Course ID:	Course Title:	Winter 2023
MI 635- 1	Establishing Communities of Faith in a Multicultural World	Prerequisite: MI 503
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Ric Gilbertson D.Min; ThM.	First Day of Class:	Jan. 13, 2023
Days:	Fridays	Email:	ric.gilbertson@ambrose.edu	Last Day to Add/Drop:	Jan. 21
Time:	1:00 pm to 4:00 pm MST	Phone:	NA	Last Day to Withdraw:	March 28
Room:	NA	Office:	NA	Last Day to Apply for Coursework Extension:	April 2
Final Exam:	No Final Exam	Office Hours:	NA	Last Day of Class:	April 14

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

Establishing Communities of Faith in Multicultural World is designed to introduce the learner to the exciting ministry of initiating vibrant communities of faith (the church) in context. Participants will discover culturally relevant ways of applying trans-cultural biblical principles associated with evangelism and the growth of dynamic communities of faith. A theological framework for establishing these communities in their local context is accompanied by relevant methodological and strategic research that informs the way in which these communities are developed in our multi-cultural world.

Expected Learning Outcomes

2.1 Cognitive . . . what the learner should know and understand.

- Articulate the theological and biblical foundations for church planting in general and for cross-cultural "pioneer" contexts in particular.
- Present the dimensions involved in "moving into the neighbourhood", an incarnational approach to church planting.

2.2 Affective *. . . what the learner should feel and appreciate.*

- Esteem the divine aspect of church planting and the resulting implications for both personal spiritual formation and personal spiritual life practices.
- Recognize the importance of a thorough understanding of a "neighbourhood" and its people for contextualizing strategy.

2.3 Conative *. . . what the learner should be able to do and perform.*

- Identify worthwhile resources to inform and guide starting new churches.
- Articulate their own personal philosophy of ministry along with contextual applications for various intercultural settings.

Required Textbooks and Readings

MULLER, ROLAND

2013 *The Messenger, The Message & the Community: Three Critical Issues for the Cross-Cultural Church-Planter, 3rd Edition.*

OTT, CRAIG and WILSON, GENE

2011 *Global Church Planting- Biblical Principles and Best Practices for Multiplication*. Baker Academic Books, Grand Rapids, MI.

SEAMANDS, Stephen

2005 Ministry in the Image of God- The Trinitarian Shape of Christian Service.
       (Downers Grove, IL: IVP Books).

ADDITIONAL E-VERSION READINGS
       See Moodle

Course Schedule

ON LINE FORMAT VIA ZOOM.

Classes will begin **Friday, January 13ᵗʰ, 2023, 1:00 pm to 4:00 pm and continue until the last class on April 14ᵗʰ.** There will be <u>no classes **Feb. 24ᵗʰ** due to Reading Week</u> and **April 7ᵗʰ** due to <u>Good Friday.</u>

Requirements:

1. **Reflection on the Book of Acts (5%) Due: Jan. 20**

   Read the book of Acts and observe the story of churches being birthed in new areas. Note cases where messengers needed to cross language, culture, or religious barriers. Write a one (1) page summary of your findings- you may use bullet form if desired.

2. **Reading response papers for The Messenger, the Message & The Community (15% - 5% each) Due dates:**
   - **Part 1 on Jan. 27**
   - **Part 2 on Feb. 3**
   - **Part 3 on Feb. 10**

   Students are to read carefully each of the three sections of the book and answer the questions at the conclusion of each chapter. (Clarification: *You do NOT have to write answers on each question, but you should at least read each question and jot down a few notes from that chapter's set of questions.*) The learner should use some form of note taking for his/her answers. On the basis of the student's interaction with the material, he/she is to write a one to two-page response (i.e. minimum 2 page, maximum 3 pages) to the content and application for each section. The student is to discuss his/her response to the content and relate how the material applies to future

ministry and possible areas of involvement.

3. **Interview and case study: New church plant/Establishing a faith community- (20%) Due date: Mar. 10**
    The Student will find a pastor/church planter/missionary who has started/is starting a new church.
    The student will then interview the person and submit a **4 page** report based on the case study.
    Interview: Prepare a list of questions based on course content that will i) discover the story behind the church plant ii) the process/elements/strategy involved iii) the personal journey of the church planter.
    Report: Summarize the results of the interview/case study (2 pages) and then provide a personal/strategic/theological reflection on lessons learned (2 pages). Submit a copy of interview questions as an appendix.

4. **Critical Analysis of a section of <u>Global Church Planting</u> (10%) Due date: Mar. 24**
    This book is a very well-crafted resource that outlines the critical aspects surrounding the theme of establishing faith communities in a multicultural world. Choose a theme from one of the first three "parts" (*the book is divided into 4 parts, and you can choose one of the first three parts for your assignment*) and write a two to three-page response (i.e. minimum 3 pages, maximum 4 pages) as to the importance and/relevance of this theme to understanding and practice of church planting.

5. **Church Planting Research Project (35%) Due Date: April 14**
    Each student will be responsible to write a 10-12 page project (not including appendices). The student should consider the content and frameworks discussed throughout the course as a foundation for their research. The paper will present a specific application of the course content to an area of personal interest and passion. <u>The student must read 200-300 pages as part of their research and include a statement indicating they have done so in the bibliography section of the paper.</u>
    Choose from the following options:
    - Planting a church in a Creative Access Country (choose a specific country and people group)
    - Planting a church among new Canadians in Canada (choose a specific group)
    - The _____ Experience of Church Planting: a Case Study
    - Planting a church among Muslim background people (or another religious group- Buddhist, Hindu, etc)
    - Being involved in "Tentmaking" and the task of cross-cultural church planting. (This may be of particular interest for those who see themselves having a vocation other than "full-time" ministry.)
    - Pioneer Church Planting in Teams- the role of teams in cross-cultural church planting.
    - <u>A topic approved by Instructor</u>

6. **Class presentation (5%) Due Date: April 14**
    Each student will give a 10 to 15 minute presentation of their Church Planting Research Project to the rest of the class, which will then be followed by a question and answer time. The main basis of the grade will be a peer evaluation sheet, which each student will fill in on each presentation.

7. **Reading Log and Class Participation (10%) Reading log due April 14**
    Students will complete each assigned reading and submit a log of their reading **(See Appendix 2 CALENDAR ASSIGNMENTS LOG)**, which will indicate the percentage of assigned reading thoughtfully read on time (meaning *before* the given class period); percentage read late. This includes all class readings: Ott & Wilson, Muller, and Seamands. The reading log is to be submitted at the end of the semester on April 14, though can be submitted earlier if completed earlier.
    The nature of this course requires student participation in discussions and interaction with lectures and presentations. Attitudes of inquisitiveness, willingness to learn, respect for others in the class and efforts to encourage each other will be taken into consideration more than "correctness" of comments. The grade of this part of the course will be a combination of completed reading log and class participation.

Attendance:

The nature of our on-line format is such that attendance is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

Submission of Assignments:

All assignments are due at the beginning of class on the date designated.

- **Medium for Submissions**: All assignments in this class are to be submitted in digital format to the professor via the course Moodle page. All electronic submissions must be submitted as Microsoft Word documents (.doc or .docx) ONLY. The file name of electronically submitted assignments *must* begin with the student's surname and designate the particular assignment. (e.g. Smith - Critical Analysis of Muller Part 1.doc *or* Smith Reading Log.docx)
- **Layout:** All written assignments should be double spaced with 1" margins using **12-point Times New Roman font**. It must have a title page, and - where appropriate - footnoting and bibliography, all of which are not included in the length required. It should be written in excellent modern literary English with proper grammar, spelling, punctuation, and rhetoric.
- **Citations:** You must cite the source of your material very carefully using a consistent system, not only when quoting from a section, but also when drawing from it as a resource. Sources should be used, cited and footnoted (no in-text citations, and no endnotes please!) appropriately and the paper should conform to the Style Guide for PST and REL courses, posted on Moodle.
- **Late Submissions**: Assignments are due by the beginning of class on the due date. Late submissions will receive a 5% penalty per day up to five (5) days at which time the assignment will be awarded a failing grade. All assignments must be submitted to have an opportunity to successfully complete this course. Late submitted assignments will not be awarded an A grade regardless of the quality of the submission.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete 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	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Ambrose University Important Policies & Procedures:

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.

Exam Scheduling
Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting
Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy
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.

Coursework Extensions
Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/sas/writing-services

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

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 https://ambrose.edu/student-life/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