LEE UNIVERSITY
Division of Adult Learning

DIVISION OF ADULT LEARNING

SYLLABUS

MMST-539: Christian Faith and Culture

Date: 1/31/2019

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course explores the relationship between faith and culture from a Christian apologetic perspective. Various aspects of culture are analyzed, including popular culture, generational trends, technological innovations, multiculturalism, and religion, with the intent of developing Christian ministry praxis for engaging contemporary culture.

Required Text(s) and/or Supporting Resources:

Required Text:
Morrow, Jonathan. *Think Christianly: Looking at the Intersection of Faith and Culture*. Grand Rapids, MI: Zondervan, 2011. ISBN: 9780310328650.
Rainer, Thom S. and Jess W. Rainer. T*he Millennials: Connecting to America's Largest Generation*. Nashville: B&H Publishing Group, 2011. ISBN: 9781433670039.
Kinnaman, David and Gabe Lyons. *Good Faith: Being a Christian When Society Thinks You're Irrelevant and Extreme*. Grand Rapids, MI: Baker Books, 2016. ISBN: 9780801019180.
Wright, N.T. *Simply Christian: Why Christianity Makes Sense*. New York: HarperCollins, 2006. ISBN: 9780061920622.

Additional Supporting Resources (not required to purchase):
Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:

PURPOSE
This course is intended to provide students with an understanding of how the Christian faith should relate to culture, especially in regards to ministry development that fosters biblically sound critiques of church and culture.

General Learning Objectives (*Course Goals*):
This course seeks to:
1. Explore contemporary cultural developments.
2. Discuss some of the historical issues concerning the Christian faith and culture.
3. Survey theological and biblical foundations for understanding the relationship between the Church and culture.
4. Describe various aspects of culture.

5. Provide a Christocentric perspective of faith and culture.
6. Establish a Christian apologetic framework for relating to culture for the purpose of ministry development, with special consideration being given to some Pentecostal concerns.

Specific Behavioral Objectives (*Learning Outcomes*):
As a result of the activities and study in this course, the student should be able to:
1. Demonstrate an understanding of cultural issues relevant to Christian ministry.
2. Identify various cultural trends that present challenges and opportunities for Christian ministry.
3. Explain some of the problems that culture presents for ministry development.
4. Compare and contrast various theological positions within evangelical theology regarding the relationship of faith and culture.
5. Discuss the Christian faith as it relates to culture.
6. Create a Christian ministry strategy for transformative cultural engagement that is relevant and biblically sound.

Major Topics:

A. Understanding culture
   1. Culture as God's gift
   2. Culture and corruption
   3. Culture and redemption
   4. Culture and Church
B. Christian Faith and Culture
   1. Historical issues
   2. Contemporary issues
   3. Apologetic responses
   4. Faith integration
C. Ministry Methods and Models
   1. Traditional responses
   2. Contemporary responses: focus on the missional church
   3. Cultural challenges for church & ministry
   4. Foundations for maintaining relevance and distinction
D. Creating a Cultural Response Framework
   1. Biblical and theological issues
   2. Practical applications
   3. Implementing strategic ministry responses

Course Assessments:

A. **Participation:** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.

B. **Turabian Format:** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (in the first section of the course) for a current guide to Turabian format.

C. **Gender Inclusive Language:** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as "she," that is acceptable.

D. **Text/Media.** There are four textbooks listed at the beginning of the syllabus. To each textbook is assigned specific chapters and written responses, as explained in the evaluation activities listed below. The readings and activities for *Simply Christian* will facilitate the accomplishment of learning outcomes 1, 4, 5, and 6. The readings and activities for *Think Christianly* will facilitate the accomplishment of learning outcomes 1- 6. The readings and activities for *The Millennials* will facilitate the accomplishment of learning outcomes 1-3. The readings and activities for *Breaking the Missional Code* will facilitate the accomplishment of learning outcomes 2, 3, and 6. Additionally, various articles will be found on the Learning Management System (LMS). The associated requirements for these articles will be described within the individual course units. The articles and associated activities will facilitate the accomplishment of learning outcomes 1-6.

E. **Threaded Discussions.** The threaded discussions are an opportunity for you to demonstrate your knowledge of the material and to interact with other students. They will facilitate the accomplishment of learning outcomes 1-6. Discussions will be evaluated as follows: 1) on the demonstration of understanding the discussion topic; 2) on the level of engagement with the discussion topic; 3) on the purposeful interaction with other students. An initial post is required, and then a minimum of two responses to other students' initial posts.

F. **Unit Assignments.** There will be reading responses assigned and the requirements will be described within the course unit it is assigned. These assignments will facilitate the accomplishment of learning outcomes 1-6.

G. **Course Project.** The Research Project Paper serves as a culminating project for this course. Each student will choose a Christian faith and cultural issue discussed in class or based on individual research, identify the biblical and theological issues to form an apologetic response, research the subject for a thorough understanding, establish the connection for church and/or ministry, create a strategic ministry design for implementing cultural engagement, and present your conclusions. Detailed instructions for the assignment will be available in the course.

Evaluation:

A. Threaded Discussions   200
B. Unit Assignments   500
C. Course Project   300

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929

B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 699

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:
- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
b. paraphrasing all or part of another person's words without documentation.
c. stating an idea, theory, or formula as your own when it actually originated with another person.
d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

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         Rapids, MI: Zondervan, 2000.
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