

MSSN 546: MISSION IN CULTURAL & RELIGIOUS CONTEXTS
Spring 2019

Boubakar Sanou

Andrews University

MSSN 546

MISSION IN CULTURAL AND RELIGIOUS CONTEXTS

SPRING 2019

GENERAL CLASS INFORMATION

Class acronym: MSSN 546
Class name: Mission in Cultural and Religious Contexts
Semester & year: Spring 2019
Class location: N235
Class time/day: Tuesday, 14:30-17:20
Credits offered: 3

INSTRUCTORS CONTACT

Instructor: Boubakar Sanou, PhD
Telephone: 269-815-2110
Email: sanou@andrews.edu
Office location: S209
Office hours: Monday-Thursday 8-12am

COURSE DESCRIPTION

This class explores missiological principles with an emphasis on the cultural and religious context, the development of cultural sensitivity, and cross-cultural communication skills for Christian witness. Required of all MDiv students.”

COURSE MATERIALS

Required Textbooks

Winter, Ralph D., and Steven C. Hawthorne, editors. *Perspectives on the World Christian Movements: A Reader*. **Fourth edition**. Pasadena, CA: William Carey Library, 2009. ISBN 9780878083909.

Available at the Andrews University Bookstore

Gorden R. Doss. *Introduction to Adventist Mission*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2018. **Available in the Department of World Mission.**

OUTCOMES

Masters of Divinity (MDIV) Program Outcomes

The MDiv Program has six desired outcomes. This course may contribute to all outcomes indirectly but the Department of World Mission believes the course contributes to two outcomes directly:

3. Organize, equip, and mobilize congregations for effective inter-ethnic and cross-cultural mission and ministry.
6. Engage in biblical and theological reflection as the basis for ministry.

Student Learning Outcomes (SLO)

Upon completion of this course students should be able to:

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

As part of the Science and Theology dialogue, this class will seek to help students discover how science as an academic discipline can provide a prism through which those involved in the study and practice of mission can see and understand people and their worldviews in a more comprehensive and integrated manner. Mission is always practiced and understood in a social, cultural, religious, and historical contexts. Therefore, it is vital for all involved in mission to have a comprehensive knowledge on the various aspects of life that determines how and why people make decisions, relate with each other, determine values, understand the many realities that affect them on an everyday basis.

One of the learning objectives of this course is to provide students with the foundational knowledge and skills in regards to the relationship of science to the practice of mission as well as to missiology as an academic discipline. As the study of missions is multidisciplinary in nature and has its many peculiar challenges, it is important for students to develop a more comprehensive understanding of the various social sciences disciplines as these could enhance, enlarge, and aid in the practice and study of mission.

TOPICS TO BE COVERED

Theology	History	Culture	Strategy
<ul style="list-style-type: none"> • Introduction to the discipline of missiology • Models: Jesus, Paul • Missio Dei • Kingdom of God • SDA theology of mission 	<ul style="list-style-type: none"> • Paradigms of mission • Modern missionary movement • Exemplar missionaries • Case studies • Stages of SDA mission 	<ul style="list-style-type: none"> • Introduction to culture • Theology of culture • Topics in culture <ul style="list-style-type: none"> ○ Form and meaning ○ Set theory ○ People groups • Worldview and worldview transformation • Contextualization • Intercultural communication • Intercultural competence • Intercultural conflict resolution • Ethnocentrism, racism, tribalism 	<ul style="list-style-type: none"> • Context and demographics • Introduction to strategy <ul style="list-style-type: none"> ○ Church growth • Two structures • Urban • Migration, refugees, immigrants • Long term service • Short term service • Education • Health • Mass media • Music and arts

ASSIGNMENTS

Please, DO NOT email any assignment to me. Submit the reports on LearningHub in pdf format. Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

1. *Perspectives on the World Christian Movements* Chapter Reviews. There will be a total of 12 weekly reports of 5 chapters each (25 points for each report making a total of 300 points for the 12 reports).

Read assigned chapters for each week and report following the format below:

Chapter number and title:

Summary—A brief, straight to the point summary of concepts developed in each chapter

Reflection— A candid, energetic engagement and interaction with the material in each chapter; Points that stood out or that were new (“Aha!” moments); Points of agreement or disagreement, and/or points needing clarification.

Application—Practical applications of concepts to personal life and ministry

Reports will be single-spaced

Assignments Due Dates	<i>Perspectives</i> Chapters
The Biblical Perspective on Mission	
January 24, 2019	1, 2, 4, 7, 10,
January 31, 2019	12, 13, 15, 17, 18
February 7, 2019	19, 20, 21, 24, 25
February 14, 2019	27, 28, 30, 32, 34
The Historical Perspective on Mission	
February 21, 2019	36, 39, 40, 43, 45
February 28, 2019	46, 49, 51, 53, 54
The Cultural Perspective on Mission	
March 7, 2019	64, 65, 69, 71, 72
March 14, 2019	74, 75, 77, 78, 83
The Strategic Perspective on Mission	
March 28, 2019	84, 85, 86, 95, 96
April 4, 2019	97, 98, 99, 100, 101
April 11, 2019	101, 106, 109, 110, 111
Case Studies	
April 18, 2019	120, 127, 131, 133, 134

2. Intercultural Visit Report (20 points) Due February 24, 2019

Each student will pair-up with one or two other students for a cross-cultural visit. Maximum cultural difference should be sought in choosing partners for the visits. Each student will contribute food, entertainment, and cultural orientation at the meeting. The food should be ordinary, everyday food from your home culture. Single students should make an arrangement with two other students. The visit is not intended to be a large potluck because that would diminish the depth of learning. A one page (300-400 words) report about the visit will be submitted.

3. Midterm Exam (35 points) Date: March 12, 2019

The midterm exam will comprehensively cover course material discussed since January 8, 2019.

4. Critical Book Review (48 points) Due on March 25, 2018

Each student will submit a critical book review on: Gordon R. Doss. *Introduction to Adventist Mission*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2018. Two thousand (2,000) words are required. Please note that this is NOT a book report. The content in the review is for critique and analysis of the book. Follow carefully the instruction in the rubric on page 9. The paper should be single-spaced, font 12.

5. Comprehensive Final Exam (Please see Spring Semester Final Exams schedule)

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Letter Grade Assignment

	B+ =88-91	C+ = 77-80		
A = 96-100	B = 84-87	C = 73-76	D 61-68	F 0-60
A- = 92-95	B- = 80-83	C- = 69-72		

Grading and Time Distribution

Assignments	% of Grade	Time Estimate
Class attendance	10	45
Perspectives Chapter Reviews	25	55
Intercultural Visit and Report	5	5
Critical Book Review	15	10
Mid-Term Exam	20	10

Final Exam	25	10
Total	100%	135 hours

Time formula: 3 credits = 45 hours in class + 90 hours out of class = 135 hours

Incomplete Grades

“I” (Incomplete), grades will be assigned in keeping with Andrews University policy. “I” grades will be given for students who need more time to complete assignments because of documented major illness, family emergency or other situations arranged in advance with the teacher. To receive such consideration a student must have shown good faith through a pattern of on-time attendance and assignments. “I” grades are not given because of typical life stresses or minor illnesses.

Late Submission

Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

CLASS POLICIES

Classroom Seating

To facilitate the instructor in learning each student’s name, please select a permanent seat.

Disability Accommodations

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

Eating and Drinking

Because eating and drinking can distract oneself and others and dirty desks and floors, in-class consumption must be limited to water.

Use of Computers and Other Devices

Computers are not to be used in class except for taking notes or if web searches are part of the class. “Multi-tasking” in class (doing email, surfing the web, etc.) diminishes participation and learning. Please keep cell phones off or on the silent setting.

Special Circumstances

Students with special situations should inform the instructor before the event or as soon as possible after the event. The teacher values verbal explanations but a written request will ensure consideration at grading time.

Changes

The teacher reserves the right to change elements of the course outline, assuming that timely and adequate notification is given in writing.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.” *Andrews University Bulletin 2010, page 29*

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” *Andrews University Bulletin 2010, page 29-30*

Attendance is recorded on sign-in sheets mounted on clipboards and placed near the door. Students are responsible to see that their attendance is recorded. Points are awarded for daily attendance as follows: On-time—3 points; Late—2 points.

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” *Andrews University Bulletin 2010, page 30*

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” *Andrews University Bulletin 2010, page 30.*

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details, see the *Andrews University Bulletin*.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.” *Andrews University Bulletin 2010, page 30*

Emergency Protocol:

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

MSSN546—Ministry in Cultural and Religious Context

Rubric for Book Review

Name: _____

<i>Elements</i>	Excellent	Proficient	Satisfactory	Unsatisfactory	Weight	Score
	4	3	2	1		
Summary (not more than ½ page)	Clearly communicates the author’s thesis/main idea and succinctly summarizes the content of the book.	Adequately communicates the author’s thesis and summarizes the content of the book.	Modestly communicates the author’s thesis and summarizes the content of the book.	Does not clearly communicate the author’s thesis and/or summarize the content of the book.	3	
Critique	<ul style="list-style-type: none"> • The review provides an in-depth analysis of the book. • The critique clearly addresses strengths and/or weaknesses of the book. • The overall review demonstrates critical thinking and insight. 	<ul style="list-style-type: none"> • Most of the primary themes of the book are adequately addressed. • The analysis shows some critical thinking skills. • There is some discussion of the strengths and weaknesses of the book. 	<ul style="list-style-type: none"> • Some themes of the book are highlighted but not fully developed. • The analysis demonstrates only basic understanding of the text. • There is only a passing mention of the strengths and weaknesses of the book. 	<ul style="list-style-type: none"> • The review addresses less than two of the major themes of the book. • The analysis shows no comprehension of the text. • There is no discussion of the strengths or weaknesses of the book. 	4	
Application	Shares clear and practical application of the author’s ideas for Christian ministry.	Adequately applies the author’s ideas for Christian ministry.	Modestly applies the author’s ideas for Christian ministry.	Does not show how the author’s ideas can be applied to Christian ministry.	3	
Recommendation	Clearly and strongly recommends whether to read the book, those who should read it, including a summary of reasons why.	Adequately recommends whether to read the book, those who should read it, including a summary of reasons why.	Modestly recommends whether to read the book, those who should read it, including a summary of reasons why.	Does not recommend whether to read the book, those who should read it, including a summary of reasons why.	2	

INSTRUCTOR'S PROFILE



Boubakar Sanou is an Assistant Professor of Mission and Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He previously served as a pastor for twelve years in Burkina Faso before attending Andrews University for his PhD. He holds a BA in Theology (Andrews University, 1999), a Masters of Arts in Pastoral Theology (Newbold College, 2005), a Doctor of Ministry in Global Mission Leadership (Andrews University, 2010), and a PhD in Missiology and Christian Leadership (Andrews University, 2015). He is currently enrolled in the Post-Doctoral Certificate in Leadership program with the School of Education, Andrews University. His research interest is in studying the impact of culture on leadership behaviors and practices and how all these influence Christian witness.



MSSN546—Mission in Cultural and Religious Contexts

Summer 2019

Boubakar Sanou, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Seminary, N235
Class meeting times:	Monday-Thursday, 830-11:30am
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-6348
Instructor Email:	sanou@andrews.edu
Office location:	Seminary, S209
Office hours:	Monday-Thursday 11:30am-3:00pm

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

Masters of Divinity (MDIV) Program Outcomes

The MDiv Program has six desired outcomes. This course may contribute to all outcomes indirectly but the Department of World Mission believes the course contributes to two outcomes directly:

3. Organize, equip, and mobilize congregations for effective inter-ethnic and cross-cultural mission and ministry.
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Student Learning Outcomes (SLO)

Upon completion of this course students should be able to:

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COURSE OVERVIEW

Below is the breakdown of the topics that will be covered in this class:

Theology	History	Culture	Strategy
<ul style="list-style-type: none"> • Introduction to the discipline of missiology • Models: Jesus, Paul • Missio Dei • Kingdom of God • SDA theology of mission 	<ul style="list-style-type: none"> • Paradigms of mission • Modern missionary movement • Exemplar missionaries • Case studies • Stages of SDA mission 	<ul style="list-style-type: none"> • Introduction to culture • Theology of culture • Topics in culture <ul style="list-style-type: none"> ◦ Form and meaning ◦ Set theory ◦ People groups • Worldview and worldview transformation • Contextualization • Intercultural communication • Intercultural competence 	<ul style="list-style-type: none"> • Context and demographics • Introduction to strategy <ul style="list-style-type: none"> ◦ Church growth • Two structures • Urban • Migration, refugees, immigrants • Long term service • Short term service • Education • Health

		<ul style="list-style-type: none"> • Intercultural conflict resolution • Ethnocentrism, racism, tribalism 	<ul style="list-style-type: none"> • Mass media • Music and arts
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ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Course Materials

Winter, Ralph D., and Steven C. Hawthorne, editors. *Perspectives on the World Christian Movements: A Reader*. **Fourth edition**. Pasadena, CA: William Carey Library, 2009. ISBN 9780878083909. **Available at the Andrews University Bookstore**

Gorden R. Doss. *Introduction to Adventist Mission*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2018. **Available in the Department of World Mission.**

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	45 hrs
Independent Learning Activities	Perspective Reading Report	60 hrs
	Intercultural Visit	5 hrs
	Critical Book Review	20 hrs
	Final Exam Prep	5 hrs
Total Hours:		135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting	Due Date
<p>All assignments should follow instructions, be well written, and carefully edited.</p> <p>Perspectives on the World Christian Movements Chapter Reviews</p> <p>Read the following 45 chapters:</p> <p>Week 1: Chapters 1, 2, 4, 7, 10, 12, 13, 15, 17, 18, 19, 20, 21, 24, 25 Week 2: Chapters 27, 28, 30, 32, 34, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83 Week 3: Chapters 84, 85, 86, 95, 96, 97, 98, 99, 100, 101, 102, 106, 109, 110, 111</p> <p>Report on the chapters read using the format below:</p> <p>Chapter number and title</p> <p>Summary—A brief, straight to the point summary of concepts developed in each chapter</p> <p>Reflection— A candid, energetic engagement and interaction with the material in each chapter; Points that stood out or that were new (“Aha!” moments); Points of agreement or disagreement, and/or points needing clarification.</p>	<p>75 points</p> <p>75 points</p> <p>75 points</p>	<p>May 19</p> <p>May 26</p> <p>June 2</p>

<p>Application—Practical applications of concepts to personal life and ministry</p> <p>Reports will be single-spaced</p>		
<p>Intercultural Visit Report</p> <p>Each student will pair-up with one or two other students for a cross-cultural visit. Maximum cultural difference should be sought in choosing partners for the visits. Each student will contribute food, entertainment, and cultural orientation at the meeting. The food should be ordinary, everyday food from your home culture. Single students should make an arrangement with two other students. The visit is not intended to be a large potluck because that would diminish the depth of learning. A one single-spaced page (300-400 words) report about the visit will be submitted. The following 5 questions should be asked during this interaction:</p> <ol style="list-style-type: none"> 1. How can members of other cultures begin to communicate with members of your culture? 2. What factors can increase my effectiveness in communicating with people from your culture? 3. If we had a conflict, what strategies would be successful for managing it? 4. What important factors contribute to the development of interpersonal relationships with you or with members of your culture? 5. What are some of the worst offenses people outside your culture make in communicating with you or with members of your culture? 	20 points	May 27
<p>Critical Book Review</p> <p>Each student will submit a critical book review on: Gordon R. Doss. <i>Introduction to Adventist Mission</i>. Silver Spring, MD: General Conference of Seventh-day Adventists, 2018. Two thousand (2,000) words are required. Please note that this is NOT a book report. The content in the review is for critique and analysis of the book. Follow carefully the instruction in the rubric (Appendix 2) on page 9. Please read the rubric before writing your review. Carefully follow the outline in the rubric. The paper should be double-spaced, Times New Roman, font 12.</p>	48 points	June 9
<p>Final Exam</p>	75 points	June 7

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

Submission of Assignments

Please, DO NOT email any assignment to me. Submit the reports on LearningHub in pdf format. Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value.

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

Resubmission of Assignments

e.g. In order to facilitate maximum learning, students who receive a poor grade on a project & presentation (except for midterm and final exam) may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

OTHER COURSE-RELATED POLICIES

Academic Integrity

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

Academic Dishonesty includes:

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

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

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

Communications and Updates

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

LearningHub Access

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

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

Emergency Protocol

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

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

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

96-100%	A	84-87%	B	73-76%	C	0-60%	F
92-95%	A-	80-83%	B-	69-72%	C-		
88-91%	B+	77-80%	C+	61-68%	D		

THE A GRADE

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

THE B GRADE

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

THE C GRADE

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

THE D GRADE

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

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

**MSSN546—Ministry in Cultural and Religious Context
Rubric for Book Review**

Name: _____

<i>Elements</i>	Excellent	Proficient	Satisfactory	Unsatisfactory	Weight	Score
	4	3	2	1		
Summary (not more than ½ page)	Clearly communicates the author’s thesis/main idea and succinctly summarizes the content of the book.	Adequately communicates the author’s thesis and summarizes the content of the book.	Modestly communicates the author’s thesis and summarizes the content of the book.	Does not clearly communicate the author’s thesis and/or summarize the content of the book.	3	
Critique	<ul style="list-style-type: none"> • The review provides an in-depth analysis of the book. • The critique clearly addresses strengths and/or weaknesses of the book. • The overall review demonstrates critical thinking and insight. 	<ul style="list-style-type: none"> • Most of the primary themes of the book are adequately addressed. • The analysis shows some critical thinking skills. • There is some discussion of the strengths and weaknesses of the book. 	<ul style="list-style-type: none"> • Some themes of the book are highlighted but not fully developed. • The analysis demonstrates only basic understanding of the text. • There is only a passing mention of the strengths and weaknesses of the book. 	<ul style="list-style-type: none"> • The review addresses less than two of the major themes of the book. • The analysis shows no comprehension of the text. • There is no discussion of the strengths or weaknesses of the book. 	4	
Application	Shares clear and practical application of the author’s ideas for Christian ministry.	Adequately applies the author’s ideas for Christian ministry.	Modestly applies the author’s ideas for Christian ministry.	Does not show how the author’s ideas can be applied to Christian ministry.	3	
Recommendation	Clearly and strongly recommends whether to read the book, those who should read it, including a summary of reasons why.	Adequately recommends whether to read the book, those who should read it, including a summary of reasons why.	Modestly recommends whether to read the book, those who should read it, including a summary of reasons why.	Does not recommend whether to read the book, those who should read it, including a summary of reasons why.	2	

APPENDIX 3: MASTER OF DIVINITY PROGRAM LEARNING OUTCOMES

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

ABOUT YOUR INSTRUCTOR



Boubakar Sanou is an Assistant Professor of Mission and Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He previously served as a pastor for twelve years in Burkina Faso before attending Andrews University for his PhD. He holds a BA in Theology (Andrews University, 1999), a Masters of Arts in Pastoral Theology (Newbold College, 2005), a Doctor of Ministry in Global Mission Leadership (Andrews University, 2010), and a PhD in Missiology and Christian Leadership (Andrews University, 2015). He is currently enrolled in the Post-Doctoral Certificate in Leadership program with the School of Education, Andrews University. His research interest is in studying the impact of culture on leadership behaviors and practices and how all these influence Christian witness.