



MSSN 546  
**MISSION IN CULTURAL AND  
RELIGIOUS CONTEXT**  
Fall 2022

*Daniel M. Duffis, PhD Candidate*

This course explores missiological principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness.

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	<a href="#">Lake Union</a>
<b>Class meeting dates:</b>	Fall 2022. (Oct 16-20, 2022)
<b>Class meeting times:</b>	Sunday, 5 p.m. – 9 p.m. Mon. – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6:00 p.m.
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">http://learninghub.andrews.edu</a>
<b>Instructor Tel.:</b>	727-403-6069 Texting
<b>Instructor Email:</b>	duffisgordo@andrews.edu

#### COURSE REQUIREMENTS

##### **Pre-intensive requirements:**

1. **Critical Book Review: Due Sunday, October 16**  
One book review of Duane Elmer's (*Cross-Cultural Servanthood: Serving the World in Christlike Humility - CCS*) will be submitted; The review is to be 1500-1750 words. It is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the books; you can summarize the main points of the book, but must engage in analysis and critique of the main ideas. Follow the critical book review rubric.
2. **Annotated Journal: *Passport to Mission (PPM)*: Due Sunday, October 16.**  
Each student will read the book *Passport to Mission* and write a report in form of a journal entry (reviewing/interacting) for the six parts (sections) of the book (total of 6 parts – 28 chapters). The report is due as per set schedule. The report/journal entry is to be 1500-1750 words and will respond to and interact with the subject of the parts of the book being revised.

One journal / report will be prepared and submitted. The journal entry/report should include (but not limited to) the following elements:

- A candid, energetic engagement, and interaction with the material in each part of the book.
- Points that stood out or that were new (“Aha!” moments)
- Points of agreement or disagreement, and/or points needing clarification
- Statements of syntheses and conclusion that tie together with concepts dealt with in the classroom and/or studied in other required readings
- Applications of concepts to personal life and ministry
- General remarks about the material, affirming or suggesting possible changes/additions

Report: *PPM*: Parts 1-6 (chapters 1-28; pages 1-238).

### Requirements during intensives:

1. Web Resource List: **Due Wednesday, October 19**  
Each student will prepare a two (2-4) pages list of web mission resources (at least 20 entries). Try to list as many websites as possible containing important resources dealing with cross-cultural missions, church and mission, mission strategies and resources, etc.
2. Ee-Taow Movie Report: **Due Wednesday, October 19**  
Each student will prepare a half-page response with one key missiological idea that they gathered from the movie and how it can be applied to their own context of ministry.
3. Final Exam: The final exam will be on **Thursday, October 20**

### Post-intensive requirements:

1. Critical Book Review: *Introduction to Adventist Mission*: **Due Sunday, January 15, 2023.**  
One book review of Gorden Doss’ *Introduction to Adventist Mission (IAM)*; the review is to be 2000 words. It is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the books; you can summarize the main points of the book, but must engage in analysis and critique of the main ideas. Follow the rubric.

## COURSE MATERIALS

### Required Textbooks and Readings:

- Gorden R. Doss. 2018. *Introduction to Adventist Mission*. Berrien Springs, MI: Institute of World Mission/Department of World Mission, Andrews University/General Conference of Seventh-day Adventists.
- Cheryl Doss, editor. 2017. *Passport to Mission*. Fourth revised edition. Silver Spring, MD: Institute of World Mission, General Conference of Seventh-day Adventists.
- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books.
- *Standards of Excellence in Short Term Mission*: <https://soe.org/7-standards/>
- Other specific articles posted on Moodle and/or as assigned by instructor.

## REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

### COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

#### **MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes**

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

#### **Student Learning Outcomes (SLO) The student will:**

1. Understand and explain major demographic dimensions of the unfinished task of world mission
2. Summarize assigned chapters and specified class lectures
3. Analyze reading and lecture content and state reasons for agreement or disagreement
4. Demonstrate ability to apply concepts and principles to ministry situations
5. Value cultural differences and show sensitivity to those of other cultures
6. Explain basic mission principles

### COURSE SCHEDULE

<b>Dates</b>	<b>Topics</b>	<b>Assignments Due</b>
Sunday October 16	<ul style="list-style-type: none"> <li>• Introduction to the Study of Mission</li> </ul>	1. Critical Book Review: <i>Cross Cultural Servanthood</i> (Elmer)  2. Annotated Journal: <i>Passport to Mission</i> (C. Doss)
Monday October 17	<ul style="list-style-type: none"> <li>• Theology of Mission</li> <li>• History of Mission</li> </ul>	
Tuesday October 18	<ul style="list-style-type: none"> <li>• Culture and Religion</li> <li>• Worldview and Biblical Interpretation</li> </ul>	
Wednesday October 19	<ul style="list-style-type: none"> <li>• Biblically Faithful Contextualization</li> <li>• Mission and the Remnant</li> </ul>	1. Web Resource List (20 resources) 2. Ee-Taow Movie report
Thursday October 20	<ul style="list-style-type: none"> <li>• Contemporary Challenges in World Mission</li> </ul>	<b>Exam</b>

<b>Post-Intensive</b> Sunday January 15		Critical Book Review: <i>Introduction to Adventist Mission</i> (G. Doss)
Sunday January 15		<b>90 days from the first day of class.</b> <b>All assignments are due by January 15, 2023.</b>  Assignments must be posted on LearningHub. Also, electronic copies of the <i>Microsoft Word</i> documents must be sent by email before midnight on this day ( <b>January 15, 2023</b> ).
Monday February 13		<b>120 days from the first day of class.</b> Late final-assignment submission receives no more than a <b>B</b> by midnight on this day ( <b>February 13, 2023</b> ).
Wednesday March 15		<b>150 days from the first day of class.</b> Late final-assignment submission receives no more than a <b>C</b> by midnight on this day ( <b>March 15, 2023</b> ).
Thursday April 6		<b>172 days from the first day of class.</b> Students who have not completed all intensive requirements by <b>April 6, 2023</b> , will receive a <b>F</b> . This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.

## ATTENDANCE

### Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” (*Current AU Bulletin.*)

### Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” (*Current AU Bulletin.*)

### Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (*Current AU Bulletin.*)

## TIME EXPECTATIONS FOR THE COURSE

Schedule for class meetings: October 16-20, 2022			
Sunday	5-9 p.m.	4 hours	4 hours
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	9 hours
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	9 hours
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	9 hours
Thursday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	9 hours
Pre-session and Post-session	Lectures to be viewed on-line	5 hours	5 hours
			<b>Total: 45 hours</b>

### Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	40	45 hours total
Pre/Post Online	5	
Independent Completion of Assignments		
Book review and reading ( <i>Cross-cultural Servanthood</i> ; Elmer)	20 hours	
Ee-Taow Movie report	1 hours	
Journal/annotated reading ( <i>Passport to Mission</i> . Fourth revised edition.)	20 hours	

Web resources list	5 hours
Book review and reading ( <i>Introduction to Adventist Mission</i> ; Doss)	30 hours
Final exam	14 hours
<b>Total Hours</b>	<b>135 hours</b>

### Assignments Due Date (Read Carefully)

All assignments are due at the start of the class. The following penalties will be applied for late submission of assessment items:

- Assessments received by due date: (possible A grade)
- Delay up to 10 days: (no better than an A- grade)
- Delay up to 20 days: (no better than a B grade)
- Delay up to 30 days: (no better than a C grade)

### 9. Grading

The final grade will be based on the following assignments (for 3 credits):

Attendance and participation	10%
Book review and reading ( <i>CCS</i> )	10%
Ee-Taow Movie & report	5%
Journal entries and reading ( <i>PPM</i> )	15%
Web resources list	5%
Book review and reading ( <i>IAM</i> )	20%
Final exam	35%

**Total 100%**

The following scale is used in evaluating assignments and determining grades:

A = 95-100	B+ = 87-89	C+ = 77-79		
A- = 90-94	B = 83-86	C = 73-76	D = 60-69	F = 0-59
	B- = 80-82	C- = 70-72		

## SUGGESTED BIBLIOGRAPHY

- Bauer, Bruce L., editor. 2005. *Faith Development in Context: Presenting Christ in Creative Ways*. Berrien Springs, MI: Department of World Mission, Andrews University.
- \_\_\_\_\_. 2006. *Adventist Responses to Cross-Cultural Mission: Global Mission Issues Committee Papers, Vol. 1, 1998-2001*. Berrien Springs, MI: Department of World Mission, Andrews University.
- \_\_\_\_\_. 2007. *Adventist Responses to Cross-Cultural Mission: Global Mission Issues Committee Papers, Vol. II, 2002-2005*. Berrien Springs, MI: Department of World Mission, Andrews University.
- \_\_\_\_\_. 2005-2013. *Journal of Adventist Mission Studies*, Vols. 1-9. Berrien Springs, MI: Department of World Mission, Andrews University.
- \_\_\_\_\_. 2011. *A Man of Passionate Reflection: A Festschrift Honoring Jerald Whitehouse*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Bauer, Bruce L. and Wagner Kuhn, editors. 2015. *Biblical Principles for Missiological Issues in Africa*, Berrien Springs, MI: Department of World Mission, Andrews University.

- Backman, Richard. 2004. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker.
- Bosh, David J. 1992. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books.
- Bradshaw, Bruce. 2002. *Change Across Cultures*. Grand Rapids, MI: Baker.
- Damsteegt, P. Gerard. 1977. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans.
- Dennett, Jo Anne. 1999. *Thriving in Another Culture: a Handbook for Cross-Cultural Missions*. Brunswick East, Australia: Acorn Press.
- Dybdahl, Jon L. editor. 1999. *Adventist Mission in the 21<sup>st</sup> Century*. Hagerstown, MD: Review and Herald Publishing Association.
- Doss, Cheryl. Editor. 2009. *Passport to Mission*. Institute of World Mission, Andrews University.
- Doss, Gordon R. 2018. *Introduction to Adventist Mission*. Berrien Springs, MI: Institute of World Mission/Department of World Mission, Andrews University/General Conference of Seventh-day Adventists.
- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Books.
- \_\_\_\_\_. 2002. *Cross-Cultural Connections: Stepping out and Fitting in Around the World*. Downers Grove, IL: InterVarsity Press.
- \_\_\_\_\_. 1993. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IL: InterVarsity Press.
- Filbeck, David. 1985. *Social Context and Proclamation: A Socio-cognitive Study in Proclaiming the Gospel Cross-culturally*. Pasadena, CA: William Carey Library.
- Gallagher, Robert L. and Paul Hertig, editors. 2004. *Mission in Acts. Ancient Narratives in Contemporary Context*. Maryknoll, NY: Orbis Books.
- Greenway, Roger S. 1999. *Go and Make Disciples: An Introduction to Christian Mission*. Phillipsburg, New Jersey: P&R Publishing Company.
- Grunlan, Stephen A. and Marvin K. Mayers. 1988. *Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Zondervan.
- Hexham, Irving. 2011. *Understanding World Religions: An Interdisciplinary Approach*. Grand Rapids, MI: Zondervan.
- Hiebert, Paul. 1983. *Cultural Anthropology*. Grand Rapids, MI: Baker.
- \_\_\_\_\_. 1985. *Anthropological Insights for Missionaries*. Grand Rapids, MI: Baker.
- \_\_\_\_\_. 1994. *Anthropological Reflections on Missiological Issues*. Baker Academic.
- \_\_\_\_\_. 1999. *Missiological Implications of Epistemological Shifts: Affirming Truth in a Modern / Postmodern World*. Harrisburg, PA: Trinity Press International.
- \_\_\_\_\_. 2008. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Books.
- \_\_\_\_\_. 2009. *The Gospel in Human Context: Anthropological Explorations for Contemporary Mission*. Grand Rapids, MI: Baker.
- Hiebert, Paul, Daniel Shaw and Tite Tiénou. 1999. *Understanding Folk Religion*. Grand Rapids, MI: Baker.
- Hiebert, Paul G. and Eloise Hiebert Meneses. 1995. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids, MI: Baker.
- Hiebert, Paul G. and Frances F. Hiebert. 1987. *Case Studies in Missions*. Baker Books.
- Klingbeil, Gerald A., editor. 2005. *Misión y Contextualización: Llevar el Mensaje Bíblico a un Mundo Multicultural*. Libertador San Martín, Entre Ríos, Argentina: Editorial Universidad Adventista del Plata.
- Kraft, Charles H. 2008. *Worldview for Christian Witness*. Pasadena, CA: William Carey Library.

- \_\_\_\_\_ . 2007. *Anthropology for Christian Witness*. Maryknoll, NY: Orbis Books.
- \_\_\_\_\_ . 1979. *Christianity in Culture*. Mayknoll, NY: Orbis Books.
- Kuhn, Wagner. 2013 *Redemption and Transformation Through Relief and Development: Biblical, Historical, and Contemporary Perspective of God's Holistic Gospel*. Berrien Springs, MI: Department of World Mission, Andrews University.
- \_\_\_\_\_ . 2016. *Transformacao Radical: Em Busca do Evangelho Integral*. Engenheiro Coelho, SP, Brazil: UNASPRESS.
- Lingenfelter, Judith E. and Sherwood G. 2003. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Books.
- Lingenfelter, Sherwood. 1998. *Transforming Culture: A challenge for Christian Mission*. 2<sup>nd</sup> ed. Grand Rapids, Mich.: Baker Books.
- \_\_\_\_\_ . 1998. *Agents of Transformation*. Grand Rapids, MI: Baker.
- Lingenfelter, Sherwood and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand rapids, MI: Baker Academic.
- Luzebetak, Louis. 1988. *The Church and Cultures*. Mayknoll, NY: Orbis Books.
- \_\_\_\_\_ . 1989. *The Church & Cultures: An Applied Anthropology for the Religious Worker*. Pasadena, CA: William Carey.
- Maier, Rudi, editor. 2010. *Encountering God in Life and Mission: a Festschrift Honoring Jon L. Dybdahl*. Berrien Springs, MI: DWM, Andrews University.
- \_\_\_\_\_ . 2005. *A Man with a Vision. Mission: A Festschrift Honoring Russell L. Staples*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Maier, Rudi, editor. 2015. *Church and Society*. Berrien Springs, MI: Department of World Mission, Andrews University.
- Myers, Bryant L. (editor). *Working with the Poor: New Insights and Learnings from Development Practitioners*. Monrovia, CA: World Vision, 1999.
- \_\_\_\_\_ . *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books. 2011.
- Moreau, A. Scott, Gary R. Corwin, and Gary B. McGee. 2004. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. Grand Rapids, MI: Baker.
- Moreau, A. Scott, Harold A. Netland, Charles Edward van Engen, and David Burnett. 2000. *Evangelical Dictionary of World Missions*. Grand Rapids, MI.
- Ott, Craig, and Harold A. Netland, editors. 2006. *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids, MI: Baker Academics.
- Pocock, Michael, Gailyn Van Rheenen, and Douglas McConnell. 2005. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academics.
- Robinson, Anthony B. and Robert W. Wall. 2006. *Called to be Church: the Book of Acts for a New Day*. Grand Rapids, MI: Eerdmans.
- Schantz, Borge. 1983. "The Development of Seventh-day Adventist Missionary Thought: a Contemporary Appraisal." Doctoral Dissertation. Pasadena, CA: Fuller Theological Seminary.
- Smalley, William A., editor. 1978. *Readings in Missionary Anthropology II* (Enlarged edition). Pasadena, CA: William Carey Library.
- Smith, [Gordon H.](#) 1945. *The Missionary and Anthropology*. Chicago, IL: Moody Press.
- Spradley, James and David McCurdy. 1980. *Anthropology: The Cultural Perspective*. 2<sup>nd</sup> edition. New York: Wiley.
- Steffen, Tom and Lois McKinney Douglas. 2008. *Encountering Missionary Life and Work: Preparing for Intercultural Ministry*. Grand Rapids, MI: Baker Academic.
- Stearns, Richard. *The Hole in Our Gospel*. Nashville, TN: Thomas Nelson, 2009.



- Tennent, Timothy. 2008. *Theology in the Context of World Christianity*. Grand Rapids, MI: Zondervan.
- Terry, John Mark, Ebbie C. Smith, and Justice Anderson. 1998. *Missiology: An Introduction to the Foundations, History, and Strategies of World Missions*. Nashville, Tenn.: Broadman & Holman Publishers.
- Van Engen, Charles E., Darrell Whiteman, and J. Dudley Woodberry. 2008. *Paradigm Shifts in Christian Witness*. Orbis Books.
- Van Rheen, Gailyn. 1991. *Communicating Christ in Animistic Context*. Grand Rapids, MI: Baker.
- Walls, Andrew. 2002. *The Cross-Cultural Process in Christian History: Studies in the Transmission and Appropriation of Faith*. Maryknoll, NY: Orbis Books.
- White, Ellen G. *Acts of the Apostles*. Hagerstown, MD: Review and Herald Publishing Association.
- \_\_\_\_\_. *Christ's Objects Lessons*. 1941. Hagerstown, MD: Review and Herald Publishing Association.
- \_\_\_\_\_. *The Desire of Ages*. 1898. Boise, Idaho: Pacific Press Publishing Association.
- \_\_\_\_\_. *Education*. 1903. Boise, Idaho: Pacific Press Publishing Association.
- \_\_\_\_\_. *Gospel Workers*. 1915. Hagerstown, MD: Review and Herald Publishing Association.
- \_\_\_\_\_. *The Great Controversy*. 1911. Boise, Idaho: Pacific Press Publishing Association.
- \_\_\_\_\_. *Ministry of Healing*. 1905. Boise, Idaho: Pacific Press Publishing Association.
- \_\_\_\_\_. *Patriarchs and Prophets*. 1958. Boise, Idaho: Pacific Press Publishing Association.
- \_\_\_\_\_. *Testimonies to Ministers*. 1923. Boise, Idaho: Pacific Press Publishing Association.
- Winter, Ralph D., and Steven C. Hawthorne, eds. 2009. *Perspectives on the World Christian Movement: A Reader*. Fourth edition. Pasadena, CA: William Carey Library.
- Wright, Christopher J. H. 2010. *The Mission of God's People: a Biblical Theology of the Church's Mission*. Grand Rapids, MI: Zondervan.
- \_\_\_\_\_. 2006. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: InterVarsity Press.

## ABOUT YOUR INSTRUCTOR



Daniel M. Duffis was born on the Colombian island of San Andrés but grew up as part of a missionary family on the Dutch Caribbean Island of Curaçao. He holds an MDiv (2016) and is currently finalizing his PhD in Mission and Intercultural Theology.

Daniel currently works as the coordinator for Adventist Muslim Relations in the Metro-Detroit area of the United States. He formerly pastored and served as a missionary in Puerto Rico, Brazil, and New York. He is passionate about helping Christians build cultural intelligence and religious sensitivity when sharing the Gospel with those of other faith traditions.

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

*Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .*

## APPENDIX 1: INTERPRETING LETTER GRADES

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

MSSN546 MISSION IN CULTURAL AND RELIGIOUS CONTEXT

**Grading Rubric for Written Sermon–Final Exam**

Elements	Description	Excellent	Proficient	Satisfactory	Unsatisfactory	Weight	Points
		4	3	2	1		
<b>Introduction</b>	a) Presentation of main idea and thesis of the sermon	Excellent	Proficient	Satisfactory	Unsatisfactory	1	
	b) Statement of expected outcomes	Excellent	Proficient	Satisfactory	Unsatisfactory	1	
<b>Relevance to Missiology</b>	a) Connection of contemporary issues to the Bible text	Excellent	Proficient	Satisfactory	Unsatisfactory	4	
	b) Connection between the biblical world and contemporary context	Excellent	Proficient	Satisfactory	Unsatisfactory	4	
	c) Use of illustrations and examples	Excellent	Proficient	Satisfactory	Unsatisfactory	4	
<b>Missiological Application using course content</b>	a). Use and application of course, content	Excellent	Proficient	Satisfactory	Unsatisfactory	4	
	b). Practical application to ministry context and the mission of the church	Excellent	Proficient	Satisfactory	Unsatisfactory	4	
<b>Conclusion</b>	Summary of reflections and appeal	Excellent	Proficient	Satisfactory	Unsatisfactory	2	
<b>Spelling &amp; Grammar</b>	Use of grammar and spelling	No spelling mistakes + excellent use of English grammar	1 spelling mistake + minor grammatical errors	2 spelling mistakes + significant grammatical errors	3 or more spelling mistakes + major grammatical errors	1	
<b>Total</b>							

**GRADING RUBRIC FOR MANUSCRIPT**

Student Name:

	<b>Exceptional 90-100 points</b>	<b>Proficient 60-89 points</b>	<b>Satisfactory 50-59 points</b>	<b>Unsatisfactory 0-49 points</b>	<b>Pts %</b>
<b>Introduction and thesis statement</b>	Written introduction sets up the paper in a creative, interesting or captivating way. Thesis very succinctly stated and summarizes sermon	Written introduction sets up the paper in an interesting way. Thesis clearly stated and summarizes sermon	Written introduction sets up the paper in an acceptable way. Thesis averagely stated and doesn't quite summarize sermon	Written introduction sets up the paper in a mediocre way. Thesis not clearly stated and fail to summarize sermon	10
	<b>(9-10)</b>	<b>(6-8.99)</b>	<b>(5-5.99)</b>	<b>(0-4.99)</b>	
<b>Communication and language</b>	Very interesting, inspiring, thought provoking, well-articulated; no more than two spelling mistakes and grammatical or style errors per page.	Is articulate, holds the reader's attention – no more than three spelling, grammatical or style errors per page	Paper is generally well written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Paper is not well-written or focused on the subject, is full of grammatical, spelling and style errors	20
	<b>(18-20)</b>	<b>(12-17.99)</b>	<b>(10-11.99)</b>	<b>0-9.99</b>	
<b>Development</b>	Thesis very clearly and succinct developed: creative, unique insights making reading inviting. Demonstrates attention to author's concepts/insights on the subject. Discovers and summarizes the theme; expresses personal, independent insights and exhibits comprehensive reading and research of the topic. Ideas flow logically with excellent transitions	Thesis is clearly developed: insightful and demonstrates extensive reading and research of topic. Expresses personal, independent insights in response to the subject matter. Ideas flow logically, with good transitions	Thesis not well developed, is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of comprehension of the subject	Thesis poorly developed, is unclear, and demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of comprehension of the subject	40
	<b>(36-40)</b>	<b>(24-35.99)</b>	<b>(20-23.99)</b>	<b>(0-19.99)</b>	
<b>Content/ Sequence of Events</b>	All necessary information was presented logically and recorded properly. Maintains clear focus.	Necessary information was covered logically and recorded in the proper order. Maintains clear focus.	Necessary information was covered, but not presented logically or recorded in proper order. Maintains adequate focus.	Some necessary information was covered but not in a logical sequence. Attempts to focus.	20
	<b>(18-20)</b>	<b>(12-17.99)</b>	<b>(10-11.99)</b>	<b>0-9.99</b>	
<b>Conclusion</b>	A clear summary of personal reflections and/or reaction to review of the subject including likes or dislikes	Includes personal reflections and/or reaction to review of the subject	Has some merit, but weak in summation of subject	Reflections are comprehensive, but of articles lack personal reaction/responses	10
	<b>(9-10)</b>	<b>(6-8.99)</b>	<b>(5-5.99)</b>	<b>(0-4.99)</b>	
<b>Total</b>					100