

Azusa Pacific University
Undergraduate Division of Religion and Philosophy
Department of Practical Theology
Proposed Course Instruction Plan
Spring 2017

Course Information

Course Name and Call #: Writing 3: Culture and Ministry – MIN300

Units: 3 Units

Prerequisites: MIN 200 and MIN 206 (or WRIT 200), & Junior Standing

Course Meeting Times: Mondays/Wednesdays – 12:50 p.m. – 2:15 p.m.

Course Location: Duke 119

Course Information: Each student will need to access the Practical Theology website to find specific university and departmental information and policies common amongst all courses offered by the Department of Practical Theology. It is the student's responsibility to read and adhere to all of these policies. If any of the information or policies articulated in this syllabus differs from that expressed on the department website, students must adhere to the policies clearly stated in this course syllabus. Students can access the common information and policies at:

<https://sites.google.com/a/apu.edu/practical-theology/home/practical-theology-course-policies>.

In addition, each student will need to consult his or her Azusa Pacific University Sakai site to obtain and submit necessary information and materials for the successful completion of this course. Each student can access this information at: <https://sakai.apu.edu/xsl-portal>. If at any time you are experiencing difficulty accessing this site or submitting assignments through the appropriate assignment's page, please contact IMT at **(626) 815-5050**.

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3-unit course, delivered over a 15-week term will approximate 3.0 hours per week of classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 6 hours each week.

In an attempt to establish and encourage a consistent lexicon of writing and rhetoric terms across the University, thereby allowing for transferability of writing skills between courses in all disciplines, this course will make use of a shared list of writing terms and definitions available in the *Writing Program Overview and Lexicon*.

Faculty Information

Professor: Matt Elofson, Ph.D.

Office: Duke 259

Email: melofson@apu.edu (Email is the best way to reach me and get a quick response!)

Telephone: Office – (626) 815-6000 x. 5619; Cell – (626) 824-1240

Department Coordinator: Jill MacLaren, (626) 815-5452, jmaclaren@apu.edu

Office Hours: Tuesdays – 1:00 p.m. – 3:00 p.m.

Thursdays – 1:00 p.m. – 3:00 p.m.

I have set aside these hours to answer questions, review assignments or class materials, or for us just to get to know each other. Please do not hesitate to take advantage of these hours that I have set aside for you. If you would like to meet with me during these hours, you should make an appointment in class or via email.

In addition, if you are unable to meet with me during these times, please feel free to contact me in class or by email to set up an alternative time.

Course Description

This course helps students understand the interplay between cultural awareness and effective ministry. Since cultural forces are constantly shifting, emphasis is placed on ethnographic principles and practices as valuable tools needed by a minister in order to effectively engage people in various contexts. Meets the general education requirements for a Writing 3 Course. *Prerequisites: MIN200 and MIN206 (or WRIT200), and Junior Standing.*

Awareness of Course Content Clause

The content of this course deals with the broader context of contemporary culture. Therefore, students will be exposed to material that may be offensive or uncomfortable to some in the larger Christian community. By enrolling in the course the student acknowledges that she/he is aware of this and will seek to understand the academic value of the course content. The subject matter of this course should be approached with maturity,

Student Learning Outcomes

IDEA Objectives: The content and assignments of this course were developed with the intent of primarily addressing the following objectives:

1. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
2. Developing skill in expressing myself orally or in writing
3. Learning to apply knowledge and skills to benefit others or serve the public good

1. Students should be able to assess the influence of prominent contemporary, cultural assumptions both practically and theologically.	<ul style="list-style-type: none"> Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures Developing skill in expressing myself orally or in writing Learning to apply knowledge and skills to benefit others or serve the public good 	<ul style="list-style-type: none"> Course Participation Course Reading Quizzes Individual Student Blog Reflections Film Critical Interaction Papers Contemporary Cultural Value/Assumption Paper and Presentation Final Exam
2. Students should be able to explain a variety of ways in which their own perceptions and practices related to life, faith, and ministry have been shaped by their particular cultural contexts.	<ul style="list-style-type: none"> Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures Developing skill in expressing myself orally or in writing Learning to apply knowledge and skills to benefit others or serve the public good 	<ul style="list-style-type: none"> Course Participation Course Reading Quizzes Individual Student Blog Reflections Final Exam

3. Students should be able to value and dialogue with the perspectives of people who are different from them in a variety of ways (e.g., ethnically, economically, generationally, religiously, etc.).	<ul style="list-style-type: none"> • Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures • Learning to apply knowledge and skills to benefit others or serve the public good 	<ul style="list-style-type: none"> • Course Participation • Course Reading Quizzes • Individual Student Blog Reflections • Film Critical Interaction Papers • Learning Team Peer Evaluations • Final Exam
4. Students should be able to identify and interact with credible sources of information regarding prominent cultural values or assumptions that should assist them in ministry effectiveness in various settings.	<ul style="list-style-type: none"> • Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures • Developing skill in expressing myself orally or in writing • Learning to apply knowledge and skills to benefit others or serve the public good 	<ul style="list-style-type: none"> • Course Participation • Individual Student Blog Reflections • Film Critical Interaction Papers • Contemporary Cultural Value/Assumption Paper and Presentation • Writing Conferences • Final Exam
5. Students should be able to demonstrate rigorous argumentative skills, higher level reasoning, and understanding of the conventions of writing appropriate to such argumentative purposes.	<ul style="list-style-type: none"> • Developing skill in expressing myself orally or in writing • Learning to apply knowledge and skills to benefit others or serve the public good. 	<ul style="list-style-type: none"> • Film Critical Interaction Papers • Contemporary Cultural Value/Assumption Paper and Presentation • Writing Conferences

Required Texts

- Cleveland, Christena. *Disunity in Christ: Uncovering the Hidden Forces that Keep Us Apart*. Downers Grove, IL: IVP Books, 2013.
- Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids, MI: Baker Academic, 2009.
- Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, IL: IVP Books, 2009.
- Vyhmeister, Nancy Jean. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids, MI: Zondervan, 2014.

Additional articles, chapters, websites, media presentations, and films as assigned by the instructor during the course of the semester.

Additional Recommended Texts

- Baym, Nancy K. *Personal Connections in the Digital Age*. Malden, MA: Polity Press, 2010.
- Bryant, Eric Michael. *Not Like Me: A Field Guide for Influencing a Diverse World*. Grand Rapids, MI: Zondervan, 2006.
- Branson, Mark Lau and Juan F. Martínez. *Churches, Cultures, & Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic, 2011.

- Conde-Frazier, Elizabeth, S. Steve Kang, and Gary A. Parrett. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids, MI: Baker Academic, 2004.
- Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: InterVarsity Press, 2008.
- Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers is Telling the American Church*. New York: Oxford University Press, 2010.
- Hunsberger, George R. and Craig Van Gelder, eds. *The Church Between Gospel & Culture*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1996.
- Johnston, Robert K. *Reel Spirituality: Theology and Film in Dialogue*. Grand Rapids, MI: Baker Academic, 2000.
- Lewis-Giggetts, Tracey M. *The Integrated Church: Authentic Multicultural Ministry*. Kansas City, MO: Beacon Hill Press, 2011.
- Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Chicago, IL: Moody Press, 2010.
- Romanowski, William D. *Eyes Wide Open: Looking for God in Popular Culture*. Grand Rapids, MI: Brazos Press, 2007.
- Smith, Christian, Kari Christoffersen, Hilary Davidson, and Patricia Snell Herzog. *Lost in Transition: The Dark Side of Emerging Adulthood*. New York: Oxford University Press, 2011.
- Tapscott, Don. *Grown Up Digital: How the Net Generation is Changing the World*. New York: McGraw Hill, 2009.
- Vanhoozer, Kevin J., Charles A. Anderson, and Michael J. Sleasman, eds. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Grand Rapids, MI: Baker Academic, 2007.
- Watkins, S. Craig. *The Young & the Digital: What the Migration to Social-Networking Sites, Games, and Anytime, Anywhere Media Means for Our Future*. Boston, MA: Beacon Press, 2009.
- Wuthnow, Robert. *After the Baby Boomers: How Twenty- and Thirty-Somethings Are Shaping the Future of American Religion*. Princeton, NJ: Princeton University Press, 2007.

Course Assignments

1. Course Participation (25 points)

The nature of this course requires students to actively contribute to the overall learning environment and the intellectual and spiritual development of everyone involved in it. Regular discussions will occur in class concerning the relationship between various cultural issues, theological ideas, and their practical implications for ministering in contemporary culture. Students will be expected to ask questions, articulate their own perspectives, and regularly participate in these discussions. A student's participation in these discussions should be consistent throughout the semester and be informed by the student's knowledge of the readings.

A student's regular, thoughtful, and respectful contribution to the discussions occurring in class will determine their overall classroom participation grade for the semester.

2. Course Readings Quizzes (120 points)

Six unannounced reading quizzes will be given throughout the semester that assess the student's familiarity with the assigned reading material and its significance for understanding culture and potential implications for ministry. The material for each reading quiz will be taken from the assigned material for the day that the quiz is given. On the day a quiz is given, each quiz will be administered two times during the class period. Students will initially take the quiz as individuals at the very beginning of class. Each individual quiz will be worth **20 points**. After all students have completed their individual quizzes, students will immediately retake the same quiz cooperatively as a learning team. Each learning team quiz will be worth **10 points**. **Each student must bring a 15-**

question scantron to each class session in case there is a quiz. Individual quizzes will be given at the beginning of class and cannot be made up if a student is late or absent from class on a day one is given. If a student is late for class and not present for an individual quiz, they will not be allowed to participate in the learning team quiz during that same class period. For assistance on each of these quizzes, students are encouraged to consult any handwritten notes they have prepared prior to arriving in class regarding the required reading. However, students will not be allowed to consult any actual texts. A student's **top four individual and top four learning team quiz grades** will be counted towards his or her final semester grade.

On days when reading quizzes are not given, the instructor will randomly choose members of a specific learning team to discuss their understanding and opinions regarding the reading. As a result, students should be able to address any of the following:

1. Provide a concise summary of the argument made by the author.
2. Identify and explain significant points in the argument.
3. Discuss areas of agreement and/or disagreement one might have.
4. Reflect upon how the author's argument might affect one's own understanding regarding culture and ministry.

A student's inability to demonstrate their familiarity with the assigned readings when asked may result in their final grade on their individual reading quizzes for the semester being decreased by up to 20%.

3. Individual Student Blog Reflections (80 points)

Each student will create their own blog on Google Blogger at the beginning of the course. Each student will be responsible for setting their own privacy settings for this blog, but everyone must provide access to the professor to their blog. After class on Wednesday of each week of the semester, the professor will provide a weekly personal reflection prompt to which each student will write a 300-400 word response on their blog. These entries should be completed before class time on the following Monday. **Students are only required to respond to a total of eight of a possible thirteen weekly opportunities.** These entries will be evaluated based on the quality of reflection, grammar, and writing structure. Each of a student's eight blog entries will be worth **10 points each**. Further details regarding this assignment will be discussed at the beginning of the semester.

4. Film Critical Interaction Papers (60 points)

Each student will watch three assigned films that address cultural differences and various characters' responses to those differences. After viewing each of the films, students will write a **500-600 word critical interaction paper** addressing what might be learned regarding effectively engaging cultural differences in life and in ministry from the interactions portrayed in the film. Each of these critical interaction papers will be worth **20 points**. The specific film and due date for each of these papers is:

Wednesday, February 1, 2017	<i>McFarland, USA</i>
Wednesday, March 15, 2017	<i>Gran Torino</i>
Wednesday, April 5, 2017	<i>Selma</i>

Each of these critical interaction papers will be graded as follows:

Clear Knowledge of Content of Film Especially as Related to Its Portrayal of Cultural Differences and How People Addressed Those Differences	5 points
Quality of Critical Reflection Regarding What Might Be Learned about Understanding Cultural Differences for Enhancing Relationships and Ministry Effectiveness from the Film	10 points
Quality of Writing (Organization, Grammar, Spelling, Cohesion, etc.)	5 points
Total Points	20 points

5. Contemporary Cultural Value/Assumption Paper and Presentation (245 points)

a. Contemporary Cultural Value/Assumption Research Paper (195 points)

Each student will complete a research project identifying and explaining a contemporary cultural value or assumption, an assessment of the influence that value or assumption is currently having on contemporary culture, and any potential implications and/or insights that might be gained for ministry. In preparation for this assignment, each student will be required to submit a concise statement identifying the assumption/value they would like to address. Since each student will explore a different assumption or value, it would be beneficial for students to submit their choice for an assumption or value for the professor's approval as soon as possible. Please make sure you have received the approval of the professor before investing any significant energy into this project. Each student must get the approval of the professor regarding the particular cultural assumption/value they would like to address by no later than **Wednesday, January 25, 2017**. If a student does not have the professor's written approval by this date, **10 points will automatically be deducted from their grade on the first draft of their paper**.

Once the professor approves a student's cultural assumption/value, each student will write a **3500-4000 word paper** addressing his or her chosen value/assumption. The majority of a student's research and writing will focus primarily on a particular value or assumption and its influence on contemporary culture. It will also demonstrate one's understanding of the connection between the particular value or assumption being addressed and any implications or insights one might gain for ministering effectively in a contemporary cultural context.

Doing good research and writing well is a process. As a result, your contemporary cultural artifact paper will be developed over the course of the entire semester. Each student will submit specific portions of their paper by the following dates for review by their peers and by the professor:

Monday, February 13th	Submission of First Section of Contemporary Cultural Value/Assumption Paper (30 points)
Monday, March 20th	Submission of First and Second Sections of Contemporary Cultural Value/Assumption Paper (45 points)
Wednesday, April 19th	Submission of Completed Cultural Value/Assumption Paper (120 points)

As the primary research component of the course, it will be expected that you will consult various resources as you prepare your paper and presentation. The amount and quality of these resources will be discussed further during the semester.

A student's submission of the first section of his or her contemporary cultural artifact paper will be graded as follows:

Clear and Knowledgeable Explanation of the Nature and Characteristics of the Chosen Cultural Value/Assumption	10 points
Clearly Articulated and Developed Specific Claims Regarding the Nature of One's Chosen Cultural Value/Assumption	5 points

Thoughtfully Supported Claims Using Reason and Evidence	5 points
Accurately and Effectively Outlined Argument Made in Paper	5 points
Clear Structure of Argument Made	5 points
Total Points	30 points

A student's submission of the first and second sections of his or her contemporary cultural artifact paper will be graded as follows:

Clear and Knowledgeable Explanation of the Nature and Characteristics of the Chosen Cultural Value/Assumption	5 points
Articulated a Well-Argued Explanation as to How Contemporary Culture Is Currently Being Influenced by the Particular Value/Assumption	10 points
Clearly Identified Claims Regarding the Influence of Value/Assumption on Contemporary Culture	5 points
Thoroughly Supported All Claims Using Reason and Evidence	5 points
Accurately and Effectively Outlined Argument Made in Paper	5 points
Quality of Research Based on Footnotes and Bibliography	5 points
Made Necessary Corrections and Improvements as Discussed in Writing Conference Regarding Initial Submission	5 points
Overall Quality of Writing (Structure, Punctuation, Grammar, Spelling, etc.)	5 points
Total Points	45 points

A student's final submission of his or her contemporary cultural artifact paper will be graded as follows:

Clear and Knowledgeable Explanation of the Nature and Characteristics of the Chosen Cultural Value/Assumption	5 points
Articulated a Well-Argued Explanation as to How Contemporary Culture Is Currently Being Influenced by the Particular Value/Assumption	20 points
Identified and Addressed a Theological Idea that Should Inform Christians' Response to the Influence of the Particular Value/Assumption in Contemporary Culture	15 points

Reflective Discussion of the Potential Implications for Ministry in Contemporary Culture	15 points
Thoroughly Supported Claims Using Reason and Evidence Throughout the Paper	15 points
Accurately and Effectively Outlined Argument Made in Paper	20 points
Quality of Research Based on Footnotes and Bibliography	10 points
Made Necessary Corrections and Improvements as Discussed in Writing Conferences Regarding Previous Submissions	10 points
Overall Quality of Writing (Punctuation, Grammar, Spelling, etc.)	10 points
Total Points	120 points

b. Contemporary Cultural Value/Assumption Presentation (30 points)

While the presentation should integrate the research completed for the paper, students should not read their paper. Each student should use an adapted ***Pecha Kucha*** style of presentation, in which the presenter shows 12 PowerPoint or Keynote slides, each for 1 minute. The slides should automatically advance and the presenter will talk along to the slides. See examples of this format on www.pecha-kucha.org. The purpose of this format is (a) to limit the time of the presentations to 12 minutes, and (b) to encourage students to plan their presentation carefully, including information that is necessary for the task of the presentation and excluding information that is not. Be creative in the planning process, using pictures and other presentation aids (NO videos), as long as this creativity does not take away from the overall purposes or content of the presentation and one's ability to provide serious engagement with the cultural value/assumption, its influence on contemporary culture, and any insights or implications for ministry in contemporary culture. **Presentations that are creative to the detriment of content will not receive a passing grade.**

Each student will sign up to present his or her findings on either **Wednesday April 19, 2017, Monday, April 24, 2017, or Wednesday, April 26, 2017.**

These presentations will be graded as follows:

Clear and Knowledgeable Explanation of the Nature and Characteristics of the Chosen Cultural Value/Assumption	5 points
Informative Discussion of the Influence of the Value/Assumption on Contemporary Cultural Contexts	10 points
Identified and Addressed a Theological Idea that Should Inform One's Response to the Influence of the Particular Value/Assumption in Contemporary Culture	5 points

Insightful Reflection Regarding the Implications for Ministering Effectively to People Influenced by the Value/Assumption	5 points
Overall Quality of Presentation (Preparedness, Professionalism, and Creativity)	5 points
Total Points	30 points

c. Learning Team Peer Review Exercises (20 points)

On the day students initially submit each of the first two submissions of their paper, they will share hard copies of their completed paper with each of the members of their learning team in order for them to provide constructive feedback on it. **If a student has not completed all aspects of the required assignment by the beginning of class on the date it is due, they will not receive any of the points linked to that draft of the paper.** Students will then have **24 hours** to read and review all of their learning team's papers and return their evaluations to each of the individuals in their learning team. Students will also submit their evaluations to the professor for review. The quality of a student's engagement with all of their peers' papers for each submission will be assessed and be worth **10 possible points**. Further details regarding this assignment will be discussed in detail at the beginning of the semester.

6. Writing Conferences (20 points)

Each student is required to schedule two individual writing conferences with the professor during the course of the semester to assess specific assignments. The first meeting will focus on evaluating and developing the first section of the student's Contemporary Cultural Value/Assumption Paper. Students will need to schedule this writing conference between **Thursday, February 16, 2017 and Friday, February 24, 2017**. This conference will be worth **10 points**. The second conference will be concerned with assessing and developing the first and second sections of the student's Contemporary Cultural Value/Assumption Paper. Students will need to schedule this appointment between **Thursday, March 23, 2017 and Friday, March 31, 2017**. This conference will be worth **10 points**. Do not wait until the last minute to schedule these appointments because you may find it extremely difficult to find a time in which both of us are available. If you are unable to schedule or attend either of these writing conferences with the professor, you will forfeit the assigned points for that particular conference.

7. Learning Team Peer Evaluations (20 points)

Students will evaluate the contribution and attitude of each of the members of their learning team in the middle and at the end of the semester. The professor will review and compile the evaluations and provide each member of the class a summary of their peers' mid-semester evaluation. Each of these evaluations will be worth **10 points**. Further details regarding these peer evaluations will be discussed in detail at the beginning of the semester.

8. Final Exam (30 points)

A comprehensive final exam will be given at the end of the semester during Finals Week on **Monday, May 1, 2017**. This exam will be worth **30 points**. A study guide will be provided in preparation for this exam.

*****Extra Credit Opportunity*** (12 points)**

This will be the only opportunity to earn extra credit points for this course. Students will have the choice to attend with members of the class a showing of *The Shack* on **Friday, March 17, 2017** or a showing of *The Fate of the Furious* on **Friday, April 14, 2017**. In order to receive these points, students must attend the identified showing and actively participate in the discussion that will take place following the movie. If you want to receive these extra credit points, please make the necessary arrangements to attend one of these activities now.

Class Policies

1. Written Assignments

All written assignments must be submitted by the beginning of class on the day they are due. You will need to submit an electronic copy to the appropriate Sakai assignment link and a hard copy based on the professor's discretion. You will need to make any necessary arrangements to ensure that you submit your paper before the beginning of class on the day it is due. **I will not accept late assignments, unless it involves a medical emergency or something that is completely out of your control.**

With the exception of written assignments completed during class or **unless otherwise assigned**, all papers and written assignments are to be completed and submitted in an **MS Word format**. All written assignments should have **one-inch margins on all four sides**, be **double-spaced**, and utilize a standard **12-point word processing font**. **Your name, name of the course, assignment title, and due date** should appear in the upper right-hand corner of the first page. All sources must be documented using **footnotes as explained in the *Turabian/Chicago Manual of Style***. If you have any questions about this method of documentation, please consult *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology* (pp. 234ff) or the following website: http://www.chicagomanualofstyle.org/tools_citationguide.html. **Any paper that does not follow proper formatting guidelines will automatically receive a 10% deduction.**

In addition, it is very important that you know that spelling, punctuation, grammar, as well as sentence, paragraph, and paper structure counts! Before turning in any assignment, read it over carefully to make sure that the paper is formatted correctly and written properly. **A minimum loss of a full grade and a maximum penalty of an "F" might be applied to assignments that are formatted improperly or written poorly.**

2. Attendance

Students are expected to attend class regularly, be on time, and stay for the entirety of the class. Attendance will be taken and occasional in class assignments will be collected and assessed that cannot be made up unless one's absence was excused. If a student misses **six hours of class time or four class periods, they will receive a full grade reduction from their final grade. Any student who misses six classes as a result of any combination of excused or unexcused absences will not have successfully completed the requirements to pass the course.**

An excused absence must meet the following two criteria:

- 2. You must inform me in advance (either by e-mail or voice mail message).**
- 3. I must agree that your excuse is legitimate (class trip, athletic travel, illness, wedding, funeral, etc.).**

Students who come into class late are responsible to make sure they are not marked absent for that class period. If a student does not make the instructor aware of their tardiness on the specific day they are late, they will be considered absent for the entire period without any later recourse. In

addition, any student who leaves the classroom at any point during the allotted class time without making prior arrangements with the instructor will be credited with a partial absence for that class period. For every two occurrences of a student being tardy or choosing to leave the classroom during class time for any reason will result in the student being assessed an unexcused absence.

3. Exams

Exams must be taken on the scheduled day unless the student **pre-arranges** with the professor to take it at a different time. If you will be participating in a school activity or will be absent from an exam for any reason, you must make arrangements with the professor **before the time of the scheduled exam**.

There will be no final exams given early. According to APU policy, "No final examination shall be given to individual students BEFORE the regularly scheduled time. No exception can be made to this rule without the written approval of the instructor, the department chair, and the Dean of the School of Theology." If you anticipate the need to take the final exam early, please initiate this procedure now.

4. Information Literacy and Use of the Library

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- ☞ Determine the nature and extent of the information needed.
- ☞ Access needed information effectively and efficiently.
- ☞ Evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- ☞ Individually or as a member of a group, use information effectively to accomplish a specific purpose.

5. Support Services

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at 626-815-3849, or email at lec@apu.edu.

6. Participation

This class endeavors to engage students in a cooperative learning experience in which all involved will benefit from the dialogue. Consequently, it is important that you realize there is more to this class than showing up and being on time. You will be graded on your participation throughout the semester.

In addition, the professor reserves the right to dismiss any student from a particular day's class or automatically credit them with an unexcused absence if they are participating in behaviors determined to be detrimental to the learning environment or displaying a lack of commitment to the enrichment of their peers' educational experience. This includes such activities as choosing to use your cell phone for surfing the web, chatting, e-mailing, instant messaging, texting, or playing games during class. If a student is asked to leave a class, they will be credited with an unexcused absence for that day's class.

7. Technological Devices

Use of technological devices including laptop computers, cell phones, iPads, iPods or any similar device is not permitted in class except for specific occasions when students are directly requested to use these devices in relation to course material. As a result, these devices should remain concealed at all times during class. **Anyone who uses any of these devices during a class without the expressed permission of the professor will automatically receive a 20-point deduction from their final grade for the semester for every violation.**

8. Inclusive Language

As members of the Azusa Pacific University community, we are committed to the use of nondiscriminatory language in all areas of community and academic life. We recognize that many women and men no longer find "man," "men," and "mankind" acceptable as generic. We understand that such exclusive language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. We wish to challenge patterns of language that may harm others even when harm is inflicted unconsciously and without intention. As Christians desiring to support human equality, we intend to avoid exclusive language of any kind, which might express or encourage discrimination within the Church or society. We pledge ourselves as a learning community to use language that includes everyone in our teaching, writing, witness, and worship terms.

9. Emergency Policy

It is highly recommended that you leave the class title, building location, room number, and the APU campus phone number (626) 969-3434 with family and/or other contacts if you wish to be notified in case of an emergency.

10. Academic Integrity

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

It is expected that you will copy and adapt concepts from other sources, but when you do please footnote it. Any assignment submitted that attempts to pass off somebody else's work as one's own will be considered plagiarism and will result in the automatic forfeiture of all points for the assignment in question. Additionally, plagiarism or any other attempt to cheat or deceive the

instructor in any way represents sufficient grounds for failure of an assignment, the course, and possible dismissal from the university. Students found guilty of plagiarism or any other form of cheating will be reported to the Provost, and a memorandum of the event will be placed in the student's permanent file in the Provost's office.

All standards and explanations of appropriate conduct in regards to class work in the 2016/2017 Student Handbook are expected and enforced. Failure in any area regarding academic integrity will result in the loss of all points on an assignment and may result in the failure of the course.

11. University Policies

All university and department policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Grading

The instructor will make every attempt to be impartial and objective when grading a student's work and involvement in the course. However, grading is most often subjective and so the instructor (due to his age, education, and experience) may evaluate a student's work, attitude, and overall performance differently than the student does. From time to time, a student may disagree with or question a grade.

When disagreements or questions arise concerning a grade on an assignment, please consult the instructor for clarification as soon as possible. Do not wait until the end of the semester or after the semester is over to raise questions and/or discuss specific assignments or assessments.

The grading scale is as follows:

- A Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in the classroom. Superior thinking with information relevant to application, critique, and relationship to other information.
- B Above average in terms of attendance, preparation, time management. More than adequate knowledge regarding technical terms, distinctions, and ability to use information. Mostly consistent in test taking and attitude.
- C Average. Basic knowledge needed to function and carry on learning regarding major principles and central terms.
- D Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information, and below average attendance.
- F Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

Overall Grading Scale

A	561-600 points	C	438-461
A-	537-560	C-	417-437
B+	522-536	D+	402-416
B	498-521	D	378-401
B-	477-497	D-	357-377
C+	462-476	F	0-356

Individual Assignment Possible Points and Total Possible Points

Course Participation		25
Course Reading Quizzes		120
	Individual Quizzes (4)	20
	Learning Team Quizzes (4)	10
Individual Student Blog Entries		80
	Individual Entries (8)	10
Film Critical Interaction Papers		60
	Films (3)	20
Contemporary Cultural Artifact Paper and Presentation		245
	First Submission of Contemporary Cultural Value/Assumption Paper (Part 1)	30
	Second Submission of Contemporary Cultural Value/Assumption Paper (Parts 1 & 2)	45
	Submission of Completed Contemporary Cultural Value/Assumption Paper (Parts 1, 2, & 3)	120
	Contemporary Cultural Artifact Presentation	30
	Learning Team Peer Review Exercise (2)	10
Writing Conferences		20
	Writing Conferences (2)	10
Learning Team Peer Evaluations		20
	Peer Evaluations (2)	10
Final Exam		30
Total Possible Points		600

*****Please understand, your continued enrollment in this course conveys your readiness and commitment to abide by all the policies outlined in this syllabus. Therefore, it is your responsibility to read it thoroughly and adhere to all of its stated policies*****

**Culture and Ministry
Spring 2017 Schedule**

January 9	Personal and Course Introductions
January 11	What is Culture? Reading Due: Livermore, 11-31
January 16	No Class – Martin Luther King Jr. Day
January 18	Why is Ethnography an Important Pastoral Practice? Reading Due: Livermore, 32-56
January 23	Why is Ethnography an Important Pastoral Practice? Reading Due: Livermore, 57-91
January 25	Writing Instruction Reading Due: Vyhmeister, 1-7, 23-29, 99-117 Assignment Due: Approval for Particular Value/Assumption for Paper and Presentation
January 30	Finding and Evaluating Resources for Your Research Reading Due: Vyhmeister, 118-167
February 1	Discussion of <i>McFarland, USA</i> Reading Due: Vyhmeister, 168-195 Assignment Due: Film Critical Interaction Paper #1 (McFarland, USA)
February 6	Anthropological Observations about Culture Reading Due: Livermore, 92-141
February 8	How Does Culture Shape Our Lives? Reading Due: Livermore, 143-162
February 13	Learning Team Peer Writing Evaluation Exercise Reading Due: Vyhmeister, 219-251 Assignment Due: Submission of First Section of Contemporary Cultural Value/Assumption Paper
February 15	What is Attribution Theory: Labels, Boundaries, and Category Width? Reading Due: Livermore, 163-190
February 20	No Class – Presidents' Day
February 22	Why is Understanding Culture So Important for Effective Ministry? Reading Due: Livermore, 191-231

February 27	Why is Understanding Culture So Important for Effective Ministry? Reading Due: Livermore, 233-256
March 1	Common Day of Learning – NO Class – Go to West Campus to Learn Something
March 6	No Class – Mid-Semester Break
March 8	No Class – Mid-Semester Break
March 13	What Questions Might Help Us Engage Contemporary Cultural Artifacts? Reading Due: Cleveland, 11-43
March 15	Discussion of <i>Gran Torino</i> Reading Due: Cleveland, 44-65 Assignment Due: Film Critical Interaction Paper #2 (<i>Gran Torino</i>)
March 20	Learning Team Peer Writing Evaluation Exercise Assignment Due: Submission of First and Second Sections of Contemporary Cultural Value/Assumption Paper
March 22	How Does Culture Inform Our Thinking and Perception? Reading Due: Cleveland, 65-101
March 27	How Does Language and Communication Shape Our Interactions? Reading Due: Cleveland, 102-151
March 29	How Have Christians Engaged Culture? Reading Due: Cleveland, 152-191
April 3	How Have Christians Engage Culture? Reading Due: Rah, 11-63
April 5	Discussion of <i>Selma</i> Reading Due: Rah, 64-87 Assignment Due: Film Critical Interaction Paper #3 (<i>Selma</i>)
April 10	Theological Rationale for Christian Engagement of Culture Reading Due: Rah, 91-126
April 12	What Does It Mean to Be a Cultural Ambassador? Reading Due: Rah, 127-163
April 17	What Does It Mean to Be a Cultural Ambassador? Reading Due: Rah, 164-208
April 19	Contemporary Cultural Value/Assumption Presentations Assignment Due: Final Submission of All Contemporary Cultural Value/Assumption Papers
April 24	Contemporary Cultural Value/Assumption Presentations

April 26 **Contemporary Cultural Value/Assumption Presentations**

May 1 **Final Exam (2:00 p.m. – 3:50 p.m. – Duke 119)**

*****This schedule is subject to change at the instructor's discretion.*****