

Saint Louis Christian College
PMI210 INTERCULTURAL TRAINING IN MISSION
Professor: Joe Lieway
3 Credit Hours

Spring, 2012

Course Prerequisite: None

Mondays
6:15 –9:00p

MISSION STATEMENT

Saint Louis Christian College equips men and women as leaders who impact the world for Christ.

COURSE DESCRIPTION

The purpose of the course is to help the short-term missionary maximize his experience through preparation, observation and evaluation. For challenge and evaluation purposes, the student will be required to do pre-field, field, and post-field work. The student must secure academic approval of the partnering agency prior to enrollment.

COURSE RATIONALE

This course contributes in part to student achievement of the following Institutional Objectives:

- ◆ Go anywhere in the world and do any ministry they believe God has called them to perform. Therefore SLCC focuses on advancing students' gifts for ministry and challenging students to develop a global perspective on their life's work.
- ◆ Practice servant-leadership on the model of Jesus, addressing the practical issues of racism, poverty, political powerlessness, and spiritual need among the world's disenfranchised, both urban and rural. Therefore SLCC promotes leadership models that focus on physical, emotional, and spiritual human needs in the wider community and around the world, as well as in students' local churches.
- ◆ Engage modern global, pluralistic, diverse cultures from the standpoint of a robust Biblical worldview. Therefore the SLCC curriculum aims to integrate thought and life across a broad range of knowledge.

COURSE OBJECTIVES

As a result of this study, the student shall be able to. . .

1. Understand the dynamics of fundraising for contemporary missions.
2. Appreciate the challenges and benefits of intercultural encounter.
3. Relate to people of other cultures in a Christ-like manner.
4. Develop a basic knowledge of the history of the nation in which they will be serving.
5. Reflect on their missions experience and how their trip will impact their future ministry.

COURSE REQUIREMENTS

Pre-Field 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*. Downers Grove: IVP, 2006. Print.

Hoke, Steve and Bill Taylor. *Global Mission Handbook*. Downers Grove: IVP, 2009. Print.

Supplemental Materials 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
4. **Mission Trip Responsibility Preparation.** The following requirements must be met prior to participation on this mission trip. Please consult the course schedule for due dates.
 - a. **Group - Successfully raise the needed support for the trip.**
 - b. **Group - Identify the VBS Theme.**
 - c. **Group – (Working as a group) Write five VBS Lessons (a series based upon the identified theme), identifying visual aids and props to be used.**
 - d. **Group – (Working as a group) Design five VBS Crafts (which complement each of the five lessons), identifying and listing materials needed.**
 - e. **Group - Write one sermon, Bible study lesson, communion meditation or biblical devotion.**

Field Work Requirements

1. **Willing Participation** – Students are expected to fully and willingly participate in all activities on the mission trip. This is in keeping with the conduct agreement which the student signed when applying for the trip.
2. **Journal** - Students are expected to keep a daily journal of their activities and their reflections on them. This journal will serve as the basis for their Post-Field work. (**Entries are due daily.**)

Post-Field Requirements

1. **Give Thanks** – Students are required to send notes of thanks and gratitude to individuals and families on the field who made this mission trip possible. **DUE:** No later than 27 May. (Offering thanks and praise to God is understood and should not need to be required.)

2. **Reflective Essay** – Students are required to write a reflective essay on their experiences during their mission trip. **Due Ten Days after the Trip.** (Details for this assignment are included below.)

COURSE ASSESSMENT

1. **Grading.**

Pre-Field Reading	15%
Pre-Field Sessions Participation	15%
Pre-Field Mission Trip Responsibility Preparation	20%
Field Work Participation	40%
Post-Field Reflective Essay	10%

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: Each student is expected to attend all scheduled classes. Realizing that sickness or emergency may occur, each student is afforded one absence without penalty; however, the student is still responsible for any work that is missed and/or due on the day the student was absent for any reason. Students should use this absence wisely. Personal emergencies that require the student to miss more than one class session will be handled on an individual basis through consultation between the student and Professor Garner. The reason for the absence(s) will determine the nature and number of additional assignments that will be required. Should a student be absent for three class sessions (including institutional walks), Professor Garner will submit that student’s name to the Academic Dean, and he/she will be automatically withdrawn from the course, having earned a final grade of F. **Please note** that three tardies equal one absence. (The student will be considered tardy when he/she arrives after class has begun or leaves before class has ended. It is possible to receive two tardies for one class session.)

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

4. **Reading.** This portion of the student’s grade is based on the honor system. At the beginning of each class period each student will be asked to indicate in the percentage of reading that has been completed. These percentages will be used to determine the student’s grade for reading.

5. **Mission Trip Responsibility Preparation.** The following requirements must be met prior to participation on this mission trip.
 - a. **Group Assignment #1 - Successfully raise the needed support for the trip.** Students are required to identify potential supporters, send a personal support letter along with a brochure (provided) to each of the potential supporters and follow up with phone calls and personal visits as necessary. Students’ funds must be submitted according to the following due dates: \$_____ by _____; and \$_____ by _____.

 - b. **Group Assignment #2 - Identify the VBS Theme.** Students are expected to prayerfully, thoughtfully and passionately participate in identifying the VBS theme. The level of the student’s participation in each of these areas will determine their grade for this assignment.

- c. **Group Assignment #3 – (Working as a group) Write five VBS Lessons (a series based upon the identified VBS theme), identifying visual aids and activities to be included.** Each of the five lessons are to be 15-20 minutes long and should be designed in such a way that the Bible is “brought to life” for the listeners. Each lesson should include the use of flannel graph (provided in your country of choice), story-telling, role play or puppet ministry, etc. Students are encouraged to be creative, while emphasizing the truth found in Scripture. This combination will ensure a lasting impact on the listeners.
 - d. **Group Assignment #4 – (Working as a group) Design five VBS Crafts (which complement each of the five lessons), identifying and listing materials needed.** Crafts can be powerful tools to illustrate and solidify the lesson learned. Each of the five crafts should be rather simple, durable, yet inexpensive, and should take 15-20 minutes to complete. (Please be aware that our entire group will need to prepare for each day’s VBS craft and assist the children as they are completing their craft, for working with these materials may be foreign to them.)
 - e. **Group Assignment #5 - Write one sermon, Bible study lesson, communion meditation or biblical devotion.** In addition to the VBS, we will participate in various worship settings in the local church. Therefore, we must be prepared to lead as requested. Further detail will be provided during class.
6. **Willing Participation.** Students are expected to fully and willingly serve in every situation and activity with a Christ-like, servant’s heart.
7. **Journal.** Students are required to keep extensive notes and thoughts in their journal each day. This will prove vital to their learning. Therefore, each student’s daily journal entry should consist of no less that two pages. The following suggestions may help get students started.

Week One ~ Write a prayer of the gratitude you have to God for making this trip possible. Write about the excitement you have welled up inside.

Week Two ~ What are your thoughts about being in your chosen country of the world? What are you hoping to accomplish while you’re here? What are you hoping God will do in your life while you’re here? Write a prayer to God, thanking him for the safety of travel and the excitement of being in this part of the world.

Week Three ~ What are your first impressions now that you are finally in this part of the world? Is there a particular encounter, situation, etc. that you want to remember? Write a prayer to God.

Week Four ~ Write a prayer of praise and gratitude to God for your time and ministry while in this part of the world. Thank him for the people that you have befriended. Pray for the Christians and non-Christians alike. Pour out your heart to God.

Week Five ~ What do you want to communicate to those who supported you on this mission trip? What do you want to forever impact you as a result of this mission trip? Write a prayer of thanks to God, asking him for his blessing in the future he has in mind for your life and ministry.

8. **Give Thanks** – Students are required to send notes of thanks and gratitude to individuals and families on the field who made this mission trip possible. (Offering thanks and praise to God is understood and should not need to be required.)
9. **Reflective Essay** – This essay should be 8-10 pages in length and should be written according to Kolb’s Model for Experiential Learning. **Due in ten days after the trip.**

Kolb's Model of Experiential Learning:

A. Concrete Experience - Without a lot of detail that is contained in the Journal, answer the following questions.

1. What did I do? Where? When? For how long?
2. How many other people were involved?
3. What was the extent of my involvement?
4. What techniques, methods, or procedures did I use?
5. What resources did I use?

B. Observations and Reflections

1. What were my thought processes? What were the considerations, decisions, and rationale?
2. What did I notice? Trends? Patterns? Differences? Similarities?
3. What was important, significant, different, unique?
4. What worked, what did not work?
5. What can I say in retrospect?
6. What relationships have I noticed?

C. Formation of Abstract Concepts and Generalizations

1. What ideas and insights have I had?
2. Of these insights, which ones would also be true or relevant for other persons or situations?
How can they be applied?
3. How can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

1. Would my knowledge be useful in other situations?
2. Based on this knowledge, what have I done, or what would I do?
3. Can I make predictions based on my knowledge?
4. Have I tested my ideas, concepts, or those of others that I have learned? If not, can I guess what would happen?
5. How does my knowledge affect or apply to other situations? Is it relevant or significant?

COURSE SCHEDULE

January	16	READ: Supplemental Materials, pp. 4-37; Orientation and Introduction; Support raising; Identify the VBS theme; Identify & assign mission trip responsibilities
	23	READ: Hoke & Taylor, pp. 13-14, Preface; pp. 15-52, Beginning Your Journey to the Nations: A Personal Fitness Assessment
	30	READ: Hoke & Taylor, pp. 53-106; Phase One: Getting Ready
February	6	READ: Hoke & Taylor, pp. 107-155; Phase One: Getting Ready
	13	READ: Hoke & Taylor, pp. 157-207; Phase Two: Getting There

- 20 **READ:** Hoke & Taylor, pp. 208-229; Phase Two: Getting There
- 27 **READ:** Hoke & Taylor, pp. 208-229; Phase Two: Getting Established
- March**
- 5 **DUE:** Mission trip responsibility first draft; **READ:** Elmer, pp. 9-34, Part One: Servanthood: Basic Principles
- 12 **READ:** Elmer, pp. 35-106, Part Two: Servanthood: The Process – Openness, Acceptance, Trust, Learning #1.
- 19 **Lab Week (No Class)**
- 26 **READ:** Elmer, pp. 107-152, Part Two: Servanthood: The Process – Learning #2, Understanding, Serving
- April**
- 2 **DUE:** Mission trip responsibility second draft
- 9 **READ:** Elmer, pp. 153-191, Part Three: Servanthood: The Challenges
- 16 **DUE:** Mission trip responsibility third draft
- 23 **READ:** Elmer, pp. 192-198, The Servant Model: Joseph
- 30 **DUE:** Mission trip responsibility final draft
- DUE: Post-Field Reflective Essay, Due Ten Days After the Trip.**

COURSE STUDENT LEARNING RESOURCES (SELECT BIBLIOGRAPHY)

- Anthony, Michael J., ed. *The Short-Term Missions Boom*. Grand Rapids: Baker Books, 1994. Print.
- Barnett, Betty. *Friend Raising: Building a Missionary Support Team that Lasts*. Seattle: YWAM, 1991. Print.
- Brown, Ina Corrine. *Understanding Other Cultures*. Englewood Cliffs, NJ: Prentice-Hall, 1963. 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.
- Dillon, William P. *People Raising: A Practical Guide to Raising Support*. Chicago: Moody, 1993. Print.
- Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove: IVP, 1993. Print.

- . *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, et al. *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.
- Greene, Leon. *A Guide to Short-Term Missions*. Tyrone, GA: Authentic Publishing, 2003. Print.
- Harley, David. *Preparing to Serve: Training for Cross-Cultural Mission*. Pasadena: William Carey Library, 1995. Print.
- Hesselgrave, David. *Communicating Christ Cross-Culturally*. (2nd ed). Grand Rapids: Zondervan, 1991. Print.
- Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry*. Grand Rapids: Baker Books, 1995. Print.
- Hoke, Steve and Bill Taylor. *Send Me! Your Journey to the Nations*. Pasadena: William Carey Library, 1999. Print.
- Imboden, Dave, ed. *Mission Mobilizers Handbook*. Pasadena: William Carey Library, 1996. 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.
- Johnson, Paul I. *More Than Money More Than Faith: Successfully Raising Missionary Support in the Twenty-first Century*. Enumclaw, WA: Pleasant Word, 2007. 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.
- Lingenfelter, Sherwood, and Marvin K. Mayers. *Ministering Cross-Culturally*. Grand Rapids: Baker Book House, 1986. Print.
- Livermore, David. *Serving with Eyes Wide Open*. Grand Rapids: Baker Books, 2006. Print.
- “Lonely Planet.” www.lonelyplanet.com/destinations
- Morton, Scott. *Funding Your Ministry*. Colorado Springs: NavPress, 2007. Print.
- Olsen, Bruce. *Bruchko*. Orlando: Creation House, 1995. Print.
- 101 Languages of the World (4 CD-Roms)*. Merrimack, NH: Transparent Language, 2000.

- Peterson, Roger, et al. *Maximum Impact Short-Term Mission*. Minneapolis: StemPress, 2003. Print.
- Reapsome, Jim and Jon Hirst, eds. *Innovation in Missions*. Tyrone, GA: Authentic Publishing, 2005. Print.
- Rust, Brian and Barry McLeish. *The Support-Raising Handbook*. Downers Grove: IVP, 1984. Print.
- Seelye, H. Ned. *Teaching Culture: Strategies for Intercultural Communication*. (3rd ed.) Lincolnwood, IL: National Textbook Company, 1997. Print.
- Sommer, Pete. *Getting Sent: A Relational Approach to Support Raising*. Downers Grove: IVP, 1999. Print.
- Stetzer, Ed and David Putman. *Breaking the Missional Code*. Nashville: B&H Publishing, 2006. Print.
- Stiles, J. Mack and Leeann Stiles. *Mack & Leeann's Guide to Short-Term Missions*. Downers Grove: IVP, 2000. Print.
- Storti, Craig. *The Art of Crossing Cultures*. Boston: Nicolas Brealey, 2004. 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.
- Valdes, Joyce Merrill, ed. *Culture Bound*. New York: Cambridge University Press, 1996. Print.
- Van Rheenen, Gailyn. *Communicating Christ in Animistic Contexts*. Grand Rapids: Baker Book House, 1991. 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

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