



PRAIRIE COLLEGE

Online Education Course Syllabus for
SS 170 CHRISTIANITY IN THE 21ST CENTURY WORLD
Edition 1, Published 2018
3 credit hours

Instructor: Dr. Emma Karin Emgård

Email: emmakarin.emgard@prairie.edu

I. Course Description:

What in the world is God doing today? God is a missionary God who reaches out to humankind, yet there is so much injustice in the world. Does God care? Should we care? We begin with an overview of “mission” in the Bible, followed by a brief look at mission history. Then we move to what God is doing in the world today. How can we engage in sharing Christ in Canada and across the world both through our words and actions?

Our course topics include, but are not limited to, the following: Bible translation, church planting, community development, contextualization, Muslim ministry, global slavery, violence and other aspects of social justice.

Since a) most of Christ’s church today is located in the Majority World, and b) most people who have not heard of Christ are also located in that part of the world, and c) most of the social justice issues in the world relate to the poor, we will focus, though not exclusively, on the world outside of Canada.

Please note this is not a class in Bible or theology; rather it is part of the Social Sciences core.

II. Course Rationale:

Are you aware of what God is doing today? This is a class where you will hear from a number of different workers about exciting ministries from around the world, as well as from Canada. A large part of the class is dedicated to Global Social Justice; you will learn about what is happening among the poor but also what we can do to bring God’s peace and reconciliation to the hurting. Because every person’s life situation is so different we will see how the Gospel needs to be contextualized to fit their particular circumstances. Another aim of the course is to enlarge the impact the student has on their non-believing family and friends through the teaching and the assignments.

III. Course Outcomes:

After completing this course, you should be able to do the following:

1. Clarify the missionary mandate of the Church at home and overseas.
2. Understand historical precedents in mission and draw insights for today.
3. Recognize changes (political, economic, social, and spiritual) in contemporary societies that impact the Church’s mission and our personal witness.
4. Explain the importance of contextualized sharing of the Gospel.
5. Reflect on what God is doing in the world today to draw humankind to Himself.
6. Begin to understand the injustice in the world and what we as Christians are called to do.
7. Identify and locate most nations and capitals in the world.

IV. Required Texts:

Borthwick, Paul

2015 Great Commission Great Compassion: Following Jesus and Loving the World.
InterVarsity; Downers Grove, IL.

Hoang, Bethany Hanke, and Kristen Deede Johnson

2016 The Justice Calling: Where Passion Meets Perseverance. Baker Books; Grand Rapids, MI.

Showalter, Richard

2008 On the Way With Jesus: A Passion for Mission. Herald Press, Ontario. (Out of print,
available for sale through the T.S. Rendall Prairie College Library.)

V. Performance Evaluation:

| Course Outcome | Requirement/Assessment Strategy | Weight |
|----------------|---------------------------------|--------|
| 1, 2, 4, 5,6 | Forum Interaction | 10% |
| 4, 5 | Biography Challenge | 10% |
| 1, 3, 4, 5 | Listening Assignment | 10% |
| 7 | Geography Quizzes (5) | 20% |
| 3, 4, 5, 6 | Research Paper | 25% |
| 1-5 | Final Exam | 25% |

VI. Course Requirements:

In order to get a passing grade in the class, you must complete ALL the assignments, including forums. Please see Appendix A for the Course Schedule.

1) Forum Interaction (10%)

- There are many forum discussions included throughout this class. You will share some succinct but informative comments on your learning from each particular section. You need to include a minimum of 75 words but no more than 250.
- Unless specifically stated, your comments should relate to the video clips. You must demonstrate that you have seen and understood all the video messages. (Thus, you should not focus on just one video but link them together in your comment.)
- You will be graded on a 2-point scale. If you don't post anything, you will get 0. If you basically restate what was said in the videos you will receive 1 point. If it is clear that you are interacting with the material you will get 1.5. In order to get higher, your comments must be incredibly insightful.

2) Listening Assignment (10%)

- Before you begin this exercise you need to listen to the three short videos about listening found in the Unit labelled *Major Assignments*. I suggest that you also do some online research about listening techniques. **This assignment is due at the end of Unit 2.**
- You will have a **conversation** with a non-Christian for about one hour regarding a topic such as the meaning of life, God, or a supernatural being/force, or good and evil. **Please note that this is not an interview, it is a conversation!** You can do this in one or two meetings but it must be done with the same person. You can choose to talk with anyone you consider a non-Christian. **PLEASE** be careful how you phrase this when you ask if you can talk to the person. One way to approach it would be to say that the assignment is for you to listen to someone (again, not an interview) whose beliefs are different than yours. This experience must take place **after you**

have listened and read up about listening skills. It is acceptable to listen for only 50 minutes but not for only 45. “Most people do not listen with the intent to understand; they listen with the intent to reply” (Stephen Covey). **Let us learn to listen with the intent to understand the other person!**

- c) Please note that the idea is not to share Christ with them. Rather, it is for you to be aware of how the conversation flows, how you listen, and how you move the conversation along and draw the other person out to share their views. You are to observe and to learn about your own ability (or lack of ability) to actively listen; your ability to actually hear the other person. The key is to be active in your listening. You must keep the conversation going without taking over and spending a lot of the time telling the other person what you believe. A conversation entails two people talking and listening to each other; **you should not dominate the conversation.** (If you happen to have a conversation that leads to them accepting Christ, that is absolutely wonderful and you need to celebrate that—and let the professor know! That would, however, not qualify for this assignment.)
- d) The key for this assignment is that you must learn to listen to the other person AND to the Holy Spirit at the same time.
- e) The Assignment Format:
 - i) Write a 500-600 word paper.
 - (1) Begin with one sentence about the person you talked with and two or three sentences about what they believe.
 - (2) The major part of the paper will be your analysis of your own ability to listen. This would include areas of needed improvement, as well as your analysis of how you think this person may be able to hear the gospel.
Note that the word “analysis” means you should not just inform the professor that you are a good or bad listener. You need to explain what you did and how the other person responded in order to come to your conclusion. Your analysis of how to reach the person comes from you 1) integrating what you have learned about that person with what was talked about in the lectures, videos, and textbooks, and then 2) drawing implications for what effective witness to this person would look like and finally 3) giving the reasons why.
 - (3) The report needs to be double-spaced. The Title page is not included in the word count, and a Works Cited list is not needed for this paper.
Note: This is a very short paper and you will need to work hard to give the relevant information in a succinct manner.
- f) Grading:
 - i) The paper will be graded on spelling and grammar (15%), background and setting of the person you shared with (15%), flow of the paper (15%), and depth of analysis of your own ability to listen (55%).

3) Biography Challenge (10%)

- a) You will research an effective missionary/intercultural worker—either an historical or a contemporary person. This is not a critical analysis; rather, it is an exercise in allowing God to challenge you through what you’ve read. Thus, as you read about the person, ask God to use the reading to challenge you in your faith, character, or aim in life. **This assignment is due at the end of Unit 3.**
- b) You will read a book about the person and also research online and in journals. You will need at least 3 sources, including the book from the list in Appendix C. (If you have an historical person, *From Jerusalem to Irian Jaya* is a good source to begin with.) You need to read **a minimum of 300 pages.**

- c) Please note that you cannot use a book you have previously read.
- d) The book you use must be from the list in Appendix C, or you must have **prior approval** by Dr. Emgård to use another book. Books will be available on Inter-Library Loan from the T.S. Rendall Library. (See the Online Education Borrowing Policy near the top of the course page.)
- e) Write-up:
 - i) Write a paper of **500-600 words**, to summarize the story and share what challenged you. Begin with a brief introduction of the person:
 - (a) Where they came/come from, something relevant about the time in history when the person served in mission (i.e., if the person went into mission in the mid 1930s, they would have had to deal with World War II and the recession.) If it is a contemporary person, include something about a world event relevant to their ministry. This should be done in about 200 words.
 - (b) The major part of the paper will be what you found fascinating about this person and why. So the paper focuses on how and why their life challenged you (this will account for the remaining 300-400 words of the paper).
 - (c) If you include direct quotations or paraphrases, make sure you know the difference to ensure that you are not plagiarizing.
 - (d) The paper needs to be double-spaced. The title page and Works Cited page are not included in the word count.
Note: this is a very short paper which means you will need to work hard to give the relevant information in a succinct manner.
 - (e) Grading:
 - (i) The paper will be graded on spelling and grammar (15%), background and historical setting of the person (20%), flow of the paper (10%), and depth of application to your life (55%).
 - (ii) Thus, please note that you will not receive a passing grade for this assignment if you say you were not challenged.

4) Research Paper: Social Justice and Mission (25%)

- a) Choosing from the list in Appendix E, you will research one of the social injustices in the world. You will learn about the issue, find relevant statistics, and then present a well-informed suggestion for how we as Christians need to be involved with the issue and how we can share Christ through that involvement. **The paper is due at the end of Unit 4.**
- b) You will write an 8-10 page paper using either MLA or Turabian, standard font and format. Refer to Appendix F, "Guidelines for Writing a Research Paper."
- c) The research paper will be graded in three categories as listed below. Each category will be assigned a grade based on a 10 point scale, but the first two categories will be weighted twice as much as the third one. The cumulative grade will be expressed as a percentage.
 - Thesis and quality of argument: /10 x 4 = /40
 - Use of specific data: /10 x 4 = /40
 - Quality of expression: /10 x 2 = /20
 /100
- d) **Please** make sure you are familiar with what it means to plagiarize. Know the difference between a paraphrase and a quotation, and know how to reference these. If there is plagiarism in the assignment, you will receive zero points for the assignment and all plagiarism is reported to the Academic Dean's Office. Make sure you do not unintentionally plagiarize!

5) Geography Quizzes (20%)

- a) In order to really understand what God has been and is doing in the world, we will talk about many nations and locations. You will need to know the nations of the world, their locations, and many of their capitals. In Appendix D, you will find a list of the ones you must know.
- b) There will be five geography quizzes with about 20-30 questions in each. The quizzes are placed near the end of the course but may be completed at any time during the course. See Appendix D for more information and how to study.
- c) After each quiz you will sign (by hand) a paper saying you did not use any sources but rather answered the quiz from memory. You will then take a picture of that paper and submit it on Brightspace.

6) Final Exam (25%)

- a) The exam will be a mixture of multiple choice, true/false and some short answer questions.
- b) The exam will cover the textbooks, and all lectures and videos. There will most likely be at least one question for each video clip.
- c) You will be allowed a one-page Aide Memoire (A.M.) or cheat sheet. You will take a picture of your A.M. and submit that on Brightspace. The A.M. can have any font, any color, and be either hand-written or typed. It must be the standard size sheet of paper (8.5"x11") and only one side may be used. If you work hard on what to include on your A.M., you will have learned the main content in the course and probably do very well on your exam. There is a sample A.M. in the final section of the course.
- d) The exam must be completed in the presence of a proctor, i.e. an exam supervisor. The proctor must be a responsible adult with a position such as a pastor, chaplain, church leader, administrator, school teacher, or college professor. The proctor cannot be another student, your spouse, or related to you. Send the name, position, and email of your proposed proctor to the Online Education office (online.ed@prairie.edu) **one week** before you wish to write your exam. After your proctor is approved he or she will be sent instructions and the exam password.
- e) Graded exams are not available for review; only exam grades will be available to students. If you have specific questions about your grade you are welcome to contact your instructor or the Online Education office.

VII. Academic Policies

1) Assignment Format

- All written assignments must have a Title Page (see Appendix B– please do not change this information except to add your name, the name of the assignment, and date) and a Works Cited unless otherwise stated. You will be penalized for not using a correct Title Page. And please note that Works Cited is one alphabetized list of all works cited; never include something you have not referenced in the paper.

2) Plagiarism

- Plagiarism is a serious academic offense and will be treated as such.

- For explanation of the various forms of plagiarism, please see the Registrar’s page at <https://prairie.edu/current-students/registrars-office/> where the Prairie College Academic Guide is posted.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Student work will be submitted to Turnitin when uploaded as an assignment in Brightspace. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin compares student work to a vast range of available sources and submits an originality report. Turnitin does not judge whether a student’s work as been plagiarized or not but demonstrates to the instructor which sections of a student’s work are similar or exact copies of pre-existing material.

For more information about Turnitin you may read their [Privacy and Security](#) statements.

3) Grading and Response Time

- You must complete ALL the assignments in order to receive a passing grade in this class.
- My timeline for grading and assignment feedback is 7-10 days.
- I will endeavour to respond to student communications within 2 days, excluding weekends, holidays, and vacation time.
- The following Prairie College grading scale applies to all written assignments:

| Letter Grade | Number Grade | Rating | Point Value |
|--------------|--------------|--------------|-------------|
| A+ | 90-100 | | 4.0 |
| A | 85-89 | Excellent | 4.0 |
| A- | 80-84 | | 3.7 |
| B+ | 77-79 | | 3.3 |
| B | 73-76 | Good | 3.0 |
| B- | 70-72 | | 2.7 |
| C+ | 67-69 | | 2.3 |
| C | 63-66 | Satisfactory | 2.0 |
| C- | 60-62 | | 1.7 |
| D+ | 55-59 | | 1.3 |
| D | 50-54 | Poor | 1.0 |
| F | 0-49 | Failure | 0.0 |
| P | ----- | Pass | |
| AU | ----- | Audit | |
| I | ----- | Incomplete | |
| W | ----- | Withdrew | |

Numerical course grades are not rounded.

Appendix A
COURSE SCHEDULE

| TOPIC | VIEWING | READING | ASSIGNMENTS DUE |
|---|--|---|---|
| Course Introduction | | | |
| | 1 Instructor video | Syllabus Library Borrowing Policy | |
| Major Assignments | | | |
| | 3 Instructor videos about the Listening Assignment | Familiarize yourself with the assignments and their placement in the course. | |
| Unit 1 – Our Foundation For Mission | | | |
| 1:1 Introduction | 1 Instructor video, 5 YouTube videos | | 1:1 Forum |
| 1:2 Biblical Foundation— Genesis | 1 Instructor video, 1 YouTube video | <i>On the Way With Jesus</i> | |
| 1:3 Biblical Foundation— Jonah | 1 Instructor video, 1 YouTube video | | |
| 1:4 Biblical Foundation— NT | 1 Instructor video, 1 YouTube video | | 1:2-1:4 Forum |
| Unit 2 – History Of Christian Mission | | | |
| 2:1 History of Missions | 4 Instructor videos, 5 YouTube videos | | 2:1 Forum |
| 2:2 Important Concepts | World population meter, 4 YouTube videos | World mission webpage | 2:2 Forum Listening Assignment |
| Unit 3 – What Is God Doing Around The World? | | | |
| 3:1 General Overview | 2 YouTube videos | <i>Great Commission, Great Compassion</i> Global Christianity PDF | 3:1 Forum |
| 3:2 Prayer for the World | 4 YouTube videos | “Open Doors” website | 3:2 Forum |
| 3:3 Reaching Kids | 3 YouTube videos | CMAS website | |
| 3:4 Bible Translation | 4 YouTube videos | 2 PDF Documents | |
| 3:5 Refugees | 3 YouTube videos | | 3:5 Forum |
| 3:6 Prison Ministry | 4 YouTube videos | | 3:6 Forum |
| 3:7 Church Planting | 4 videos | Discovery Bible Study website | 3:7 Forum |
| 3:8 Additional Ministries | 8 videos | Caring for the environment website MST website | 3:8a Forum 3:8b Forum Biography Challenge Assignment |

| TOPIC | VIEWING | READING | ASSIGNMENTS DUE |
|--|----------------------------------|---|---|
| Unit 4 – What Is God Doing In The World? Specifically Related To Social Justice | | | |
| 4:1 Social Justice: Human Trafficking | 3 Instructor videos, 2 videos | <i>The Justice Calling</i> Spend time on 3 websites | Answer the “Human trafficking or not” PDF 4:1 Forum |
| 4:2 Social Justice General | 4 YouTube videos | | 4:2 Forum Research Paper |
| Geography Quizzes | | | |
| | | | Quiz 1: South America Quiz 2: Africa Quiz 3: Asia Quiz 4: The Middle East Quiz 5: Europe <i>and</i> honesty sheets |
| Final Exam | | | |
| | | | Final Exam Course Evaluation |

Appendix B

Sample Title Page (to be used for any paper that requires Title Page)

**CATCHY BUT INFORMATIVE
TITLE OF THE PAPER**

By
Your Name

In Partial Fulfillment of the Requirements for
SS 170 Christianity in the 21st Century
Dr. Emma Karin Emgård
[DATE]

Appendix C List of Suggested Biographies

This is an annotated bibliography of the books you can use for your assignment. If you want to use a different book, contact the instructor for approval before you begin reading. Also, please remember that you cannot use a book you have previously read.

1. **A Cry from the Streets** by Jeannette Lukasse
 - In the dark world of Brazil, street children, toddlers and teenagers search trash cans for food, steal knives to protect themselves at night, and live in fear of being beaten or even killed by the police. For these desperately needy children, nothing was free--until they encountered the love of Jesus through the compassion of Jeannette and Johan Lukasse.

2. **Anointed for Burial** by T. and D. Burke
 - The Burkes had a tremendous ministry in Cambodia in the short time they ministered there before Pol Pot and the Khmer Rouge seized power in 1975.

3. **Born Crucified** by L.E. Maxwell
 - What are we 'born' to do? As we put to death our self through the power of the salvation Jesus bought for us, we are able to live a consecrated, disciplined life that truly fulfills what were born to be. Written by Prairie's founder, this book has had a huge impact over the years in calling men and women to a life of victory.

4. **Bruchko** by Bruce Olson
 - A 19-year-old boy leaves home and heads to the jungle to evangelize a murderous tribe of South American Indians. He faces capture, disease, terror, loneliness, and torture. However, his experiences and discoveries brings a revolutionary message to traditional missionary activity.

5. **Cell 58** (also called "Imprisoned in Iran") by Dan Baumann
 - A young man goes to Iran for 2 weeks but end up in prison. This is the story of what God taught him.

6. **Chasing the Dragon** by Jackie Pullinger
 - Inside Hong Kong was the infamous Walled City. Strangers were not welcome there. Police hesitated to enter. It was a haven of filth, crime, and sin. Prostitution, pornography, and drug addiction flourished. Jackie Pullinger had grown up believing that if she put her trust in God, He would lead her. When she was twenty years old, God called her to the Walled City. She obeyed. And as she spoke of Jesus Christ, brutal hoods were converted, prostitutes retired from their trade, and heroin junkies found new power that freed them from the bondage of drug addiction.

7. **Child of the City** by Tito Matias and R Petersen
 - A Puerto Rican boy is looking for purpose and value while living in a rough neighborhood in Chicago. He starts playing sports with Inner City Impact, who care about more than just games, but about his soul. This is a true story of a troubled boy who confronted not only the dangers of the street but, with Christ's help, confronted his own inner pain and rage.

8. **End of the Spear** by Steve Saint
 - Steve Saint’s father Nate Saint and five others died at the end of the spear of the infamous Huaorani people in Ecuador on January 8, 1956. This book tells the story from the point of view of the son and of the Huaorani. Even after his father’s death, Steve continued to live and work among the people who killed his father for many years, first as a child, and later as an adult missionary.

9. **Jungle Pilot** by Russell Hitt
 - Nate Saint wasn’t concerned about how hard it was, he was concerned about what God had asked him to do. This is the story of a man who saw the potential of mission aviation to reach some of the most remote people known to the world. Through his ingenuity, his steadfast faith in God, and his willingness to give the ultimate gift-his life-for the people of Ecuador, the gospel reached the Huaorani people, transforming their culture, and sparking a new movement towards missions that saw thousands commit their lives for His service.

10. **Kisses from Katie** by Katie Davis
 - The *New York Times* bestselling account of a courageous eighteen-year-old from Nashville who gave up every comfort and convenience to become the adoptive mother to thirteen girls in Uganda.

11. **Our Witchdoctors are Too Weak** by D. and M. Jank
 - When Davey Jank started a new life as a missionary among a remote tribe in the Amazon jungle, he entered a world most of us will never encounter: a world where witchcraft and shamanism are the trade of the powerful; where fear drives a timid and isolated society to acts of desperation and the brink of despair; where God’s Word has not been heard. . . [This is an] honest and inspiring account of their more than fifteen years among the Wilos. Their modern-day miracle is sure to revitalize the reader’s desire to spread God’s Word to every corner of the world.

12. **Out of a Far Country: A Gay Son’s Journey to God** by Christopher Yuan and Angela Yuan
 - Reviewers say “a modern rendition of the prodigal son parable, only it is more gripping. . . Be prepared, for raw emotions.” The story about Yuan “trapped in a life of drugs and sexual addiction” “is a true-life parable of saving gave for a prodigal mother and a wayward son who needed God’s forgiveness.”

13. **Peace Child** by Don Richardson
 - How do you explain the concept of redemption and righteousness to a people group that delight in falsehood and treachery? This is the story of the Richardson family who served among the Sawi people of what was then known as Irian Jaya (now Papua) Indonesia. God gave Don unique insight into the parallels of the Sawi culture of a ‘peace child’ and the One who is ‘our peace’. Through many difficult circumstances, God used the Richardsons (and later, others) to bring the good news to the Sawi.

14. **Rescue the Captors** by Russell Stendal
 - Russ Stendal started his day as any other missionary pilot would - by transporting people and cargo from one remote area to another. This day turned out to be different! He and his passengers were held captive for 142 days in Colombia. This is the

story of how he and the others survived mentally, physically, and spiritually until they were able to escape through the most unlikely circumstances.

15. **The Cross and the Switchblade** by D. Wilkerson

- Do we believe that the gospel can transform ANYBODY? This is the story of Nicky Cruz, member of one of the most vicious gangs of New York City and how God used one man, David Wilkerson, to transform Nicky's life into one that brought glory to God and spawned a ministry to gangs across the US.

16. **The Flying Scotsman** by Sally Magnusson

- Based on the movie *Chariots of Fire*. Eric Liddell was the British athlete who gave up his chance of an Olympic gold medal in 1924 because he would not run on a Sunday. He then riveted the world by unexpectedly winning gold in a different race altogether. Back home he abandoned fame and sporting glory to become a missionary to China, where he braved the frontline perils of one of the world's ugliest wars and died in Japanese internment.

17. **The Legacy of William Carey** by V. and R. Mangalwadi

- He was an industrialist. An economist. A medical humanitarian. A media pioneer. An educator. A moral reformer. A botanist. And a Christian missionary. And he did more for the transformation of the Indian subcontinent in the nineteenth and twentieth centuries than any other individual before or since. This biography about the central character in the story of India's modernization and transformation will help you understand Carey's impact.

18. **The Life and Diary of David Brainerd** by Jonathan Edwards

- Buried within the private, personal journals of a young missionary (chronologically speaking - he went home to heaven at age 29) is a depth of spiritual wisdom, fervor for God's kingdom and glory, and love for the Savior, quite unparalleled (if not unrecognizable) in modern Christianity. The mystics would acknowledge in Brainerd what they themselves longed for, a wholesale abandonment to God - His purposes and His will. Brainerd's growth in grace began with his conversion in 1739. . . . He worked with First Nations in in New Jersey and Pennsylvania.

19. **The Little Woman** by Gladys Aylward

- A solitary woman. A foreign country. An unknown language. An impossible dream? No. With no mission board to support or guide her, and less than ten dollars in her pocket, Gladys Aylward left her home in England to answer God's call to take the message of the gospel to China. . . . The Little Woman tells the story of one woman's determination to serve God at any cost. With God all things are possible!
- This is the same story as The Small Woman by Alan Burgess.

20. **The Multilingual God** by Steve Fortosis

- What does Bible translator actually DO day to day? This collection of Bible translation stories attempts to answer that question and many others, highlighting both the funny aspects and the snags of translation projects from around the world. Translation is messy and complex, but job is being done by ordinary faithful men and women around the world.

21. **The Small Woman** by Alan Burgess

- A solitary woman. A foreign country. An unknown language. An impossible dream? No. With no mission board to support or guide her, and less than ten dollars in her pocket, Gladys Aylward left her home in England to answer God's call to take the message of the gospel to China. . . . The Little Woman tells the story of one woman's determination to serve God at any cost. With God all things are possible!
- This is the same story as The Little Woman by Gladys Aylward.

22. **Too Many to Jail** by Mark Bradley

- The church in Iran is one of the fastest growing in the world. This book explores Iran's deep spiritual hunger, the deteriorating relationship between Iranians and their national religion, and the remarkable stories of a church growing too large to jail.

23. **Uncle Cam** by J. and M. Hefley

- Cameron Townsend was a missionary with a problem. How do you bring the gospel to a people group in Mexico who were so remote that they didn't speak Spanish? And this was just one of many tens of people groups in that area who didn't have a chance of ever reading the Spanish Bible. 'Uncle Cam', as he became to be known, began to study how to translate the Bible into this unwritten language. His drive to provide the Scriptures for this one people group led to the eventual founding of the Summer Institute of Linguistics and Wycliffe Bible Translators, organizations that have revolutionized how Bible translation is done and brought God's word to millions of people who had never heard.

24. **Unfolding Destinies** by Olive Fleming Liefeld

- The author of this book lost her husband in Ecuador along with Jim Elliot and 3 others at the hands of the Auca Indians. She writes about her meeting and marrying her husband, and then the events of the trip when those 5 were killed. In 1989, Olive returned to Ecuador to talk with some of the Indians who were involved in that fateful event. She comes out with a deeper understanding of God's work and His will around the world.

Appendix D Geography Quizzes

How many nations are there in the world? Well, that's not as easy to answer as one would think. The United Nations lists 193 sovereign members. The good news is that you will only need to know the countries and capitals included in the list on the next page. The list has most of the nations of the world, except the little islands in the Pacific and Caribbean.

Of the 195 countries, 2 are in Northern America (you will not be tested on *them!*), 33 in Latin America and the Caribbean, 44 in Europe, 48 in Asia, 14 in Oceania, and 54 in Africa.

The list on the next page shows exactly what you need to study for each of the 5 quizzes. You need to know the nations and capitals; you do not need to know the location of the capital within the nation. Each quiz will have about 30 questions.

A fun way to study is to use <http://www.lizardpoint.com/fun/geoquiz/>. Here you should use the following games: Africa, Asia, Middle East, Europe, Central America & part of Caribbean, Central America and South America. You will need to know a few from Australia/Oceania. <http://www.geosense.net/> is a site you can use to play alone or with others—but it is the whole world at once. Another website for practicing capitals is <http://www.geography-map-games.com/geography-games-Capitals-of-the-World- pageid95.html%20capitals>

Quiz 1: South America

Argentina, **Buenos Aires**
Bolivia, **La Paz**
Brazil, **Brasilia**
Chile, **Santiago**
Columbia, **Bogota**
Ecuador, **Quito**
French **Guiana**
Guyana
Paraguay
Peru, **Lima**
Suriname
Uruguay, **Montevideo**
Venezuela, **Caracas**

Quiz 2: Africa

Algeria, **Algiers**
Angola, **Luanda**
Botswana
Burkina Faso, **Ouagadougou**
Cameroon
Central African Republic
Chad
Congo, **Brazzaville**
Cote d'Ivoire (Ivory Coast)
Democratic Republic of
Congo, **Kinshasa**
Egypt, **Cairo**
Ethiopia, **Addis Ababa**
Ghana, **Accra**
Guinea, **Conakry**
Kenya, **Nairobi**
Liberia
Libya, **Tripoli**
Madagascar
Malawi
Mali
Mauritania
Mozambique, **Maputo**
Namibia
Niger
Nigeria
Sierra Leone, **Freetown**
Somalia

South Africa, **Cape Town** (or
Pretoria)
South Sudan, **Juba**
Sudan
Tanzania
Tunisia, **Tunis**
Uganda, **Kampala**
Zambia
Zimbabwe

Quiz 3: Asia

Bangladesh, **Dhaka**
Cambodia, **Phnom Penh**
China, **Beijing**
India, **New Deli**
Indonesia, **Jakarta**
Japan, **Tokyo**
Laos
Malaysia, **Kuala Lumpur (KL)**
Mongolia, **Ulan Bator**
Myanmar/Burma, **Yangon**
Nepal
North Korea, **Pyongyang**
Philippines, **Manila**
Singapore, **Singapore**
South Korea, **Seoul**
Sri Lanka
Taiwan, **Taipei**
Thailand, **Bangkok**
Vietnam, **Hanoi**

Quiz 4: The Middle East

Afghanistan, **Kabul**
Cyprus
Georgia
Iran, **Tehran**
Iraq
Israel, **Jerusalem**
Jordan
Kazakhstan
Kuwait, **Kuwait City**
Kyrgyzstan, **Bishkek**
Lebanon, **Beirut**
Oman
Pakistan, **Islamabad**

Qatar
Saudi Arabia
Syria, **Damascus**
Tajikistan, **Dushanbe**
Turkey, **Ankara**
Turkmenistan
United Arab Emirates, **Abu
Dhabi**
Uzbekistan
Yemen

Quiz 5: Europe

Albania
Austria, **Vienna**
Belarus, **Minsk**
Belgium, **Brussels**
Bulgaria
Croatia
Czech Rep., **Prague**
Denmark
Estonia, **Tallinn**
Finland
France, **Paris**
Germany, **Berlin**
Greece
Hungary, **Budapest**
Iceland
Ireland
Italy, **Rome**
Latvia, **Riga**
Lithuania
Macedonia
Malta
Moldova, **Chisinau**
Netherlands, **Amsterdam**
Norway
Poland, **Warsaw**
Portugal
Romania, **Bucharest**
Serbia
Slovakia
Sweden, **Stockholm**
Switzerland, **Bern**
Ukraine, **Kiev**
United Kingdom, **London**

APPENDIX E
Research Paper: Social Justice and Mission

Topics

- ❖ Bullying
- ❖ Caste discrimination against the Dalit in India
- ❖ Child labour (not including child soldiers)
- ❖ Child soldiers
- ❖ Clean water in the majority world
- ❖ Climate change and its effect on the poor
- ❖ Fair trade. Note, there are many agencies that work with fair trade, not just the one agency called Fairtrade International (FLO).
- ❖ Food shortage/famine in Yemen, Somalia and/or Southern Sudan
- ❖ Genocide (ongoing genocide like The Rohingya in Myanmar)
- ❖ Homelessness in Canada
- ❖ Honor killing
- ❖ Indigenous people in the majority world
- ❖ Internal displacement (not including Iraq and Syria)
- ❖ Lack of basic education in in the majority world
- ❖ Lost women in Canada (mainly First Nations)
- ❖ Microfinance and micro loans to poor people around the world
- ❖ Poverty (not including microfinance, micro loans)
- ❖ Racism in Europe or North America (no focus on the actual refugees)
- ❖ Refugee situation in Europe
- ❖ Sanitation in the majority world
- ❖ The growth of ISIS and the consequences for people mainly in Syria and Iraq
- ❖ Truth and Reconciliation regarding First Nations in Canada
- ❖ Violence against women in the majority world
- ❖ Women pushed from their land in the majority world

***Note: You must always include aspects of social injustice, so do not just research the technical information about, for example, fair trade.**

APPENDIX F

Guidelines for Writing a Research Paper

Reading a well-thought and well-written paper is one of the most enjoyable aspects of being a teacher. However, papers that are poorly done are not only unpleasant for you as the learner, but also are tedious for the instructor.

You are being asked to write an academic paper which is not the same as an essay or other forms of writing. Hopefully the following information will help you in completing and enjoying this assignment.

- ◆ **Research:** Start working on this paper soon. Insight that comes from good research seldom, if ever, comes from last minute preparation. Asking God for a miracle when research has been put off until a few days before the due date qualifies as presumption. Complete most of your research before writing. Try to establish a preliminary outline early in the process as well.
- ◆ **Reflection:** Prior to writing your final draft, you should be able to answer the following questions:
 - What is my central theme in this paper?
 - What are a few questions I am addressing related to this theme?
 - What line of argument am I taking in answering those questions?
- ◆ Surprise endings have no place in writing an academic paper. The main “plot” should be evident from the beginning. Therefore consider the following:
 - Your first paragraph should grab the reader’s interest and convince him/her that the following pages merit careful attention and reflection.
 - Next, provide a clear purpose statement in which you describe the overall direction of your paper, the conclusions you have developed, and how you intend to get there. (This is where you present your thesis.)
 - Conclude well. A summary is not a conclusion. A conclusion demonstrates that you have reflected on and interpreted your research material convincingly.
- ◆ **Argumentation, not assertion:** The aim of a paper like this is to develop skills in analysis, evaluation and critical thinking. Therefore, a summary of other people’s views and ideas is inadequate. Likewise, simply stating a personal conviction in the absence of reasonable arguments suggesting why a certain position is held is to be avoided.
- ◆ **Style:** Academic writing does not have to be boring. Be creative and interesting. Avoid the use of well-worn clichés. Each paragraph should address **one** idea or concept and each sentence should be a complete, grammatically correct unit (that is, it should contain a subject and a verb at least). At this stage in your academic development you should be expanding your vocabulary. However, avoid the use of big words that are awkwardly imposed on a sentence. Words with multiple syllables are impressive only if they clarify or enhance what you are trying to say. Read your paper out loud. You will be amazed how much sloppy grammar can be purged out of a paper by simply reading it aloud.
- ◆ **Plagiarism:** Including another person’s words or ideas in a manner that gives the impression that they were born in your mind is academic theft. Ideas and concepts that others have developed may be included in your paper legitimately, but only if correctly and accurately acknowledged and documented.
- ◆ **Basic Format:** Papers should all be written as follows:
 - Print is to be the equivalent of 11 or 12 point font.
 - A cover page
 - The actual paper
 - A works cited page (where all works cited, but only works actually cited, should be included)
 - All pages except the cover page are to be numbered
 - Citation of Sources: You are free to use your preferred style—MLA or Turabian.
- ◆ **Regarding inclusive language:** You must avoid the masculine terminology in reference to people in the general sense. For example, the terms “humanity” or “people” or “humankind” must be used rather than terms such as “man” or “mankind” when referring to the human race. **You will actually be marked down for using non-inclusive language.**