaddix@pointloma.edu   |
| <b>Final Exam:</b> May 5, Thursday, 10:30-1:00     | <b>Office location and hours:</b> Smee, 210<br>8-5 p.m., M-F                                       |
| <b>Additional info:</b>                            | <b>Additional info:</b>  |

**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.

### **COURSE DESCRIPTION**

Students will be immersed and examine how the church worships and engages in works of mercy and devotion in a community-based intercultural context. Students will learn how to analyze congregational and community demographics, understand sociological dynamics and employ theological reflection in ministry. The course will examine the difference between non-profit ministry structures and congregationally-based, direct-action approaches to local ministry.

### **COURSE STUDENT OUTCOMES**

1. Students will reflect on narratives from various Christian leaders, communities, and organizations.
2. Students will examine local neighborhoods to understand community assets, concerns, and needs.
3. Students will evaluate the theological understandings and trajectories of various proposals and practices of compassionate and intercultural Christian ministry.
4. Students will explore a variety of missional based community ministries.

| <b>Date</b> | <b>CLASS CONTENT</b>  | <b>ASSIGNMENTS AND DUE DATE</b>  |
|-------------|---|--|
| Jan. 13     | Introduction to Compassionate Ministry                                    |  |
| Jan. 18     | Theology of Compassionate Ministry  |  |
| Jan. 20     | Missional Theology  | Reading: Maddix, chs. 1-3, 9-11<br><b>Reading Reports Due</b>  |
| Jan. 25     | Developing Missional Communities  |  |
| Jan. 27     | The New Parish: Neighborhood Ministry                                     | Reading: Maddix, chs. 4-8, 12; Sparks, ch. 1-2<br><b>Reading Reports Due</b>   |
| Feb. 1      | Field Trip to Living Water Church of the Nazarene with Pastor Chris Nafis |  |
| Feb. 3      | The Practice of Evangelism  | Reading: Stone, chs. 1-2<br><b>Reading Report Due</b><br><b>Group Presentation, Stone chs. 1-2</b>   |
| Feb. 3      | LDS and Nazarene Dialogue, 7:00 p.m.                                      |  |
| Feb. 8      | Field Trip to Mid-City Church of the Nazarene                             |  |
| Feb. 10     | Apostolic Evangelism  | Reading: Stone, chs. 3-4; Sparks, chs. 3-4,<br><b>Reading Report Due</b><br><b>Group Presentation, Stone chs. 3-4</b>  |
| Feb. 11-12  | San Diego Parish Collective Conference (Saturday)                         |  |
| Feb. 15     | NO CLASS  |  |
| Feb. 17     | Evangelism After Christendom  | Reading: Stone, chs. 5-6; Sparks, chs. 5-7<br><b>Reading Report Due</b><br><b>Group Presentation, Stone chs. 5-6</b><br><b>Book Review on New Parish Due</b> |
| Feb. 22     | Ecclesiology and Mission  |  |
| Feb. 24     | Defining the Community: Witnessing  | Reading: Stone, ch. 7-9<br><b>Reading Report Due</b><br><b>Group Presentation, Stone ch. 7-9</b>   |
| Mar. 1      | Liberation Theology/Social Liberation                                     |  |
| Mar. 3      | Community based witnessing/Evangelism                                     | Reading: Stone, ch. 10 & Conclusion; Dudley, Part 1<br><b>Reading Report Due</b><br><b>Group Presentation, Stone ch. 10 &amp; Conclusion</b>                 |
| Mar 7-11    | SPRING BREAK  |  |
| Mar. 15     | Exegeting the Context   |  |
| Mar. 17     | Congregational Identity   | Reading: Dudley Part 2, Nouwen, Part 1<br><b>Reading Report Due</b><br><b>Ministry Interview Due</b>   |
| Mar. 22     | Organizing for Compassionate Ministry                                     |  |
| Mar. 24     | Developing Compassionate Ministries                                       | Reading: Dudley, part 3, Nouwen, part 2  |

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|                     |   | <b>Reading Report Due</b>   |
| Mar. 29             | Contextualization/Urban Integration   |   |
| Mar. 30-<br>April 3 | Compassionate Ministry Trip to San Francisco<br>Leave on Wednesday night and return on Sunday<br>afternoon. |   |
| April 5             | NO CLASS  |   |
| April 7             | Wise Leadership   | Read: Dudley, part 4<br><b>Reading Report Due</b><br><b>Compassion Ministry Trip Reflection Due</b> |
| April 12            | Wise Policy   |   |
| April 14            | NO CLASS-Easter Break   |   |
| April 19            | Acting Wisely   |   |
| April 21            | Community Partnership   | Read: Nouwen, part 3<br><b>Reading Report Due</b>   |
| April 26            | Compassionate Stewardship   |   |
| April 28            | Acting Wisely   | <b>Theology of Compassionate Ministry Due</b>   |
| May 5               | Final Exam, Thursday, 10:30-1:00  |   |

## REQUIRED TEXT

1. Dudley, Carl S. and James P. Wind. *Community Ministry: New Challenges, proven steps to faith-based initiatives*. Lanham, Maryland: Rowman and Littlefield. 2002. 978-1566992565
2. Nouwen, Henri J. M., Donald P. McNeill, and Douglas A. Morrison. *Compassion: A Reflection on the Christian Life*. Manhattan, NY: Image Book by Doubleday, 2006. ISBN # 978-0385517522
3. Maddix, Mark A. & Jay Akkerman. *Missional Discipleship: Partners in God's Redemptive. Mission*. Kansas City, MO: Beacon Hill Press. 2013. ISBN 978-0834130920
4. Sparks, Paul, Tim Soerens, and Dwight J. Friesen. *The New Parish: How Neighborhood Churches are transforming mission, discipleship, and community*. Downers Grove, IL: InterVarsity Publishing, 2014. ISBN# 978-0830841158
5. Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Grand Rapids: Brazos Press, 2007. ISBN# 978-1587431944

## COURSE REQUIREMENTS

1. **Attendance/Reading Reports (200 points)**. It is expected that you will do the weekly reading and complete the reading report prior to class. You are to write questions on a 3 x 5 card alongwith the percentage of the completed assigned readings for the week. You are to provide 10 reading reports during the course (20 points each). (SLO #1)
  - a. **Absences**-Since the class meets weekly it is imperative that you attend. 2 or more absences will result in a 50% grade reduction, and 3 or more will result in de-enrollment or failing the course. Medical absences must be excused by a medical professional.
2. **Book Review: *The New Parish* (150 pts)**. Write a book review on *The New Parish* and write a 1000-1250-word essay on the meaning of the new parish, how it is transforming mission, and what you believe to be some of the opportunities and challenges of this approach, particularly since traditional forms of church is declining? Due, February 17.

3. **Group Presentation: *Evangelism after Christendom* (150 pts).** You and another student will lead a 30-minute informed class presentation over the specific readings in Stone's text. Your presentation is to include a lesson plan or discussion guide for the class session.
4. **Compassion Ministry Trip Reflection: March 20-22, 2022 to San Francisco (150 pts).** Each student is expected to participate in all events of the trip to San Francisco. ***It is expected that students will attend the compassionate ministry trip to San Francisco. If for some reason you are not able to attend, you need to work out arrangements with the professor at the beginning of the class.*** Write a 4-5-page paper reflecting on what you learned about ministry to the marginalized of society while on your San Francisco trip. April 7.
5. **Ministry/Community Interview (100 pts) –** Students are to contact a ministry leader in the San Diego area who is engaged in aspects of compassionate or neighborhood ministry and provide an interview with the leader. The interview should focus on how the leader and their ministries is discerning faithful compassionate ministry. What are the inherent benefits and challenges of the ministry? What have they learned, and what would they recommend to others interested in creating community-based ministries? March 17.
6. **Theology of Compassionate Ministries (150 pts).** Write an 8-10-page term paper reflecting your theology/philosophy of compassionate ministries. The paper should include what you have learned from class, experienced on the urban plunge, and your course readings. Your paper should reflect how Christians can engage in God's redemptive work in the world, particularly acts of compassion. Due April 28.
7. **Final Exam (100 pts).**

| Assignment Amounts                           | Grading Scale |          |
|--|---------------|----------|
| • Attendance/Reading Reports-20%             | A=93-1000     | C=73-76  |
| • Book Review-15%                            | A-=90-92      | C-=70-72 |
| • Group Presentation-15%                     | B+=87-89      | D+=67-69 |
| • Compassionate Ministry Trip Reflection-15% | B=83-86       | D=63-66  |
| • Interview-10%                              | B-=80-82      | D-=60-62 |
| • Theology Paper-15%                         | C+=77-79      | F=0-59   |
| • Final Exam-10%                             |               |          |

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU COPYRIGHT POLICY

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.

## **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the

[Office of Spiritual Development.](#)

## **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

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

## **INCLUSIVE LANGUAGE**

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 school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.



|                      | Distinguished (5)   | Commendable (4)   | Adequate/Sufficient (3)  | Minimal (2)   | Unacceptable(1)  | Fail (0)   |
|----------------------|---|---|--|---|--|--|
| Organization         | The essay has a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis. | The essay has a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others don't seem to be clearly related to the overall thesis. | The structure of the essay is apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | The structure of the essay is apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | There is no recognizable structure. Sentences and/or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs. | The student failed to complete this portion of the assignment. |
| Content              | The content is very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.  | The content of the paper is clear and concepts are articulated. The student paper lacks depth and insights.   | The content of the paper is vague and the concepts are lacking. The student paper lacks depth and insights.  | The content of the paper is significantly vague and the concepts are significantly lacking in depths and insights.  | The content of the paper is not clear and concepts are not present. The papers content is very poor.                                     | The student failed to complete this portion of the assignment. |
| Sources and Citation | The paper uses the appropriate number of substantive sources and uses a professional citation style (e.g. APA, MLA, Chicago, etc.)  | The paper uses the appropriate number of substantive but only uses some of the professional citation style (e.g. APA, MLA, Chicago, etc.)   | Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g. APA, MLA, Chicago, etc.)   | Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g. APA, MLA, Chicago, etc.)   | No sources or citation page.   | The student failed to complete this portion of the assignment. |
| Writing and Grammar  | Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or format.   | Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or format, so that they are not distracting.                                       | Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and/or format errors occasionally become distracting   | Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader.   | The writing made the paper very difficult to read and to follow. Significant improvement is needed.                                      | The student failed to complete this portion of the assignment. |