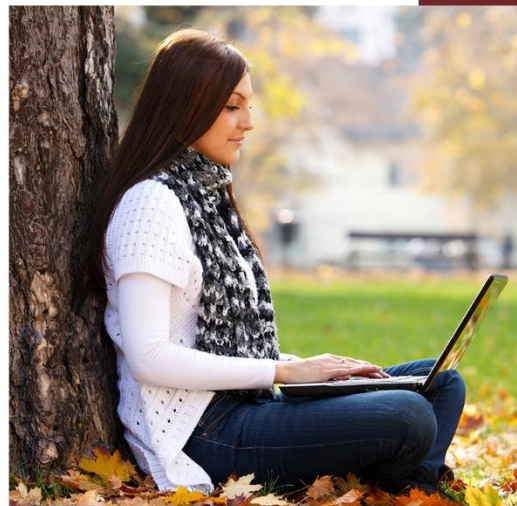
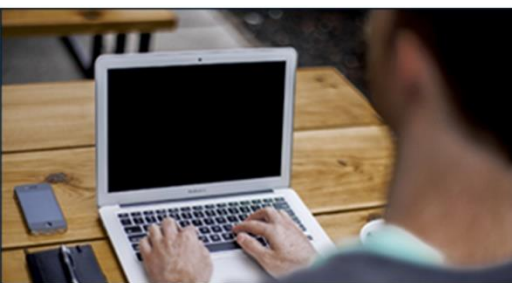


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



RELG 225 Foundation of Missions
Fall 2020

RELG 225 Foundations of Missions

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

RELG225 Foundations of Mission is a 3-credit undergraduate religion course which explores the theology and practice of missions. The general objective of the course is to understand God's mission in our world and experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions.

Required Text/Material

Introduction to Adventist Mission. Gordon R. Doss. Institute of World Mission, Silver Spring, MD. 2018. ISBN 978-0996030564

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Optional Text/Material

There are several short assignments from the book Gospel Workers, Ellen White. A free ebook is provided with the course or the student can read the assignments online at:

https://egwwritings.org/?ref=en_GW.6¶=35.7

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 11.25 hours each week. You'll spend your time reading, accessing instructional materials, completing assignments, interacting with your instructor and classmates, and taking quizzes and tests.

A recommended weekly 9 hour schedule may be divided as follows:

Readings: 4 hours

Lectures: 2.5 hours

Interactive Discussions: 1 hour

Quizzes: 1.25 hour

Weekly work on assignments: 1.5 hour

Studying for Upcoming Exams: 1 hour

Program Learning Outcomes

Relation to the BA in Theology or BA in Religion

University Mission	Program Outcome Objective (BA in Theology)		RELG225 Foundations of Missions
	Goal#	At the end of the program the graduate should:	
Seek Knowledge	1	Possess a foundational knowledge of in the areas of Bible, history, and theology, from an SDA perspective.	The class incorporates and applies foundational knowledge of scripture and mission.
Affirm Faith	3	Expression of faith: In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing	The class requires expression of faith on a high level through the commitment to and the communication of the gospel in a missions context.
	4	Exhibit growth in Christian life skills	Interaction with non-Adventists employs a high level in interpersonal relationship skills and personal faith.
Change the World	5	Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross- cultural context	The class contains high level service and evangelism principles and practice in a missions context.

Student Learning Outcomes

1. Articulate core biblical and theological foundations for global missions.
2. Summarize the historical development of missions.
3. Discern the inter-relationships between mission and culture and recognize appropriate contextualization.
4. Apply biblical criteria to evaluate methods and trends in missions
5. Identify the fundamental experiences and challenges of being a cross-cultural missionary.
6. Explore the implications and opportunities of being a global Seventh-day Adventist Christian
7. Recognize God's call to mission and synthesize their own personal response through participation in the unfinished contemporary task of missions.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned video lectures, readings from the textbook and the course material, short essays and reflections on the reading, weekly quizzes on the video lectures and readings, specific assignments and interactions with the instructor via discussion and exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions:

Supplemental Readings and Videos

Description: Select your three resources, read them or view them carefully. For each of the resources chosen then write a two or three paragraph response including the following:

- Identify the resource chosen (name of article or video)
- Summary of the content
- Your response to two key ideas in the material you read or watched.

Discussion entries

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for

enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For this course you will have one online discussion per Unit (7 for the entire course). After reading the Unit assignments and watching the online videos, you should enter the discussion for that Unit. For each discussion, each student should submit 2 responses. You are required to submit 1 response to each discussion question and one follow-up response.

Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Missionary or Immigrant Interview

One of the assignments for Unit 1 is to interview a missionary, a recent immigrant or a refugee. The purpose of this assignment is to learn about the cultural and spiritual challenges and adjustments when moving from one culture to another.

Case Study

Read the case study document carefully then outline and develop your written response. Write a thoughtful three or four paragraph response to the dilemma.

Area Study: “What if”

This assignment requires you to choose a location somewhere in the world and imagine “What If...” you went there as a missionary. The assignment involves researching that specific location and missionary context. Complete and submit the fillable Word document included in the course materials.

Adventist Missions Resource file

An important takeaway from this class is your Adventist Missions resource file. This file is an annotated list of at least 20 online missions sources for mission materials (articles, blogs, videos, etc) that you can use in ministry and missions.

Hymn Application

This assignment involves your creative use of the mission hymn, “Facing A Task Unfinished,” as part of a worship experience at home (or small group) and at church.

Reflective Essay

This course assignment is a final comprehensive and reflective essay looking back over all the ideas and concepts you have learned in this course. You will write a thoughtful, cohesive essay exploring what you have learned and how it applies to your context of service to God.

Rubrics:

Discussion rubric:

Objectives	Low Performance	At or Below Average	Above Average	Exemplary	Points earned
Student response to the discussion question	0-1 point Response fails to address the discussion question – Or an unacceptable response	2 or 3 points Response has a minimal or merely adequate response to the discussion question	4 points Response indicates clear understanding and analysis of the discussion question.	5 points Response indicates an excellent, reflective, insightful response to the question.	
Student response to another student's post	0-1 point Failure to respond to another student's post – Or an unacceptable response.	2 or 3 points Minimal response or response is merely adequate response another student's post	4 points Response another student is clear and respectful and adds perspective to the discussion.	5 points Clear, respectful response which demonstrated excellent grasp of the topic.	
Total points (10 possible)					

Interview Rubric:

Grade rubric	Low Performance	At or Below Average	Above Average	Exemplary	Points earned
	0-8 points Interview report failed to cover the majority of the questions for the interview and contained minimal analysis.	8-22 points Interview report provided merely adequate responses and analysis. Lacked significant analysis or insight.	23-26 points The interview report indicates a clear summary and includes a good understanding of the cross-cultural dynamics.	27-30 points The interview report included a clear summary of the responses and cohesively presents an insightful analysis of the interview content.	
Total points (30)					

Area Study Rubric:

A	Completed a minimum of 90% of the entries for the area study. Excellent content
B	Completed a minimum of 80% of the entries for the area study. Good content
C	Completed a minimum of 70% of the entries. Basic information, not much more.
D	Completed a minimum of 60% of the entries. Left significant entries uncompleted.
F	Completed less than 50% of the entries. Failure to meet assignment requirements

Adventist Mission Resource file rubric

A	Excellent answers to all components for each website. Excellent content
B	Clear answers to all components for 80% of the websites. Good content
C	Basic answers for 70% of the entries. Basic information. Some content insufficiencies
D	Completed less than 60% of website component entries. Major content insufficiencies
F	Completed less than 50% of website component entries.

Reflective Essay Rubric:

Exceptional: A (75-85 points)	Above Average: B	Meets Basic Expectations: C	Below Expectations: D or F
Content and Reflective Thinking: (22-25 points) The essay clearly identifies and explains 5 major concepts from the course and provides biblical support. The reflection conveys a clear understanding of course content and Biblical support.	Content and Reflective Thinking: (20-21 points) The essay identifies and explains at least 4 major concepts from the course and provides some biblical support. The reflection conveys an understanding of course content and Biblical support.	Content and Reflective Thinking: (17-21 points) The essay articulates a minimum explanation of the key concepts and provide little biblical support. The essay has some good ideas but is vague and/or unclear about the meaning of these concepts.	Content and Reflective Thinking: (0-16 points) The reflection does not address concepts from the course as related to the topic of the essay and/or the essay lacks biblical support for the ideas.
Analysis: (22-25 points) The reflection essay is an in-depth analysis of the learning experience. The essay includes specific content from the course and demonstrates a clear understanding of the concepts and the implications of these ideas.	Analysis: (20-21 points) The reflection essay includes substantive content from the course. Articulated and developed some key concepts and ideas.	Analysis: (17-21 points) The essay present basic analysis but little insight beyond course content. Contains some important concepts but lack significant development of these ideas.	Analysis (0-16 points) The essay does not contain significant analysis or development of idea. Lacks content and development of thought.
Application: Making Connections (22-25 points) The reflection articulates multiple connections between this learning experience. Clear well-defined applications of the ideas to their life and ministry context	Application: Making Connections (20-21 points) The reflection articulates numerous connections between this learning experience and course content.	Application: Making Connections (17-21 points) The essay minimally connects the course content to the student's experience or their context of ministry. Connections and applications are vague and limited.	Application: Making Connections (0-16 points) The essay fails to articulate significant connections between course content, the student's experience and their ministry context.
Writing: (9-10 points) Cohesive well-written essay with clear flow and development of content.	Writing: (8 points) Generally well-written essay with content generally developed effectively.	Writing: (7 points) Writing lacks cohesive flow and development of ideas.	Writing: (1-6 points) Writing does not meet minimum standards.

Exams

The mid-term exam is worth 15% of your grade. You are allowed 60 minutes to complete this exam.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings & Videos IAM – Introduction to Adventist Mission GW – Gospel Workers	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Unit 1: Biblical and Theological Foundations For Mission	Videos: Introduction Video Mission Dei: Mission in the Old Testament Readings: Introduction to the Study of Mission – IAM Ch 1 The Bible as Grand Narrative of God’s Mission: Old Testament – IAM Ch 2	Quiz 1 Due Thursday, Sept 3, 11:55pm	SK.FND.1.
2 Aug 28 – Sept 3		Videos: Mission in the New Testament Readings: The Bible as Grand Narrative of God’s Mission: New Testament – IAM Ch 3	Quiz 2	SK.FND.1. FI.FND.1.
3 Sept 4 - 10		Videos: Acts: Mission and The Holy Spirt, Ordinary People: Theology of the Laity and Mission Readings: God, the Source of Mission – IAM Ch 4	Quiz 3	EC.FND.1. SK.FND.1.
4 Sept 11 - 17		Videos: Foundational Principles of Mission Food and Culture Readings: The Church and Mission – IAM Ch 5 Varied Gifts GW p.420 Unity in Diversity GW p. 422	Quiz 4 Discussion Forum 1 Missionary, Immigrant or Refugee Interview	AL.FND.1. SK.FND.1.
5 Sept 18 - 24		Unit 2: Historical Development of Mission	Videos: Mission in Acts The Church in Antioch and Adventism Readings: An Overview of Mission History – IAM Ch 7	Quiz 5
6 Sept 25 – Oct 1	Video: Christian Missions AD 30-1500 Readings: Phases of Adventist Mission - IAM Ch 8 The Field is the World-GW p. 22 The Gospel to All Countries-GW p. 23-26		Quiz 6. (Note that Quiz 6 will include material from IAM ch. 7 & 8)	SK.FND.1.

Week	Lessons	Readings & Videos IAM – Introduction to Adventist Mission GW – Gospel Workers	Assignments	Outcomes Met
7 Oct 2 - 8		Videos: Protestant Missions 1500-1950 Lessons from Paul's Missionary Journeys Readings: Economy in Mission Work - GW p. 401-405 The Regions Beyond - GW p. 406 Home Churches to Help - GW p. 408 Methods of Labor in Foreign Fields - GW p. 409	Quiz 7 Discussion Forum 2	FI.FND.2. SK.FND.1.
8 Oct 9 - 15	Proctored Midterm Exam			
9 Oct 16 - 22	Unit 3: Culture and Missions	Videos: Culture and Missions part 1 Culture and Missions part 2 Readings: Cultural Anthropology and Mission - IAM Ch 9	Quiz 8	CG.FND.1. SK.FND.1.
10 Oct 23 - 29		Videos: Models for Understanding Culture Hofstede's 6 Cultural Dimensions Guilt Shame Fear Three paradigms Readings: Worldview and Mission - IAM Ch 10	Quiz 9	SK.FND.1.
11 Oct 30 – Nov 5	Unit 3: Culture and Missions – Cont.	Videos: Foreign to Familiar part 1 and part 2 Conversion and Worldviews – part 1 and part 2	Quiz 10 Discussion Forum 3 Case Study: Wine and Witness	SK.FND.2. FI.FND.2.
12 Nov 6 - 12	Unit 4: Missions, Culture and Scripture	Videos: Missional Hermeneutics Contextualization: An Introduction Bible, Mission and Culture – Andrew Tompkins Readings: Culture and Contextualization – IAM Ch 11	Quiz 11	SK.FND.1.
13 Nov 13 – 19		Videos: Divine Appointments: Acts 8 Acts 17: Contextualization & Redemptive Analogies pt 1 & 2. Readings: Encountering the World Religions” – IAM Ch 15	Quiz 12 Discussion Forum 4	FI.FND.2. SK.FND.1.
14 Nov 20 – 26	Unit 5: Missionary Life	Videos: Conflict and Mission: Acts 6 Conflict Resolution Principles Cross-Cultural Friendship Principles Readings: Mission Among Creative Access People - IAM Ch 16 Mission and Animism - IAM Ch 17	Quiz 13 Discussion Forum 5 Due Friday, Nov 27, 5:00pm	FI.FND.2. SK.FND.1.

Week	Lessons	Readings & Videos IAM – Introduction to Adventist Mission GW – Gospel Workers	Assignments	Outcomes Met
15 Nov 27 – Dec 3	Unit 6: Becoming Global Thinking globally; acting locally	Videos: Unreached people groups “Your Work As Your Mission” Tentmaking - Wagner Kuhn Readings: “The Global Context of World Mission” - IAM Ch 12 “Toward an Adventist Theology of Urban Mission” - Gary Krause article	Quiz 14 Discussion Forum 6 Area Study: What if...? Adventist Mission Resource File	FI.FND.2. SK.FND.1.
16 Dec 4 – 10	Unit 7: “Lord Send Me”	Videos: “We’re Going! Missionary Testimony” “Missionary Testimony” Readings: Unity in Diversity – GW p. 422-424	Discussion Forum 7 Supplemental Readings and Videos Assignment Personal Response: “Letter to God” – your response to the call to missions Facing A Task Unfinished – Hymn application Reflective Essay: “Looking At This Course In the Rear-view Mirror”	FI.FND.2.&5 SK.FND.1.

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description and (point value)
5	Supplemental Readings (30 points)
12	Discussion Forums (7 x 10 points each = 70 points total)
28	Assignments (165 points total) Interview (30); Case study (20); Area Study (30) Resource File (40); Hymn Application (30); Letter to God (15)
15	Midterm Exam (82 points)
25	Weekly Quizzes (10 x 14 = 140 plus 5 pt for one quiz = 145 total)
15	Reflective Essay (85)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies**Withdrawal and Incomplete Policies**

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.

2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual

response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Bibliography

The course author, Glenn Russell was born in Egypt to missionary parents and his formative years were spent living in Beirut, Lebanon. He graduated from Columbia Union College, later graduated with a Masters of Divinity degree from the Andrews University Theological Seminary. He earned a Doctor of Ministry degree from Trinity International University with an emphasis on missions and ministry.

Dr. Russell is the chair of the Department of Religion and Biblical Languages and testing courses in pastoral ministry, practical ministry, world religions and missions. He has also taught on campuses in Romania, Honduras, Kenya, Zimbabwe and Lebanon. He frequently speaks at academies, universities, camp meetings and youth congresses. One of his passions is missions and his mission work has taken him to Honduras, Lebanon, Fiji, Romania, Kenya, Zimbabwe, Jordan, Egypt. His doctoral research focused upon developing missiologically and biblically based short-term missions in the context of long-term missions. He conducts at least two mission trips per year for students at Andrews University.



Dr. Russell is married to Sharon Russell, a reading specialist and mentoring coordinator in the Benton Harbor public school system. They have two adult children and one precious granddaughter Gemma. Pastor Russell spent 10 years pastoring in Virginia and Maryland and then 15 years serving as the Bible teacher at Andrews Academy. He has authored two books in the secondary Bible curriculum for North America. He is the host of the weekly media program "Scriptural Pursuit" and has recorded a series of television programs for 3ABN on the gospel according to Matthew. In his limited spare time, he enjoys playing the guitar, playing soccer, and learning about being a global Christian in the more than 20 countries where he has served. Most importantly Glenn Russell is a sinner saved by the marvelous grace of Jesus Christ.

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