Course Information

Course Name and Call #: Christian Life, Faith, and Ministry – MIN 108(03)

Units: 3 Units

Prerequisites: There are no prerequisites for this course. **Course Meeting Times:** Tuesday/Thursday 12:50PM - 2:15PM

Course Location: Duke 520

Each student will need to consult his or her Azusa Pacific University Sakai site to obtain 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 you have difficulty accessing the site or submitting an assignment at any time, please contact the IMT Support Desk 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 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.

Faculty Information

Professor: Kirsten S. Oh, PhD

Office: Duke 220

Telephone: Office-(626) 815-6000, ext. 5811; Cell-(626) 755-9821 (emergency)

Email: koh@apu.edu

Office hours: Tuesday/Thursday 10:30 am-12:00pm

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, it is best for you to 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.

Administrative Assistant: Pat Losie, (626) 815-5452, plosie@apu.edu/practical-theology/ Website for Practical Theology: https://sites.google.com/a/apu.edu/practical-theology/

APU Mission Statement

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Division of Religion and Philosophy

The Division of Religion and Philosophy exists by the grace of God to equip and encourage men and women as they advance towards their educational and professional goals of service to the church and society in the name of Jesus Christ. Motivated by a vision of God's love consistent with the Wesleyan heritage of evangelical Christianity, we pursue this mission through coordinated courses of study appropriate to our various degree programs, and through opportunities for Christian scholarship and ministry.

Department of Practical Theology Mission Statement

The Department of Practical Theology equips undergraduate students majoring in Youth Ministry and Christian Ministries for professional ministry tasks and relationships in a transformational Christian community through multidisciplinary education and ministerial experiences that promote theological reflection, faith integration, and spiritual formation.

Course Description

The theological, educational and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Meets the general studies core requirement in God's Word and the Christian Response (Ministry).*

Student Learning Outcomes

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

- 1. Developing a clearer understanding of, and commitment to, personal values.
- 2. Analyzing and critically evaluating ideas, arguments, and points of view.
- 3. Applying course material (to improve thinking, problem solving, and decisions).

Student Learning Outcome	Course Objectives	Applicable Assignments
1. Students should be a to use Scripture, Tradition, reason, an experience (the Wesleyan Quadrilate in shaping their theological understanding and practice.	 and commitment to, personal values Analyzing and critically evaluating ideas, arguments, and points of view 	 Participation Contemporary Cultural Issues Theological Poster Presentation, Paper, and Discussion Exams
2. Students should begi to cultivate a globally informed Christian worldview.	1 0	 Class Participation Course Readings Contemporary Cultural Issues Theological Poster Presentation, Paper, and Discussion

	Student Learning Course Objectives		Applicable
	Outcome		Assignments
3.	Students should be able to identify and demonstrate various means of integrating their faith into their lives.	 Developing a clearer understanding of, and commitment to, personal values Applying course material (to improve thinking, problem solving, and decisions) 	 Class Participation Course Readings Contemporary Cultural Issues Theological Poster Presentation, Paper, and Discussion
4.	Students should be able to explain and apply a practical theology method to assess various contemporary issues.	 Developing a clearer understanding of, and commitment to, personal values Analyzing and critically evaluating ideas, arguments, and points of view Applying course material (to improve thinking, problem solving, and decisions) 	 Class Participation Course Readings Contemporary Cultural Issues Theological Poster Presentation, Paper, and Discussion Exams
5.	Students should be able to demonstrate university level written and oral presentation skills.	 Learn to analyze and critically evaluate ideas, arguments, and points of view Learn to apply course material (to improve thinking, problem solving, and decisions) 	 Class Participation Contemporary Cultural Issues Theological Poster Presentation, Paper, and Discussion

Required Texts

Each student is **required** to read all the readings included in the **Christian Life**, **Faith**, **& Ministry Course pack** available in the bookstore.

Recommended Texts

Banks, Robert. Redeeming the Routines: Bringing Theology to Life. Wheaton, IL: Victor Books, 1993.

Bell, Rob. Velvet Elvis: Repainting the Christian Faith. Grand Rapids, MI: Zondervan, 2005.

Bruyneel, Sally and Alan G. Padgett, Introducing Christianity. Maryknoll, NY: Orbis.

Frost, Michael. *Exiles: Living Missionally in a Post-Christian Culture*. Peabody, MA: Hendrickson Publishers, 2006.

Frost, Michael and Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21*st *Century Church*. Peabody, MA: Hendrickson Publishers, 2003.

Gibbs, Eddie. *ChurchNext: Quantum Changes in How We Do Ministry*. Downers Grove, IL: InterVarsity Press, 2000

Hollinger, Dennis P. *Head, Heart & Hands: Bringing Together Christian Thought, Passion and Action*. Downers Grove, IL: InterVarsity Press, 2005.

Kraybill, Donald B. The Upside-Down Kingdom. Scottsdale, PA: Herald Press, 1978.

Lewis, C.S. Mere Christianity. New York, NY: Simon & Schuster, 1996.

Ortberg, John. The Life You've Always Wanted. Grand Rapids: Zondervan, 2002.

Rollins, Peter. How (Not) to Speak of God. Brewster, MA: Paraclete Press, 2006.

Sider, Ronald J. *Good News and Good Works: A Theology for the Whole Gospel*. Grand Rapids, MI: Baker Books, 1993.

Sweet, Leonard. Out of the Question...Into the Mystery: Getting Lost in the Godlife Relationship. Colorado Springs, CO: WaterBrook Press, 2004.

Wilkens, Steve, Paul Shrier, and Ralph P. Martin, eds. *Christian College, Christian Calling: Higher Education in the Service of the Church*. Lanham, MD: AltaMira Press, 2005.

Wright, N. T. Simply Christian: Why Christianity Makes Sense. New York, NY: HarperCollins Publishers, 2006.

Course Assignments

1. Attendance and Participation (70 points)

a. Attendance (30 points)

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. For every unexcused absence, there will be a five-point deduction from one's semester point total. Any student who misses six classes as a result of <u>any combination of excused or unexcused absences</u> will not have successfully completed the requirements to pass the course.

An excused absence must meet the following two criteria:

- 1. You must inform the instructor in advance (either by email or voice mail message).
- 2. The instructor must agree that your excuse is legitimate (class trip, athletic travel, illness, wedding, funeral, etc.).

Students who come into class late are responsible for making sure they are not marked absent. If they do not make the instructor aware of their tardiness on the day they are late, they will be considered absent for the entire period without any later recourse. If a student arrives for a class more than **15 minutes** late, they will be counted absent. In addition, any student who leaves the classroom any time during the allotted class time without making prior arrangements with the instructor will be credited with a partial absence for that day. 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.

b. Participation (40 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 the class. Students are expected to ask questions, articulate their own perspectives, and thoughtfully participate in activities and discussions. You will have two venues in which to contribute to the intellectual and spiritual development of everyone involved in this course.

The first opportunity for participation is the regular discussions that will occur in class concerning various contemporary issues, theological ideas, and their relevance to Christian life, faith, and ministry based on your reading or identified by your instructor. A student's participation in these discussions should be consistent throughout the semester and be informed by the student's knowledge of the preliminary readings and other pertinent sources.

In addition, students who are uncomfortable sharing their thoughts and perspectives in class for any reason will have the opportunity to contribute by emailing their thoughts to the professor with the agreement that the emailed content may be shared in class.

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

2. Social Location Paper (15 points)

Each student will write a 1-page single-spaced describing who you are in relation to society. Socially locate yourself (e.g., 2nd generation Korean American male) and describe what privileges/disadvantages this location brings. How do your social classifications below affect your social status and position?:

Age and generational influences

Developmental Disabilities

Disabilities acquired in the course of life

Religion and spiritual orientation

Ethnicity and race

Socioeconomic status, including formal education

Sexual orientation

Indigenous heritage

National origin and first language

Gender.¹

This is not a life history paper (i.e., you are not necessarily telling me about your faith journey or your family upbringing) but a social location paper that helps you identify how you see yourself in society and how others in society might perceive you. We will share these papers in class with your peers **Due September 18** (post on Sakai and bring a hard copy to class) **by the beginning of class.**

Grading: 15 points (Pass/Fail)

The social location paper will be graded Pass/Fail. A student will receive a passing grade (full 15 points) as she or he demonstrates ample attention to the paper with an excellent grasp of the theory as demonstrated in the engagement of one's different social axes and their privileges and disadvantages; great care given to grammar and spelling; critically articulates one's position

Rewrite

Average effort given, particularly to grammar, spelling, and length; cannot identify one's social axes; has difficulty articulating one's privileges and disadvantages and only lists one's social axes.

3. Course Reading Quizzes (125 points)

There will be **seven** (or more) reading quizzes given throughout the semester that assess the student's familiarity with the assigned reading material and its theological and practical significance for Christian life, faith, and ministry. **These quizzes will be given at the beginning of class and cannot be made up if a student is late or absent from class on the day it is given.** For assistance on these quizzes, students are encouraged to use any notes they have prepared prior to arriving in class. However, students will not be allowed to consult their course pack directly. Each quiz will be worth a total of 25 points. A student's top five quiz grades will be counted towards his or her final semester grade.

¹ Pamela Hays, *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors* (Washington D. C.: American Psychological Association, 2001).

Each student is responsible for bringing a small 15-question scantron and pencil to every class for these occasional quizzes. Any reading quiz submitted on anything other than a small 15-question scantron and completed with anything other than a pencil will not be accepted.

On days when reading quizzes are not given, the instructors will randomly choose students to discuss their understanding and opinions regarding the reading. As a result, students should be able to:

- 1. Provide a concise summary of the argument made by the author,
- 2. Identify and explain significant points of the argument,
- 3. Discuss areas of agreement or disagreement you might have, and
- 4. Reflect upon how the author's argument may affect your own understanding.

4. Movie Reflection (15 points)

After the movie, "Amazing Grace, there will be a movie reflection questionnaire that students will be asked to reflectively complete. Unless there is an excused absence, the professor will not accept late submissions.

5. Contemporary Cultural Issues Theological Teaching, Presentation, Paper, and Discussion (100points)

Each member of the class will be assigned to a group of 8-9 students to address one of eight contemporary cultural issues on a particular date per the course schedule during the semester. An assigned reading will introduce everyone in the class to each of these issues from a theological perspective in preparation for these presentations and discussions. Your group will teach from the reading and then present the group's position based on additional research in order to articulate their own position concerning some aspect of the issue. The expected bibliography will be submitted to the professor with their paper. This bibliography should represent research done in preparation for their presentation. Each group should utilize at least 6 sources in preparing their presentation, including:

- AT LEAST TWO COMMENTARIES
- AT LEAST THREE PEER-REVIEWED JOURNAL ARTICLES FROM THEOLOGY AND/OR SOCIAL SCIENCE (PSYCHOLOGY, SOCIOLOGY, ETC) ADDRESSING THE SPECIFIC ISSUE
- AT LEAST ONE THEOLOGICAL BOOK ON THE SUBJECT

The cultural issues that will be addressed and their assigned dates are as follows:

Group 1	Individualism
Group 2	Technology
Group 3	Nationalism/Patriotism
Group 4	Materialism/Consumerism
Group 5	Environmentalism/Ecology
Group 6	Gender Roles
Group 7	Human Sexuality
Group 8	Racism

a. Presentation and Discussion

Students will develop a forty-minute presentation; first 10 minutes will be devoted to teaching/reviewing the reading. The last 30 minutes will be devoted to articulating their own response to a particular question posed by the group regarding the contemporary cultural issue

being addressed. The latter part of the class will be open for questions and answer time, as well as peer evaluation. This presentation should consist of a concise summary of the current issue explored by the course reading, the group's personal position and an explanation regarding how each of the elements of the Wesleyan Quadrilateral contributed to their position. This explanation needs to be accompanied by a power point (or similarly visual) presentation. A well-planned lesson communicates its message in a visually and textually convincing manner, allowing peers to grasp the information and its contribution to your position clearly and quickly.

Each group will meet with the professor at one of the chapel times, so make sure you preserve one of the chapel misses for this semester for this meeting.

b. Position Paper

Each group will also write a **1500-2000-word paper** that thoroughly explains their position regarding the particular contemporary cultural issue addressed. This paper should be an expansion of the group's personal statement articulated during one's presentation. As the primary research element of this class, students will be expected to invest significant time in developing their own position through research and thoughtfully supporting that position using the various elements of the Wesleyan Quadrilateral. Further details regarding the scope of research and the content of these papers will be discussed in class at the beginning of the semester.

Each person from the group will submit the paper electronically by the beginning of class with their own written contribution highlighted in yellow on the day they are due to the assignment portion of the Sakai course and bring one hardcopy of the paper at the beginning of the scheduled presentation. When saving your Contemporary Issues Personal Statement Paper, you must use the following format: Name (First Last) Personal Statement on "Issue Addressed" (e.g., Kirsten Oh's Personal Statement on Individualism). Do not include any other letters, numbers, or symbols in the title when saving your submission. In addition, each personal statement must be properly formatted, double-spaced, and cannot exceed a maximum of 2000 words. (Please be advised that each Contemporary Issues Personal Statement Paper not adhering to these stated expectations and formatting guidelines outlined in the back of the syllabus will receive an automatic 10% deduction). No late Contemporary Issues Personal Statement Papers will be accepted.

IDENTIFY AND PROVIDE YOUR PERSONAL PERSPECTIVE REGARDING THE QUESTION

- YOU WILL NEED TO DO SOME ADDITIONAL RESEARCH IN ORDER TO GET A GOOD GRASP ON THE ISSUE.
- YOU NEED TO CLEARLY ARTICULATE YOUR PERSONAL RESPONSE TO THE QUESTION.

DISCUSS HOW THE VARIOUS ELEMENTS OF THE WESLEYAN QUADRILATERAL INFORMED YOUR FINAL POSITION.

- YOU ARE MAKING AN ARGUMENT FOR YOUR PERSONAL PERSPECTIVE REGARDING THE ASSIGNED QUESTION.
- USE THE VARIOUS ELEMENTS OF THE WESLEYAN QUADRILATERAL TO SUPPORT YOUR ARGUMENT
 - SCRIPTURE
 - O DOES SCRIPTURE ADDRESS THE ISSUE SPECIFICALLY?
 - O IF SCRIPTURE DOES NOT ADDRESS THE ISSUE SPECIFICALLY, WHAT THEMES FROM SCRIPTURE MIGHT INFORM ONE'S PERSPECTIVE REGARDING THE ISSUE?
 - O IDENTIFY AT LEAST ONE PASSAGE FROM THE OLD TESTAMENT AND ONE FROM THE NEW TESTAMENT TO SUPPORT YOUR PERSPECTIVE.
 - THE SCRIPTURAL PASSAGES YOU CHOOSE SHOULD LEND SUPPORT TO THE ARGUMENT YOU ARE MAKING REGARDING THE ISSUE.

- LOOK FOR EXTENDED PASSAGES THAT INCLUDE STORIES, EVENTS, TEACHINGS OR PARABLES.
- Make sure you consult at least two commentaries for each biblical passage to make sure you are using the biblical passages in a manner in which they were intended (Total of 4 Commentaries).
- O BE CAREFUL NOT TO MISUSE A PASSAGE OR TAKE IT OUT OF CONTEXT.

TRADITION

- O HOW HAVE CHRISTIANS IN THE PAST (BEFORE 1990) HAD TO ADDRESS THIS ISSUE?
- How might the actions or thoughts of Christians from the past inform our contemporary perspective regarding the issue?
- YOU NEED TO CITE AT LEAST TWO THEOLOGIANS OR EVENTS FROM CHURCH HISTORY (PRIOR TO 1990) THAT HAVE SPECIFIC RELEVANCE FOR YOUR RESPONSE TO THE ASSIGNED QUESTION. ONE OF THESE EXAMPLES HAS TO BE FROM BEFORE 1900.

REASON

- HOW DOES THE CURRENT RESEARCH ON SOCIAL SCIENCES SUCH AS SOCIOLOGY AND PSYCHOLOGY DEAL WITH THIS ISSUE?
- O WHAT ARE THE PERTINENT STATISTICS THAT SUPPORT OR NOT SUPPORT YOUR POSITION?
- YOU NEED TO RESEARCH 1-2 PEER-REVIEWED JOURNALS THAT ADDRESS THE ABOVE QUESTIONS AND MAKE A COGENT ARGUMENT FOR YOUR POSITION

EXPERIENCE

- Sources for the Experience Portion of Your Presentation
 - ✓ Personal first-hand experience regarding the issue
 - ✓ INTERVIEW SOMEONE YOU KNOW WHO MIGHT HAVE SPECIFIC KNOWLEDGE OR EXPERIENCE REGARDING THE ISSUE.
 - ✓ POPULAR CULTURE (ARE THERE ANY POPULAR MOVIES, SONGS, VIDEOS, AND/OR TELEVISION SHOWS THAT HAVE ADDRESSED THE ISSUE?)
- REFLECT ON WHAT YOU LEARNED FROM THESE EXPERIENCES AND HOW THEY MIGHT INFORM YOUR PERSPECTIVE REGARDING THE ISSUE?
- AT THE END OF YOUR PAPER AND PRESENTATION, YOU SHOULD REITERATE YOUR CONCLUSION REGARDING WHAT YOU BELIEVE REGARDING THE ISSUE.
- EVERYTHING YOU INCLUDE IN YOUR PRESENTATION SHOULD CLEARLY INFORM THE CONCLUSION THAT YOU HAVE REACHED IN SOME WAY.

AT THE END OF THE HARDCOPY SUBMISSION OF THE GROUP'S PAPER, YOU WILL HAVE A SELF-EVALUATED GRADED RUBRIC WITH A SCORE BETWEEN 0-100 POINTS

These presentations and papers will be evaluated as follows:

Clarity and Creativity of Presentation: Articulated a Concise	20 points
and Thoughtful Personal Position Regarding the Contemporary	
Issue (Personal Position Clearly and Reasonably Informed by	
the Various Elements of the Wesleyan Quadrilateral)	
Presentation Plainly Illustrates the Connection between the	30 points
Various Elements of the Wesleyan Quadrilateral and One's	
Personal Position or Statement.	
Member's Participation Level and Group's Teaching of Reading	20 points
Integration of Quality Resources to Support Personal Position	20 points
as Cited in Bibliography:	
3 Commentaries,	
3 Peer Reviewed Journals, and	
1 Theological Book on the Subject	
Group Paper: Overall Quality of Writing (Punctuation,	10 points
Grammar, Spelling, Citation etc.)	
Total Points	100 points

90-100 Excellent use of the Wesleyan Quadrilateral; exhibits a high level of understanding the various components of the WQ; high level of critical thinking and reasoning with the topic; offers reasonable, attainable, and challenging action steps; high level of group collaboration; rigorous research used, academic resources primarily used; very clear and engaging presentation

80-89 Above average use of the WQ; demonstrates the ability to think critically and to reason out the topic; offers reasonable and attainable action steps; good group collaboration; above average research used, combination of academic and popular sources used; clear and engaging presentation

70-79 Demonstrates basic use of the WQ; exhibits adequate critical engagement with group topic; offers action steps; adequate clarity of presentation; uses primarily popular internet sources (blogs, Wikipedia, etc.) as research sources

60-69 Minimal use of WQ given or inadequate attention given to any one step; little to no critical engagement with one's topic; research relegated to opinions; offers unattainable and idealistic action steps; presentation difficult to understand and follow

<60 Little effort given; no understanding of the WQ; no cohesion to the group's argument

6. Exams (125 points)

Two exams will be given during the course of the semester. A midterm exam worth **50 points** will be given on **Nov. 4, 2014.** Additionally, a <u>cumulative</u> final exam worth **75 points** will be given during Finals Week between **December 8-12, 2014.** The exact time and location will be announced during the semester.

All exams will consist of multiple choice, short answer, and essay questions regarding your assigned reading and the material covered in class. You are responsible for bringing appropriate materials

including a 50-question scantron and writing utensils to each of these exams. Regular study guides will be provided throughout the semester to assist in preparation for these exams.

1. Written Assignments

Unless otherwise assigned by the professor, all written assignments must be submitted electronically by the beginning of class on the day they are due to the appropriate Sakai assignment link. You need to make any necessary arrangements to ensure the professor receives an electronic copy of your assignment before the beginning of class on the due date. Late assignments will not be accepted, 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 using MS Word and submitted electronically. Although submitted electronically, 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 page. All sources must be documented using footnotes as prescribed in the *Turabian/Chicago Manual of Style*. If you have any questions about this method of documentation, please consult http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html. Any paper that does not follow the prescribed 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, make sure to read it over carefully to make sure that the paper is formatted correctly and written properly. A minimum loss of one-half grade and a maximum penalty of an "F" will be applied to assignments that are formatted improperly or written poorly. You should use inclusive language and metaphors in both written and verbal communication.

2. 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**.

No final exams will be 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.

3. 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.

4. <u>Technological Devices</u>

Use of technological devices including laptop computers, cell phones, iPads, iPods or any similar device is not permitted in class. As a result, these devices should remain concealed at all times during each class. Anyone who uses any of these 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.

5. 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 be doing harm 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.

6. 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 of 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 his or her knowledge base and value system.
- Individually use information effectively to accomplish a specific purpose.
- Use information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries. http://apu.libguides.com/christianlife

7. 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 2012/2013 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.

8. Special Resources

Some students may have extra challenges to overcome in order to be successful in this course. Disabilities or having a first language other than English may present certain difficulties. Azusa Pacific University provides special assistance to all students through the Learning Enrichment Center.

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 (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of the course requirements.

Students are also encouraged to make use of the resources available at the University Writing Center located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

9. 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 assignments and evaluations.

Overall Grading Scale:

A = 94-100%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
A- = 90-93.9%	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%	F = 0-59.9%

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.

Individual Assignment Possible Points and Total Possible Points

Class Attendance and Participation			70
	Class Attendance	30	
	Class Participation	40	
Social Location Paper			15
Course Reading Quizzes	Danding Opings (5 + 25 pts such)	425	125
Movie Reflection	Reading Quizzes (5 x 25 pts each)	125	15
Contemporary Cultural Issues			100
Theological Presentation, Paper, and Discussion			100
Exams			125
	Mid-Term Exam	60	
	Final Exam	60	
	Total Possi	ible Points	475

^{***}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 policies outlined in it. ***

CHRISTIAN LIFE, FAITH, & MINISTRY FALL 2014 SCHEDULE

September 4	Personal Introductions
September 9	Syllabus Review and The Essentials of Christian Life, Faith, & Ministry Reading Due: Boone, "The Cruel Art of Labeling" (15-18); "The Role of the Christian University (170-173)
September 11	Why do we need to think about our faith? Reading Due: Laberton, "Learning to See" (69-77); Grenz and Olson, "Not All Theologies are Equal" (22-35)
September 16	What is the Wesleyan Quadrilateral? Reading Due: Grenz and Olson, "The Theologian's Tools" (87-102)
September 18	How does someone use the Wesleyan Quadrilateral? Reading Due: Chalke and Watkis, "Honest Church" (63-78 Social Location Paper
September 23	Current Issues Theological Presentation and Paper Explanation
September 25	What is critical thinking? Reading Due: Livermore, "Being Okay with Gray: Category Width" (178-190)
September 30	What is a worldview? How do they shape our lives and faith? Reading Due: Sanford and Wilkens, "Worldviews over Coffee at Starbucks" (11-26)); Laberton, "Self Seeing" (7987)
October 2	How has culture shaped your understanding of life and faith? Reading Due: Rah, "What is Culture?" (19-38)
October 7	Current Issues 1: Theological Presentations and Paper Reading Due: Wilkens and Sanford, "Individualism: I Am the Center of the Universe" (27-43)
October 9	How has culture shaped your understanding of life and faith? Reading Due: Livermore, "The Average American: Understanding Our Own Culture" (61-78)
October 14	Current Issues 2: Theological Presentations and Paper Reading Due: Dyer, "Virtualization" (159-189)
October 16	What is the Bible? How was it formed? Reading Due: Reeves & Thorson, "A Brief History of the Bible" (19-38)
October 21	Current Issues 3: Theological Presentations and Paper Reading Due: Boyd, "Taking America Back for God" (87-105)

December 8-12	Finals Week
December 4	How do we integrate our head, heart, and hands into a holistic faith? Reading Due: Laberton, "Suffering" (180-190); Stassen and Gushee, Holistid Character Ethics (55-78)
December 2	Current Issues 8: Theological Presentations and Paper Reading Due: Rah, "Racism: The Residue of Western, White Cultural Captivity" (64-87)
November 27	No Class – Thanksgiving Break
November 25	Movie Reflection: "Amazing Grace"
November 20	Current Issues 7: Theological Presentations and Paper Reading Due: Marin, "The Big 5: Principles for a More Constructive Conversations" (114-139) and Winner, "Straight Talk 2: Lies the Church Tells about Sex" (85-100)
November 18	Current Issues 6: Theological Presentations and Paper Reading Due: Bessey, "Kingdom Come" (159-174)
November 13	How do we distinguish between right and wrong? Reading Due: Olson, "All Sins are Equal: So is Reusing a Stamp as Bad as Murder?" (139-152)
November 11	Current Issues 5: Theological Presentations and Paper Reading Due: Wright, "Mission and God's Earth" (397-420)
November 6	What is a Christian's Vocation? Why is it important? Reading Due: Frost, "Working for the Host Empire," (177-200)
November 4	Midterm Exam
October 30	Who is Jesus? What do we learn from his life? Reading Due: Frost & Hirsch, "I've Got a Picture of Jesus," (87-112)
October 28	Current Issues 4: Theological Presentations and Paper Reading Due: Hsu, "Material World" and "Status Check" (74-115)
October 23	How should we read the Bible? Reading Due: De La Torre, "Introduction" and "Reading the Bible from the Center" (1-13; 36-54)
October 23	How should we read the Bible?

^{***}This schedule is <u>subject to change</u> at the instructor's discretion The professor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy.