

Course Code, Course Title, Syllabus (# credits)

COURSE DESCRIPTION

Students explore the emerging role of business in Christian mission, including both opportunities and challenges. Major themes include the theology of work, integration of faith and work, business as mission (BAM), business for transformation (B4T), and other practical issues related to business as a vehicle for cross-cultural mission. Through business models and case studies, students consider the impact of the theoretical and theological foundations on developing businesses and maintaining one's personal faith in the workplace.

REQUIRED TEXTS & RESOURCES

Johnson, C. N. (2009). *Business as mission: A comprehensive guide to theory and practice*. ISBN: 978-0-878-08542-2

Lai, P. (2015). *Business for transformation: Getting started*. Pasadena, CA: William Carey Library. ISBN: 978-0-8308-3865-3

A full bibliography of and access to additional required reading is below.

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

Several PDFs/links of chapters and articles are provided for you in this course. To access them, click the Resources menu option and then the Articles/Chapters folder. Full references for these resources are below:

Bailey, Stephen. (2007). Is Business as Mission Honest? *Evangelical Missions Quarterly*. 42(3): 368-372.

Bronkema, D., & Brown, C. (2009). Business as mission through the lens of development: *Transformation*. 26(2), 82-88.

Gillespie, T., & Lucas, T. (2012). Blurring the boundaries: Emerging legal forms for hybrid organizations, implications for Christian social entrepreneurs. *The journal of biblical integration in business*, 15(1), 11-28.

Marshall, R. S. (2011). Conceptualizing the international for-profit social entrepreneur. *Journal of business ethics*, 98, 183-198.

Miller, D. W. (2007). *God at work: The history and promise of the faith at work movement*. New York, NY: Oxford University Press.

Tunehag, M. (2008a). God means businesses!: An introduction to business as mission, BAM. Retrieved from <http://www.matstunehag.com/wp-content/uploads/2011/04/God-Means-Business2.pdf>.

Tunehag, M. (2008b). A global overview of the business as mission movement: Needs & gaps. Retrieve from <http://www.lausanneworldpulse.com/perspectives.php/1074?pg=all>.

Wong, K. L., & Rae, S. B. (2011). Business for the common good: A Christian vision for the marketplace. Downers Grove, IL: InterVarsity Press.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Preview Week	Participate in Introduce Yourself Forum	Post initial post by Day 5 and reply posts by Day 7
	Participate in Live Session course intro/syllabus review	Date announced by instructor
Week 1	Introduction to BAM and B4T	
	<ul style="list-style-type: none"> Read Johnson (2009), Chapter 1, "What is Business as Mission?" (pp. 25-57) Read Lai (2015), Chapters 1, "Welcome to the World of B4T!" and 2 "Understanding Business for Transformation," (pp. 1-29) Read Bronkema and Brown (2009) article, "Business as Mission through the Lens of Development" Read Tunehag (2008) article, "God Means Business" 	n/a
	Week 1 Assigned Videos: BAM and B4T	n/a
	Week 1 Video: Supplement	n/a
	Discussion Forum 1— God's View of Work (Genesis): Initial post and response to peer(s)	Initial post by Week 1, Day 5 and reply posts

		by Week 1, Day 7
	Final Project Portfolio, Part I: Existing BAM/B4T companies	Week 1, Day 7
	Final Project Portfolio, Part II: Personal Career Plans	Week 1, Day 7
	Final Project Portfolio, Part III: Scripture Curation	Week 1, Day 7
Week 2	Understanding BAM/B4T in a Faith at Work Framework	
	<ul style="list-style-type: none"> • Read Johnson (2009), Ch. 7, "BAM's Biblical Roots," (pp. 168-186) • Read Miller (2007), "Faith at Work?" (provided in PDF) (pp. 9-22) • Read Wong and Rae (2011), "Leadership and Management: Serving Employees," (provided in PDF) (pp. 190-210) • Read Bailey (2007) article, "Is Business as Mission Honest?," (pp. 368-372) 	n/a
	Week 2 Assigned Videos: BAM and BAM and Ordinary People	n/a
	Week 2 Video: Supplement	n/a
	Discussion Forum 2—Moses Puts Things in Order (Numbers): Initial post and response to peer(s)	Initial post by Week 2, Day 5 and reply posts by Week 2, Day 7
	Case Study Evaluation #1—China: Coffee Shop (Read pp. 23-27 and submit assignment)	Week 2, Day 7
	Final Project Portfolio, Part III: Scripture Curation (Update weekly)	Week 2, Day 7
	Final Project Portfolio, Part IV: Project Idea	Week 2, Day 7
Week 3	Models for Faithful Work	
	<ul style="list-style-type: none"> • Read Johnson (2009), Chapter 2, "BAM Models," (pp. 58-110) and Chapter 6, "BAM's Basic Beliefs," (pp. 153-166) 	n/a

	<ul style="list-style-type: none"> Read Lai (2015), Chapter 3, "Starting the Business—Choosing the Campsite" (pp. 31-45) 	
	Week 3 Assigned Video: Biblical View of Work (required for forum)	Week 3, Day 5
	Week 3 Video: Supplement	n/a
	Discussion Forum 3—A Biblical View of Work: Initial post and response to peer(s)	Initial post by Week 3, Day 5 and reply posts by Week 3, Day 7
	Final Project Portfolio, Part III: Scripture Curation (Update weekly)	Week 3, Day 7
	Final Project Portfolio, Part V: Biblical View of Work Reflection	Week 3, Day 7
Week 4	Creating a BAM/B4T Business	
	<ul style="list-style-type: none"> Read Johnson (2009), Chapter 8, "BAM: Personal Prerequisites" (pp. 195-212), and Chapter 18, "How to Do BAM: Steps 1-8" and Chapter 19 "How to Do BAM: Steps 9-15" (pp. 388-415) Read Lai (2015) Chapter 10, "The Business Plan," (pp. 151-171) 	n/a
	Week 4 Assigned Videos: BAM stories, Praveen and Rob	n/a
	Week 4 Video: Supplement	n/a
	Discussion Forum 4—Lessons from Ruth: Initial post and response to peer(s)	Initial post by Week 4, Day 5 and reply posts by Week 4, Day 7
	Case Study Evaluation #2 –Micro-lending (Read pp. 56-57 and submit assignment)	Week 4, Day 7
	Final Project Portfolio, Part III: Scripture Curation (Update weekly)	Week 4, Day 7
	Final Project Portfolio, Part VI: Business Plan Outline	Week 4, Day 7
Week 5	Planning for the BAM/B4T Business	

	<ul style="list-style-type: none"> • Read Lai (2015), Chapter 8, “Setting Up Your Tent,” (pp. 135-149) and Chapters 11 “Paying for Your Tent,” 12, “Ensuring Your Tent Becomes a B4T Business,” and 13 “Moving Forward,” (pp. 173-218) • Read Lai (2015) Appendix C, “Afterthoughts—Noteworthy Quotes from Open Workers” (pp. 227-230) 	n/a
	Week 5 Assigned Video: World Horizons	n/a
	Week 5 Video: Supplement	n/a
	Discussion Forum 5—BAM/B4T Teamwork: Initial post and response to peer(s)	Initial post by Week 5, Day 5 and reply posts by Week 5, Day 7
	Case Study Evaluation #3—Business 4 Blessing (Read pp. 56-57 and submit assignment)	Week 5, Day 7
	Final Project Portfolio, Part III: Scripture Curation (Update weekly)	Week 5, Day 7
	Final Project Portfolio: Business Plan Outline Revisions	n/a
Week 6	Finalizing the BAM/B4T Plan	
	<ul style="list-style-type: none"> • Read Gillespie and Lucas (2012) article, “Blurring the Boundaries: Emerging Legal Forms for Hybrid Organizations, Implications for Christian Social Entrepreneurs” (pp. 11-28) • Marshall (2011) article, “Conceptualizing the International For-Profit Social Entrepreneur” (pp. 183-198) • Tunehag (2008), “A Global Overview of the Business as Mission Movement: Needs & Gaps” (brief web post) 	n/a

	Discussion Forum 6—Timeliness and Commitment: Initial post and response to peer(s)	Initial post by Week 6, Day 5 and reply posts by Week 6, Day 7
	Week 6 Video: Supplement	n/a
	Final Project Portfolio, Part III: Scripture Curation (Update weekly)	Week 6, Day 7
	Final Project Portfolio, Part VII: Business Plan	Week 6, Day 7
Week 7	Sharing Your BAM/B4T Plan	
	Final Project Portfolio, Part IX: BAM/B4T Videos (Creation of 10 minute video; Initial video post and text response to peers)	Initial post with your video by Week 7, Day 5; replies to peers' videos by Week 7, Day 7
	Week 7 Video: Supplement	
	Final Project Portfolio, Part VIII: Appendices	Week 7, Day 7
	Final Project Portfolio, Part III: Finalize Scripture Curation	Week 7, Day 7
	Final Project Portfolio, Part X: Final Review/Submission of Portfolio	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Discussion Forums (6 at 45 points each)	270
Case Study Evaluations (3 at 50 points each)	150
Final Portfolio Assignments (Note: See breakdown of points below)	580
<i>Part I: Existing Companies</i>	10
<i>Part II: Impact on Career</i>	20
<i>Part III: Scripture Curation</i>	10
<i>Update, week 2</i>	5
<i>Update, week 3</i>	5

<i>Update, week 4</i>	<i>5</i>
<i>Update, week 5</i>	<i>5</i>
<i>Update, week 6</i>	<i>5</i>
<i>Final with Revisions, week 7</i>	<i>25</i>
<i>Part IV: Project Idea</i>	<i>10</i>
<i>Part V: Biblical View of Work Reflection</i>	<i>50</i>
<i>Part VI: Business Plan Outline</i>	<i>30</i>
<i>Part VII: Business Plan</i>	<i>100</i>
<i>Part VIII: Appendices (2 at 50 points each)</i>	<i>100</i>
<i>Part IX: Video Ads for Your Business (70 pts video posting & 30 pts response to peers)</i>	<i>100</i>
<i>Part X: Final Revisions for Instructor Review</i>	<i>100</i>
Total Points:	1,000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Students learn theological and theoretical foundations related to BAM/B4T.		Program Objective(s)
	Objective 1.1: Students examine how Scripture impacts organizations operating under BAM/B4T principles.	2.1, 4.1
	Objective 1.2: Students assess the use of social entrepreneurship in companies with a focus on missional transformation.	2.1, 4.1
	Objective 1.3: Students evaluate BAM/B4T theories through a Christian worldview.	2.1, 4.1

Goal 2: Students build upon foundational knowledge through case study analysis.		
	Objective 2.1: Students consider the similarities and differences seen in successful and less successful case studies.	2.1, 4.1
	Objective 2.2: Students critique cases for links to theoretical and theological foundations learned in the course.	2.1, 4.1
	Objective 2.3: Students evaluate the strategies used and plans implemented in the case study samples for effectiveness in the missional marketplace.	2.1, 4.1
Goal 3: Students develop and outline a plan for a BAM/B4T company.		
	Objective 3.1: Students propose a BAM/B4T company in line with their personal and professional interests.	2.1, 4.1
	Objective 3.2: Students formulate a business plan for their BAM/B4T company idea.	2.1, 4.1
	Objective 3.3: Students evaluate their BAM/B4T company idea through a theoretical lens.	2.1, 4.1
	Objective 3.4: Students evaluate their BAM/B4T company idea through a Christian worldview lens.	2.1, 4.1
Goal 4: Students clarify how BAM/B4T opportunities impact their personal career plans.		
	Objective 4.1: Students differentiate between a Christian and non-Christian worldview of work.	2.1, 4.1
	Objective 4.2: Students examine their personal viewpoints on work and BAM/B4T.	2.1, 4.1
	Objective 4.3: Students curate scriptures related to work and their own developing BAM/B4T viewpoint.	2.1, 4.1
	Objective 4.4: Students explain how knowledge in BAM/B4T theories and theology impacts their career goals.	2.1, 4.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

COPYRIGHT AND FURTHER DISSEMINATION

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