

Saint Louis Christian College
PMN330n CURRENT ISSUES IN MINISTRY
Professor Stacy Garner
3 Credit Hours

Spring, 2012

Course Prerequisite: PMN101

Thursdays

6:00-10:00p

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

Students explore current issues in ministry being used in church and parachurch ministry programs. Through this seminar-type format with guest lecturers, students discuss the strengths and weaknesses of the various approaches to ministry. Practitioners in the specific topic that is covered lead the course.

This particular course has been designed to equip the student with the tools necessary to plan and execute an effective short term mission experience. In addition to the planning and procedures for successful short term mission trips, innovation in global ministry and the attitude of cross-cultural servanthood will be emphasized.

COURSE RATIONAL

The purpose of this module is to provide you with the resources to broaden your impact in global ministry. This course plays a key role in the curriculum of Saint Louis Christian College, because it is a course that seeks to give you the tools necessary to share your faith cross-culturally, making the most of every opportunity. Of the 7 billion people in this world one-third are or claim to be Christians (World C), one-third are non-Christians living among reached (evangelized) people groups (World B), and one-third are non-Christians living among unreached (yet-to-be evangelized) people groups (World A). Our hope is that this course will motivate you to participate in global ministry, intentionally sharing the Gospel of Christ so that everyone has the opportunity to hear the only message that offers the promise of life abundant and free. What is more, our hope is that this course will motivate you to recruit and lead others to share in this global task.

Having the biblical mandate as a foundation, you will discover innovative ways to carry the Gospel across the globe. It is God's will that the message of his Son be shared with all who do not yet know him. You will learn how to plan and execute an effective short term mission experience. You will also learn the importance of having an attitude of cross-cultural servanthood.

COURSE OBJECTIVES

Upon conclusion of this course, the learner should be able to:

1. Identify the importance of cross-cultural servanthood by reading and responding to Duane Elmer's book, *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. (*Reflecting Professional Education Objective #5*)
2. Discover innovative ways of spreading the Gospel message cross-culturally by reading and responding to Reapsome and Hirst's book, *Innovation in Mission: Insights into Practical*

Innovations Creating Kingdom Impact. (Reflecting Professional Education Objective #2 and Biblical Education Objective #3)

3. Discuss the urgency in global ministry by studying, memorizing and reflecting on key passages in Scripture. (*Reflecting Biblical Education Objective #3*)
4. Design an effective short term mission experience by putting together a mission trip portfolio including a cultural resumé of the target country, defining the purpose for the trip, researching criteria essential to the trip, creating a budget for the trip, and putting together an application packet. (*Reflecting Professional Education Objective #4*)
5. Caste the vision for participation in the short term mission experience by giving an oral presentation of the mission trip portfolio developed by the learner. (*Reflecting Professional Education Objective #1*), *Biblical Education Objective #3*, and *General Education Objective #1*)

COURSE REQUIREMENTS

1. **Attendance and Participation.** Preparing for class discussion and participation by doing the homework assignments and being in class are both important elements in contributing to and receiving the most from this course.
2. **Textbooks.** You are required to purchase and read the two textbooks and the Supplemental Materials packet, which have been listed for this class.

Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove: IVP Books, 2006. Print.

ESV Study Bible: English Standard Version. Wheaton: Crossway, 2008. Print.

Reapsome, Jim and Jon Hirst, eds. *Innovation in Mission: Insights into Practical Innovations Creating Kingdom Impact*. Tyrone, GA: Authentic Publishing, 2005. Print.

Supplemental Materials Course Packet

3. **Reading.** Each student is expected to come prepared for class, having read each assignment according to its due date. Please consult the course schedule for reading assignments. At the beginning of class on week five each student will be asked to indicate in writing the percentage of reading that has been completed. (Please use the Reading Accountability Report in the Student Guide.)
4. **MV Quizzes.** Each **Thursday** at the beginning of class you will write out **from memory** the assigned verses for that week. (Please refer to the course schedule.) **You may only use the ESV translation for this course.** This assignment should not be taken lightly. These verses represent a central core of passages that you ought to know by heart.
5. **Mission Trip Portfolio.** Researching and putting together a mission trip portfolio is an essential component to planning and executing an effective short term mission experience. Following the instructions for each section below, please compile your computer generated portfolio, using a different colored folder to divide each of the four sections.

- a. **Mission Trip Cultural Resumé.** Please read the article by Donald Klopf, “Cultural Resume”, which is located within the Supplemental Materials packet. In order to successfully complete this portion of the assignment, you are to develop a cultural resumé on the country of your choice, following the instructions given within the article and in class and following the example given within the article, “Sample Cultural Resumé”, which is also located within the Supplemental Materials Packet. **DUE: Week 3 at the beginning of class.**
 - b. **Mission Trip Research.** Building from the information gathered in the mission trip cultural resumé, specific research must be conducted in order to design an effective mission trip. In order to successfully complete this portion of the assignment, you are to perform the research on the fourteen questions located in the Supplemental Materials packet. **DUE: Week 4 at the beginning of class.**
 - c. **Mission Trip Budget.** Building from the information gathered in the mission trip research, creating a mission trip budget is necessary. In order to successfully complete this portion of the assignment, you are to create a mission trip budget. Please refer to the sample, which is located within the Supplemental Materials packet. **DUE: Week 4 at the beginning of class.**
 - d. **Mission Trip Application Packet and Brochure.** Recruiting and selecting your mission team is an essential component in the process of designing a successful mission trip. Utilizing individual creativity, the samples provided within the Supplemental Materials and examples from other mission organizations, please create an application packet and brochure for your mission trip. **DUE: Week 5 at the beginning of class.**
- 6. Mission Trip Portfolio Presentation.** Each student will have the opportunity to deliver an oral presentation of their mission trip portfolio. (The length will be determined on the first night of the module.) Please provide a copy of your brochure for each member of the class. **DUE: Week 5 at the beginning of class.**

COURSE ASSESSMENT (EVALUATION)

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|--------------------|--|-----------|
| 1. Grading. | Attendance & Participation | 10% |
| | Reading | 20% |
| | Quizzes | 10% |
| | Mission Trip Cultural Resumé | 20% |
| | Mission Trip Research | 20% |
| | Mission Trip Budget | 5% |
| | Mission Trip Application Packet & Brochure | 10% |
| | Mission Trip Portfolio Presentation | <u>5%</u> |
| | | 100% |
2. **Grading Scale.** The student’s final grade will be determined according to the Saint Louis Christian College grading scale, located in the College Catalog.
 3. **Attendance & Participation.** Regarding attendance: Being present all five class sessions is ideal, but we do not live in an ideal world. Five hourly absences will be treated with grace and will not count against your grade, but you are still responsible for classroom material and for your homework for the missed class. Six hourly absences will result in being

administratively withdrawn from the class and receiving a Grade of F for the module, unless you complete an extra make-up assignment(s), as directed by your professor. *(For more information concerning the attendance policy, please read the policy section below.)*

Regarding participation: The quality of your comments and questions during class discussion is more important than the quantity.

4. **Reading.** This portion of your grade is determined on the honor system. Your grade for reading will be determined solely based upon the information you provide. Please submit this report (or a copy), located in the Supplemental Materials packet, at the beginning of week five's class session. Failure to do so will result in a zero for this portion of the grade.
5. **MV Quizzes.** At the beginning of each class session, you will be required to write the day's memory verses on paper that your professor will provide. You may only use the *English Standard Version* for this course. While punctuation is important, exact wording for each of the verses will be emphasized.

Week	Memory Verses	Points off per word missed
One	Matthew 28:18-20	1.5
Two	Romans 1:16-17; 3:23; 6:23	1
Three	2 Thessalonians 3:1-5	1
Four	Colossians 4:2-6	1
Five	Romans 9:1-5	1

6. **Mission Trip Portfolio Scoring Guides.** Your grade for each section will be determined as follows.

a. **Mission Trip Cultural Resumé.**

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content 50%	The resumé provides an understanding and summation of the specified culture which contains significant errors.	The resumé provides a superficial or somewhat erroneous understanding and summation of the specified culture.	The resumé provides an accurate but somewhat superficial understanding and summation of the specified culture.	The resumé provides an accurate understanding and summation of the specified culture.	The resumé provides an insightful and profound understanding and summation of the specified culture.
Depth of Research 20%	The resumé is superficial and provides no evidence of research.	The resumé makes adequate use of at least two other resources.	The resumé makes adequate use of at least three other resources.	The resumé makes adequate use of at least four other resources.	The resumé makes critical use of at least five other resources.
Grammar and Spelling 20%	The resumé contains seven or more errors.	The resumé contains five or six errors.	The resumé contains three or four errors.	The resumé contains one or two errors.	The resumé contains no errors.
Format 10%	The resumé does not demonstrate the proper usage of MLA format.	The resumé barely demonstrates proper usage of MLA format.	The resumé partly demonstrates proper usage of MLA format.	The resumé mostly demonstrates the proper usage of MLA format.	The resumé consistently demonstrates the proper usage of MLA format.

b. Mission Trip Research.

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content 50%	The research provides answers to the questions which are incomplete or contain significant errors.	The research provides answers to the questions which are superficial or somewhat erroneous.	The research provides accurate but somewhat superficial answers to the questions.	The research provides accurate answers to the questions.	The research provides insightful and profound answers to the questions.
Depth of Research 20%	The research is superficial and provides no evidence of research.	The research makes adequate use of at least two other resources.	The research makes adequate use of at least three other resources.	The research makes adequate use of at least four other resources.	The research makes critical use of at least five other resources.
Grammar and Spelling 20%	The research contains seven or more errors.	The research contains five or six errors.	The research contains three or four errors.	The research contains one or two errors.	The research contains no errors.
Format 10%	The research does not demonstrate the proper usage of MLA format.	The research barely demonstrates proper usage of MLA format.	The research partly demonstrates proper usage of MLA format.	The research mostly demonstrates the proper usage of MLA format.	The research consistently demonstrates the proper usage of MLA format.

c. Mission Trip Budget.

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content 50%	The budget is incomplete and contains significant errors.	The budget is somewhat erroneous or contains significant holes.	The budget is accurate but potentially lacks some significant figures or has exaggerated some figures.	The budget is accurate.	The budget is exceptionally well done.
Depth of Research 20%	The budget is superficial and provides no evidence of research.	The budget makes adequate use of at least two other resources.	The budget makes adequate use of at least three other resources.	The budget makes adequate use of at least four other resources.	The budget makes critical use of at least five other resources.
Grammar, Spelling & Accuracy 20%	The budget contains four or more errors.	The budget contains three or fewer errors.	The budget contains two or fewer errors.	The budget contains only one error.	The budget contains no errors.
Format 10%	The budget spreadsheet is impossible to follow.	The budget spreadsheet is difficult to follow.	The budget spreadsheet is adequate.	The budget spreadsheet is understandable and easy to follow.	The budget spreadsheet is done superbly well.

d. Mission Trip Application Packet and Brochure.

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content & Design 50%	The application packet and brochure are incomplete and poorly designed	The application packet and brochure are incomplete and/or poorly designed	The application packet and brochure are adequate in content and design.	The application packet and brochure are complete and properly designed.	The application packet and brochure are complete and creatively designed.
Depth of Research 20%	The application packet and brochure are superficial and provide no evidence of research.	The application packet and brochure make adequate use of at least two other resources.	The application packet and brochure make adequate use of at least three other resources.	The application packet and brochure make adequate use of at least four other resources.	The application packet and brochure make critical use of at least five other resources.
Grammar and Spelling 20%	The application packet and brochure contain seven or more errors.	The application packet and brochure contain five or six errors.	The application packet and brochure contain three or four errors.	The application packet and brochure contain one or two errors.	The application packet and brochure contain no errors.
Format 10%	The application packet and brochure does not demonstrate the proper usage of the samples provided in the course materials.	The application packet and brochure barely demonstrate the proper usage of the samples provided in the course materials.	The application packet and brochure partly demonstrate the proper usage of the samples provided in the course materials.	The application packet and brochure mostly demonstrate the proper usage of the samples provided in the course materials.	The application packet and brochure consistently demonstrate the proper usage of the samples provided in the course materials.

7. Mission Trip Portfolio Presentation. This portion of your grade will be determined by the following criteria.

a. Preparedness of the Student:

- i. Thoroughness of the presentation = 10 Points Possible
- ii. Proper eye contact with listeners = 10 Points Possible

b. Passion of the Student:

- i. The student is motivated = 10 Points Possible
- ii. The student is motivational = 10 Points Possible

c. Length of the Presentation:

- i. The length falls within a 2 minute tolerance = 10 Points Possible
- ii. (Note: The length will be determined on the first night of class.)

COURSE SCHEDULE

February	23	Orientation & Introduction MV Quiz: Matthew 28:18-20 Read: “Cultural Resumé” and “Sample Cultural Resumé” in the Supplemental Materials packet Read: Reapsome, pp. 1-101, Innovation Trends and Innovation Solutions
March	1	MV Quiz: Romans 1:16-17; 3:23; 6:23 Read: “Gateway International Educational Services Handbook” in the Supplemental Materials packet Peruse: “Application Packet,” “Sample Budget,” Sample Airplane Itinerary,” and “Sample Mission Trip Itinerary” in the Supplemental Materials packet

- 8 **DUE:** Mission Trip Cultural Resumé
MV Quiz: 2 Thessalonians 3:1-5
Read: Reapsome, pp. 103-187, Innovation Solutions (continued)
- 15 **DUE:** Mission Trip Research and Mission Trip Budget
MV Quiz: Colossians 4:2-6
Read: Elmer, pp. 11-152, Servanthood: Basic Perspectives and the Process
- 22 **DUE:** Mission Trip Application Packet and Brochure
DUE: Reading Accountability Report
MV Quiz: Romans 9:1-5
Read: Elmer, pp.155-198, Servanthood: The Challenges
DUE: Mission Trip Portfolio Presentations

COURSE STUDENT LEARNING RESOURCES (SELECT BIBLIOGRAPHY)

- Barnett, Betty. *Friend Raising: Building a Missionary Support Team that Lasts*. Seattle: YWAM, 1991. Print.
- Burns, Ridge. *The Complete Student Missions Handbook*. Grand Rapids: Youth Specialites, 1990. Print.
- “Centers for Disease Control and Prevention.” US Department of Health and Human Services. www.cdc.gov
- “CIA – The World Factbook.” www.cia.gov/cia/publications/factbook
- “Conde Nast Traveller.” www.cntraveller.com
- “Country Studies.” www.countrystudies.us
- Dearborn, Tim. *Short-Term Missions: From Mission Tourists to Global Citizens*. Downers Grove: IVP, 2003. Print.
- Elmer, Duane. *Cross-Cultural Connections*. Downers Grove: IVP, 2002. Print.
- . *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove: IVP, 2006. Print.
- “Ethnologue: Languages of the World.” SIL International. www.ethnologue.com
- Fann, Anne-Geri’ and Gregory Taylor. *How to Get Ready for Short-Term Missions*. Nashville: Thomas-Nelson Publishers, 2006. Print.
- Forward, David C. *The Essential Guide to the Short Term Mission Trip*. Chicago: Moody Press, 1998. Print.
- Gibson, Tim, etal. *Stepping Out: A Guide to Short Term Missions*. Seattle: YWAM Publishing, 1992. Print.
- Green, Michael. *“But Don’t All Religions Lead to God?”* Grand Rapids: Baker Books, 2002. Print.
- Johnson, Kevin. *Mission Trip Prep Kit Leader’s Guide*. Grand Rapids: Youth Specialties, 2003. Print.
- . *Mission Trip Prep Student Journal*. Grand Rapids: Youth Specialties, 2003. Print.
- Johnstone, Patrick and Jason Mandryk. *Operation World: When We Pray God Works, 21st Century Edition*. Waynesboro, GA: Paternoster USA, 2001. Print.
- “Joshua Project – Unreached Peoples of the World.” www.joshuaproject.net/index.php

Klopf, Donald W. *Workbook for Intercultural Encounters: The Fundamentals of Intercultural Communication* (5th ed.). Englewood, CO: Morton Publishing Company, 2001. Print.

“Lonely Planet.” www.lonelyplanet.com/destinations

Peterson, Roger, et al. *Maximum Impact Short-Term Mission*. Minneapolis: StemPress, 2003. Print.

Reapsome, Jim and Jon Hirst, eds. *Innovation in Mission*. Tyrone, GA: Authentic Publishing, 2005. Print.

Rust, Brian and Barry McLeish. *The Support-Raising Handbook*. Downers Grove: IVP, 1984. Print.

“Travel Document Systems.” www.traveldocs.com

“Universal Currency Converter, The.” www.xe.com

“US Center for World Mission.” www.uscwm.org

“US Department of State” (Passport and travel information). www.travel.state.gov

VanCise, Martha. *Successful Mission Teams*. Birmingham: New Hope Publishers, 2004. Print.

Winter, Ralph and Steven C. Hawthorn, eds. *Perspectives on the World Christian Movement: A Reader* (3rd ed). Pasadena: William Carey Library, 1999. Print.

COURSE POLICIES

1. **Late Policy.** Should a student miss a class period for any reason, the assignment(s) due on the date missed must be turned in on or before its due date. No unexcused late work will be accepted. If, however, you have experienced a personal emergency, please speak with Professor Garner as soon as possible in order to determine whether special leniency may be in order. Should a student miss an exam or a quiz, the student is responsible to reschedule by contacting Professor Garner on or before the day the exam or quiz has been (will be) missed so that any necessary arrangements can be made. Failure to do so will result in a zero for the exam or quiz that has been missed.
2. **Learning Disability Statement.** If you have a diagnosed learning disability, please see the Director of the Hundred (Center for Student Success) to discuss strategies that would enhance your ability to learn. Professor Garner cannot implement any special accommodations without authorization from The Hundred.
3. **Disclaimer Statement.** Please understand that Professor Garner reserves the right to modify this course plan by changing topics, due dates, or even an assignment as long as it does not add to the students’ work load.

COURSE INSTRUCTOR CONTACT INFORMATION

1. Even though Professor Garner does not have an office on campus, students are encouraged to make an appointment to speak with him.
2. (314) 540-4482 (cell)
sgarner@slcconline.edu