Course ID:	Course Title:		Winter 2021
MI503	**Mission in Global Perspective**	**Prerequisite:**	
		Credits:	**3**

Class Information		Instructor Information		Important Dates	
Delivery:	In Person/Class	**Instructor:**	Charles A. Cook, PhD.	**First day of classes:**	Mon, Jan 11
Days:	Monday's	**Email:**	ccook@ambrose.edu	**Last day to add/drop, or change to audit:**	Sun, Jan 24
Time:	1:30 pm	**Phone:**	403.410.2000 x7901	**Last day to request revised exam:**	Mon, Mar 8
Room:	A2133	**Office:**	L2045	**Last day to withdraw from course:**	Fri, Mar 19
Lab/ Tutorial:	n/a	**Office Hours:**	By appointment	**Last day to apply for coursework extension:**	Mon, Mar 29
Final Exam:	n/a			**Last day of classes:**	Fri, Apr 16

1. 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. https://ambrose.edu/content/academic-calendar-2

2. 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_**.

   The Learner should be able to . . .

   1. ... <u>describe</u> the contextual issues facing the 21st Century mission enterprise.
   2. ... <u>understand</u> elements of the biblical and theological foundation for global mission.
   3. ... <u>explore</u> strategic challenges confronting the mission community at this juncture of history.

AFFECTIVE . . . what the learner should **_feel_** and **_appreciate_**.

   The learner should . . .

   1. ... <u>value</u> God's gracious disposition toward a fallen world.
   2. ...<u>esteem</u> the saving work of Christ on behalf of the human race.
   3. ...<u>appreciate</u> the need to live intentionally and responsively as kingdom representatives.

CONATIVE ... what the learner should be able **_to do_** and **_perform_**.

   The learner should be able to . . .

   1. ...<u>develop</u> the ability to communicate the essence of the mission of God.
   2. ...<u>assist</u> a congregation to envision the mission of God in, to and through their church.
   3. ...<u>express</u> importance of the mission of God in light of eternity.

SYNECTIC . . . problems that the learner should **_be able to solve_**.

The learner should . . .

   1. ...<u>recognize</u> the challenge peoples of other faiths encounter understanding God in Christ.
   2. ...<u>discern</u> the challenges of contextualizing the gospel to a specific cultural context.
   3. ...<u>respond</u> to basic objections that many Christians have about the global mission enterprise.

3. Textbooks

Required

   GOHEEN, Michael W.

   2014   *Introducing Christian Mission Today: Scripture, History and Issues*. Downers Grove,
         Illinois: IVP Books.

Recommended

   STOTT, John and Christopher J.H. Wright.

   2015   Christian Mission in the Modern World. Downers Grove, Illinois: IVP Books, Update
         Edition.

4. **Requirements**: Learning Activities

4.1. Reading & Reporting on the Text (10%)

1.1. Read and Report

   The learner is required to read *Introducing Christian Mission Today*.

   - From your reading of *Introducing Christian Mission Today*, generate an informative yet comprehensive Quiz (*Quizito*) designed to highlight key missional concepts that were new to you and useful for a local community of faith.
   - The "Quizito" should be made up of 20 questions as per the example in class.

1.2. _Due Date_: **April 12, 2021** in Moodle by midnight.

4.2. _Learning from Catalysts-Biography/Autobiography of Mission Catalysts (15%)_

The learner is required to select and read one (1) biography or autobiography on a significant _Mission Catalyst_ (missiologist). For a list of possible people, check out the _"Learning from the Catalysts"_ document on Moodle.

2.1. _Analysis of the Book_ (13%)

Submit a one-thousand eight-hundred word (1,800 [good words]) double spaced analysis on the life and the thinking of the individual you read making sure that you include the following:

1. Present and evaluate of the historical/environmental factors that influenced the individual's background, personal development, theology, attitudes, and service.
2. 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 where they known for? Why were they influential?
3. 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.
4. 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?

2.2. _"One Pager" Essential Facts_ (2%)

- Submit a _"one pager"_ (300 words) in which you highlight the salient aspects of your Mission Catalysts autobiography /biography. Draw the contents for this from item 2.1.
- This should simply be a summary the salient spiritual and missiological principles that capture the essence of this individual for your fellow learners. This _"one pager"_ will be posted to Moodle and available to your classmates.

> _ONE (1) PAGER_
> **Format:** _Your Name & Course #MI503_
> **Bibliographic Data**_: Author, Title, Publisher, Date_
> **Summary**_: Key elements that help us understand your Catalyst; and perhaps significant quote etc._

2.3. _Due Date_: **February 08, 2021** on Moodle @ the beginning of class.

4.3. _Mission Research Paper (55%)_

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. For what is meant by _"good words"_ check out the **RESOURCES** window in Moodle.

3.1. _The Research Paper_ (40%)

- The papers should reflect comprehensive research and understanding of the topic presented. The learner should select a topic with the goal of increasing their awareness of the global mission of the church.
- The paper will be evaluated using the rubric in the table below.

3.2. _Research Paper Themes_

Themes for MGP papers this semester will focus on the theme: _"Mission in a Post COVID-19 World"._ Every few years, missiologists innovate or adopt models to address the mission task amid changing global realities. Some models have enjoyed a long "tail life" and endure for decades. Others are quickly abandoned. Unfortunately, the mission community often moves on to the next approach without adequately evaluating the usefulness of earlier approaches, or the ramifications for the future mission work. How did pre-CoOVID-19 models advance the mission of God in specific place or regions? How should those models be adjusted or abandoned as we make disciples across cultures into the future?

Mission models to consider from the past may include (but not limited to):
- Historical models such as Bosch's paradigms and Winter's eras;
- Evangelistic models including Church Planting Movements (CPMs), Disciple Making Movements (DMMs);
- Demographic models like Unreached People Groups (UPGs) and the 10-40 window;
- Indigenization models like the 3 selves and the pilgrim and indigenous principle; and
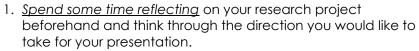- Contextualization models like the C1-C6 spectrum and critical contextualization.

Current models that address post COVID-19 realities need to take into account the changing face of the mission in light of COVID-19 to and through our nation.
- There are more Christians in Africa than on any other continent;
- Latin America has a thriving Pentecostalism;
- There are strong pockets of Christianity in Asia as well.
- The advent of World Christianity requires a rethinking of missions.
- Further, globalization, migration, and new technologies force us to re-examine how mission should be conducted.

As missiologists and reflective practitioners anticipate the future of mission, we must examine past models as well as the new context. It also encourages presenters to anticipate future directions in the mission enterprise, especially considering the post COVID-19 realities and the need to minister to the next generations to impact missions in the workplace, neighborhood, and other sectors of society.

3.3. *Presentation of Research Project* (10%)

On March 29th each of you will get 10 minutes to present the essence of your research.

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 29th prepared to share insights* regarding what your researched. 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 in a post COVID-19 world.
3. *Make a short ten (10) minute presentation* extolling the virtues of what you discovered to the rest of the class. These presentations will obviously be succinct and need to fit in the allotted time. (TED Talk style; clear, concise, and pertinent).
4. *Evaluation:* The paper presentation will be evaluated using the rubric in the adjoining table.
5. *Due Date* for this part is at class time on Monday **March 29th**.

3.4. *Generate an Annotated Bibliography* (5%)

Part two of this research project requires you to generate an *annotated bibliography with at least 10 references* (sources).
- *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)
- *Include your annotated bibliography in your paper* where you would normally include your bibliography.

- *Due Date* for the annotated bibliography is the same time as your research paper; **March 29th**.

3.5. *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/).

3.6. *Due Date*: **March 29, 2021** on Moodle @ the beginning of Class.

4.4. Critical Analysis Resource Book (20%)

Generate a critical analysis of a mission resource book of your choosing. This book should preferably be tied to the area of your research project. This critical analysis paper should be two-thousand words (2,000 good words) and specifically follow the APA or Chicago styles for standard paper writing.

4.1. *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://d3pi8hptl0qhh4.cloudfront.net/documents/dmin/Book_Review_Guide.pdf)

4.2. *Due Date*: **March 8th, 2021** in Moodle by midnight.

5. Course Distribution of Grades

1. *Reading & Reporting on the Text* *10%*
2. *Learning from Catalysts-Biography/Autobiography* *15%*
3. *Mission Research Project & Presentation* *55%*
4. *Research Book Review* *20%*

                                                                    TOTAL   100%

5.1. 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. Therefore, **when on Zoom your camera is expected to be turned on at all times**. All assignments must be completed in order to pass the course.

5.2. 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

6. Other Information

6.1. 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.

6.2. 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/).

6.3. 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

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

6.5. "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!

6.6. Course Completion

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

6.7. *Plagiarism and Cheating*

*T*he learner should be familiar with the Ambrose policy on plagiarism. On some assignments Turnitin will be used.

- *Plagiarism*: The use of ideas and information from a specific source without giving credit in some manner to the sources ... and/or ...
- *Cheating: The presentation of someone else's work which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.*

6.8. 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.

6.9. *Ambrose University Academic Policies*

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

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 devises 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. 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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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