

## MIN 210: The Christian World Mission

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# MIN 210: The Christian World Mission

## Course Description and Credit Hours

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(3 credit hours) The biblical basis and history of missionary motivation, and the study of missionary strategies and methods.

This course introduces students to the biblical basis of missionary motivation, the history of missionary activity, and the study of missionary strategies and methods. The process of crossing cultural boundaries with the gospel, and the many contexts in which that is happening around the world, is the central concern of this course.

## Student Learning Outcomes

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At the conclusion of the course, students should be able to:

1. Demonstrate a basic knowledge of crucial terms, concepts, and principles in missions.
2. Identify the contemporary literature in mission biography and theology.
3. Demonstrate skill of basic research in the area of global missions.
4. Analyze the crucial issues in world missions by evaluating persons, trends, and theological positions.
5. Synthesize the biblical basis for global missions with a personal sense of call.
6. Evaluate their present and future involvement in what God is doing around the world by clarifying their own values in light of Scripture.

## Required Textbook / Materials

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Required Books (feel free to purchase as e-books if you prefer):

Escobar, Samuel. *The New Global Mission: The Gospel from Everywhere to Everywhere*. Downers Grove, IL: IVP Academic, 2003. ISBN: 978-0830833016.

Tizon, Al. *Whole and Reconciled: Gospel, Church, and Mission in a Fractured World*. Grand Rapids, MI: Baker Academic, 2018. ISBN: 978-0801095627.

Required Articles and Videos: Provided by the professor on Canvas.

Textbooks and other course materials can be purchased from the [online campus bookstore](#).

## Instructor Email Response Policy

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Any course related email sent to the instructor will have a response either by email, phone, or through Canvas within 48 hours.

## Final Grade Calculation

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### Grade Distribution

Assignment	Point Value	Student Learning Outcome
Discussion Posts (10 pts each)	70 points	SLO 1, 2, 4
Think Pieces (90 pts each)	630 points	SLO 1, 2, 3, 4
Reflection Paper	100 points	SLO 2, 4, 5, 6
Final Project	200 points	SLO 1, 2, 3, 6
<b>Total</b>	<b>1000 Points</b>	

For more information on the criteria used for grading, see the Rubrics posted in the online classroom. Extra credit may be assigned at the professor's discretion. For example, as a reward for a careful reading of this syllabus, you will receive an extra point, provided you email a funny meme to the professor.

### Grading Scale

Letter Grade	Percent
A	94% - 100%
A-	90% - < 94%
B+	87% - < 90%
B	84% - < 87%
B-	80% - < 84%
C+	77% - < 80%
C	74% - < 77%
C-	70% - < 74%
D+	67% - < 70%
D	64% - < 67%
D-	60% - < 64%
F	Below 60%

## Course Schedule

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This schedule serves as a general outline for the course. The instructor reserves the right to adjust the schedule as the need arises.

Each week begins on Sunday at 12:00 am EST and ends on Saturday at 11:59 pm EST.

Week	Assigned Readings	Assignments
1	Escobar: Chapter 1 Online Resources	Discussion Posts Weekly Report
2	Escobar: Chapter 2	Discussion Posts Weekly Report
3	Escobar: Chapters 3-4 Tizon: Chapters 1-3	Discussion Posts Weekly Report
4	Escobar: Chapters 5-8 Online Resources	Discussion Posts Weekly Report

5	Escobar: Chapter 9 Tizon: Chapters 4-5 Online Resources	Discussion Posts Weekly Report
6	Tizon: Chapter 6-9 Online Resources	Discussion Posts Weekly Report
7	Escobar: Chapter 10 Tizon: Chapter 10-Conclusion	Discussion Posts Weekly Report Reflection Paper Final Project

## Course Requirements

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All online course activities assigned to the course are performed within Canvas. Students will navigate through the course using the *Modules* page.

Additional web sites and related web-based activities, if assigned, will be accessed through the course on Canvas or through links provided for websites located outside the course.

### Assignments

To successfully complete this class, each of you will complete all assignments on time, participate actively in class discussion and build relationships with fellow classmates.

**Assignment 1: Discussion Posts.** Each week, by 11:59pm on Wednesday students will make a post in the online forum. This post will address key themes or questions from the reading and how it contributes to the student's understanding of mission. Each student will select the topic for their own post. It should be between 150 and 300 words (longer is fine). By 11:59pm on Saturday, students will respond in a way that carries the conversation forward to at least three other posts (make three or more responses for full marks). Don't just agree or disagree, say why you think the way to do, ask probing questions, invite responses.

**Assignment 2: Weekly Reading/Video Reports.** Students will be given a form to fill out with questions about all the week's resources. Students will answer each of the questions as thoroughly as possible in the space allotted. The responses should address all of the readings and/or videos assigned for the week. Each response should fit the assigned word count. Students should not only show that they have thought deeply and analytically about the course content, but that they are ready to integrate that learning into their current and future life and ministry.

**Assignment 3: Reflection Paper.** Near the end of the semester each student will write a reflective paper on how they now understand Christian mission as a result of the course. They will also reflect on their own personal sense of calling to participate in mission and how they suppose that will look in the future. Papers should be between 500-750 words.

**Assignment 4: Final Project.** For the final project, the student will create an "explainer" video where they unpack one of the issues addressed in the class. Topics will be selected by the student but need to be cleared with the professor before starting on the project. This assignment can be about a person or event from mission history, an important theological concept in mission, the interaction between Christianity and other religions, a pressing issue facing missionaries today, or a particular way of doing mission (business as mission, or holistic

mission, etc.) The possibilities are endless. The videos should be between 6-8 minutes long. Assignments will be graded mostly on content, though high production values will be a plus. Ideally, the video could be used by a church, mission organization, or missiology class to introduce people to the topic.

## Expectations

**Academic Tone:** All participants (student and instructor) will be expected to maintain a respectful, professional tone in their written communication. Participants should remember, and gently remind one another, that the online classroom is a locus of higher learning not a social media page, and the level of discourse should reflect that. That does not mean that we cannot disagree. Students will be expected to express and defend their ideas and are encouraged to disagree with each other and the professor. But they must do so while maintaining respect for the persons they are addressing and epistemic humility toward themselves. Further, all assignments are to be examples of academic writing. Good academic writing is:

**Clear:** Your reader should know exactly what you mean.

**Concise:** More words may sound formal or impressive, but if it sacrifices clarity, it defeats your purpose. In that case you no longer sound intelligent. You sound like a poser.

**Thoughtful:** DO NOT just describe something in your writing. Analyze and evaluate it. Probe beneath the surface of your ideas. Subject ideas to questions like: "what are they made of?" "Where do they come from?" "What do they mean?" Education does not consist of merely encountering new ideas, but considering them. Any person who has encountered an elephant can describe it, but only someone who has carefully considered the elephant from multiple perspectives (anatomy, behavior, taxonomy, history, etc.) can truly be considered educated in the field of pachyderms. Likewise, if you leave this class only able to describe its core concepts you will not have received an education in evangelism and discipleship.

**Writing format:** Unless otherwise stated, papers should be Microsoft Word documents, double-spaced, and use 11-point font. Students may choose between MLA, APA, and Turabian. Choice of format will not affect grade, provided the student consistently follows the guides for each format. The professor prefers the use of Turabian (Chicago Manual of Style). For help please visit: <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>, or contact the professor.

**How to Submit Your Work:** Please submit your work by uploading it in the appropriate assignment in the modules in the online classroom. The final paper will be uploaded to the online classroom. All other submissions will need to be typed into a text box in the online classroom. **It is strongly suggested that you type out and save your submissions in a word-processor document.** Then copy-and-paste the submission into Canvas. This will avoid the loss of your work, should you lose your internet connection before the submission posts.

# Course Participation

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## ***Class Participation***

Each week a portion of the course will be devoted to a class discussion related to a particular concept or topic. Each student is expected to participate in this discussion. In-class discussions are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. In the event of an in-person class cancelation, the scheduled class session and discussion will continue online.

Many in-person classes utilize a weekly online discussion forum. Specific requirements for online discussions can be found in the next section of this syllabus.

## ***Online Discussion Forums***

Weekly discussion forums are a portion of all online courses, as well as some in-person courses, and are conducted in Canvas. Each student is expected to participate in online discussions as applicable for the topic chosen. Answers are to reflect the student's opinions, critical thinking, as well as properly documented research to support the student's insights.

To receive the minimum points possible for a weekly discussion, each student is to submit an initial discussion post by Wednesday at 11:59 pm EST, and reply to at least two classmate posts by Saturday at 11:59 pm EST.

The initial discussion post is to be a minimum of 250 words and must include a level of detail, analysis, and reflection related to the discussion topic. The student is expected to cite references to support their opinion using APA format.

Reply posts are to be a minimum of 100 to 150 words each and include a level of detail, analysis, and reflection. Students are encouraged to access the discussion board several times throughout the week to remain current and active in the discussion.

## ***Post / Response Guidelines***

For the dialog to remain productive, in either an online or classroom discussion, Bethel University requires each person to behave responsibly by adhering to the following guidelines. These help to maintain a collaborative and congenial environment by reminding us that whether we communicate online or in the classroom, we are engaging real people.

Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you share a comment, stay on topic, and explain your point of view.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

# Bethel University Policies and Resources

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To view all Bethel University policies and information, please review the [Student Handbook](#).

## Attendance

### *Classroom Attendance*

Classes are accelerated, and there are no “free” or “automatic” absences. Student success in the course work and in personal and small group relationships requires regular class attendance. A student may be considered absent if he/she attends only a part of the class. Please see the Student Handbook for the Attendance Policy.

### *Online Attendance*

The academic week is seven days for an online session, which begins Sunday morning and ends Saturday night. When an on-ground course moves to an online week, due to a holiday, the week is based on the night the class normally meets (i.e., if the class meets on Monday night, then the online session will be from Monday night through Sunday night of the following week). To receive full credit for online attendance, you must login AND complete one of the following items as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute online attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward online attendance for the previous week.

It is best practice for students to access the online course a minimum of three days during each week to understand the subject fully and to be successful in class.

## Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your instructor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion posts) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be

accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

## **Class Cancellation / Weather Policy**

In the advent of a classroom meeting cancellation due to a campus scheduled holiday or severe weather, the course will move to an online format. Campus closures do not affect the online course schedule.

## **Netiquette Policy**

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone but do so graciously and constructively. Pause before writing emails or posts when you are angry and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

## **Plagiarism**

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work, including AI-created work, in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment, or exam. The instructor will have an interview with the student and submit a written report to the Program Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the instructor, the coordinator, and the dean of the academic program. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's [online help for proper citation](#).

## **Diversity and Inclusion Statement**

Bethel University respects the dignity of all God's image-bearers, and stands against racism, prejudice, and discrimination. Because Christ calls us to love our neighbors as ourselves, Christian discipleship includes pursuing the good of those who suffer injustice due to their color, race, or ethnicity. Therefore, we aim to continually transform our classrooms into safe and hospitable spaces where we listen to one another with mercy, learn from and value each other with tenacity, and commit to pursuing justice for the most vulnerable in our community.



## Disability Services

The Americans with Disabilities Act (ADA) is a law which provides civil rights protection for people with disabilities. Bethel University, in compliance with equal access laws, requests that students with disabilities seeking to acquire accommodations make an appointment with The Center for Academic Success – Disability Services by calling (574) 807-7460 or emailing [academicsuccess@betheluniversity.edu](mailto:academicsuccess@betheluniversity.edu).

The Center for Academic Success is located in the lower level of the Miller-Moore Academic Center. Please refer to Bethel's [website](#) for more information.

## Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. – 6:00 p.m. and Friday, 7:30 a.m. – 5:00 p.m., during the fall and spring semesters, and 8:00 a.m. – 5:00 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at [helpdesk@betheluniversity.edu](mailto:helpdesk@betheluniversity.edu) or by calling (574) 807-7777.

## Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the [library website](#).

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For help locating information, students can submit questions via email, through [Ask a Librarian](#), by phone, or in person during regular business hours. For physical resources, students can use the online library catalog to locate books and resources held by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any [PALNI](#) library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

## Syllabus Acknowledgment

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Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional university policies as stated within the student handbook, university catalog and student information provided by the university through the campus website.

This syllabus is not a legal contract but serves as a general outline for the semester. The instructor reserves the right to adjust the course as the need arises.

## Appendix: Supplemental Resources / Bibliography

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