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| **Course Information**  course # MIN2012-1 SP17 credit hours: 2  location: CAMP 243  time: W-F 2:10p-3:10p  instructor(s): Matt Price  Contact  Office: Campus Center, School of Theology  Hours TR 1:00-4:00 (usually)  Phone: ext. 3617/Cell 740-504-3325  Twitter: @jamaprice  Email [Matt.Price@mvnu.edu](mailto:Matt.Price@mvnu.edu)  www.professorprice.net | “Just a neighbor on the road to Jericho” --Keith Green (1984) “Go and do likewise”  –Jesus, Lk 10:37  **Discover why incarnational ministry transforms individuals and communities**  **Transformational Ministry** | |
| **Course Description**  Using an incarnational approach to ministry, this course develops the understanding that missions and ministry is carried out most effectively from within a society and in complete identification with its culture. | Personal transformation and social change are mutually compatible activities. In fact, it is difficult to imagine a world as a Christian in which being personally transformed does not also create the possibility for social change and vice versa. Theologians, biblical scholars, and ministry practitioners will be engaged in order to develop a personal vision for living out a Christian witness of transformation. | **What’s in the syllabus?**  **Description & Textbooks 1**  **Outcomes & Assignments 2**  **Grades & Policies 3 Readings & Due Dates 4** |
| **Course Textbooks** | **Braun, Adam. 2014. *The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change*. New York: Scribner. (ISBN: 978-1476730622)**  **Stearns, Richard. 2010. *The Hole in Our Gospel: What does God expect of us? The answer that changed my life and might just change the world*. Nashville: Thomas Nelson. (ISBN: 978-0849947001)**  **Greer, Peter and Haggard, Anna. *The Spiritual Danger of Doing Good*. Minneapolis: Bethany House Publishers. (ISBN: 978-0764211027)**  **Required Articles (found on Moodle &/or Website):**  **Benefiel, Ron. Christian Holiness and the Wesleyan Mission of Mercy: The Character of the People of God in the World. White Paper**  **Lodahl, Michael. On Being the Neighbor: John Wesley’s Reading of the Parable of the Good Samaritan May Cultivate Loving People. The Edwin Crawford Lecture. Northwest Nazarene University. Nampa, Idaho. February 5, 2009.**  **Maddox, Randy L. “Visit the Poor”: John Wesley, the Poor, and the Sanctification of Believers. *The Wesleys and the Poor*. Edited by Richard Heitzenrater. Nashville, TN: Kingswood Books, 2002.** | |

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| Photo: kellinahandbasket, Creative Commons  **Course Outcomes** | | | **Three Ways to Explore Course Outcomes (James 1:2-8)**  **Skimmers** show a curious interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.  **Snorkelers** will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. They will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.  **Deep divers** will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, spending more time on assignments and conducting research beyond the requirements.  This course is partially fulfills requirements in the Course of Study toward ordination in the Church of the Nazarene.  **CP 11** Ability to envision, order, and participate in contextualized, theologically grounded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's Supper). | |
| **Course Requirements** | | | | |
| **40%**  **Reading Quizzes.** Quizzes are short-answer, objective in nature, cover important info not trivia. You may use hand-written notes to assist with the quiz. There will be 20 quizzes. No make-up quizzes. | **25%**  **Church & Neighborhood Ethnography.**  Use research skills (mapping, participant-observation, interviews) to uncover what happens in a local church, its members, and its interaction with the local community. Work as a group, write as an individual. About 1500 words. | **35%**  **Ministry Vision Paper.**  Written in three sections with works cited. Follow the outline on page four of the syllabus. Each section should be seasoned with citations from important authors, theologians, practitioners, professors as well as examples, illustrations, and experiences from your life and learning so far. It will need at least 3000 words. | | “The place God calls you to is the place where your deep gladness and the world's deep hunger meet.”  Frederick Buechner from *Wishful Thinking* |

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| **Course Evaluation** | **Course Policies** | | |
| |  |  |  | | --- | --- | --- | | **Assignments** | **Points** | **Learning Hours** | | Attendance & Participation (50 pts deducted for each unexcused absence) One “buffer” day allowed | Deduct 50x\_\_ | 25 | | Assigned Reading (272+324+186+50=832pp@15pph) | -- | 55 | | Reading Quizzes (20x20pts) | 400 | -- | | Church & Neighborhood Ethnography (1500 words) | 250 | 10 | | Ministry Vision Paper (3000 words) | 350 | 12 | | **Total** | **1000** | **102** | |  |  |  |   Grading scale is:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **A** | 1000-930 | **B** | 879-830 | **C** | 749-720 | **F** | | 599> | | **A-** | 929-900 | **B-** | 829-800 | **C-** | 719-700 | | | **B+** | 899-880 | **C+** | 799-750 | **D** | 699-600 | | | **Attendance Policy**  Regular attendance and participation is expected. You will lose 50 points for every unexcused absence (excuse only considered if instructor is informed prior to class time). You have an attendance “buffer” of one day.  Sleeping, texting, surfing the internet, & excessive talking could be counted as an absence by instructor’s discretion. The MVNU policy on class attendance provides excused absences for these | reasons: 1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital.  (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired). | **Academic Integrity**  MVNU seeks learners committed to honesty among students, faculty, and staff, as the standard governing expectations in all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors. |
| **One course learning hour equals . . .**   * 10-15 pages of reading (1000 level) (300 page book = 30 learning hours) * 15 pages of reading (2000 level) (300 page book = 20 learning hours) * 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs) * 20-25 pages of reading (4000 level) (300 page book = 15 learning hours) * 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers) * 1 minute of video * 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.) * 60 minutes of class time or * 60 minutes of research * 60 minutes of exam time * All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel | **Submitting Assignments**  Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (TurnItIn) unless otherwise noted.  12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors | **Grading Rubric**  A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.  B – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors  C—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors | **Accommodation**  See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed. |

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| **Course Schedule—MIN2012-1—SPRING 2017 (WF)** | | | | | | | | | | | | | | | | | |
| **Date** | | **Topic** | **Reading** | | **What’s Due** | |  | **Date** | | **Topic** | **Reading** | | **What’s Due** | | | | |
| **Unit 1** | **Neighborology** | | | | | | | **Unit 3** | **Seeking Transformation** | | |  | |  | | | |
| **Jan 11 W** | | **Course Overview** |  | |  | |  | **Mar 15 W** | | **Apex Board Matrix** | **Stearns c19-22** | | **Reading Quiz** | | | | |
| **Jan 13 F** | | **Ethnography** | **Doing Ethnographies, (pp13-56)** | | **Reading Quiz** | |  | **Mar 17F** | | **Special Speaker** | **Stearns c23-26** | | **Reading Quiz** | | | | |
| **Jan 18 W** | | **Vision to Reality** | **Braun reading** | | **Reading Quiz** | |  | **Mar 22 W** | | **Spiritual Dangers of Doing Good** | **Greer 11-52** | | **Reading Quiz** | | | | |
| **Jan 20 F** | | **Identify Neighbor** | **Braun reading** | | **Reading Quiz** | |  | **Mar 24 F** | | **Belonging …** | **Greer 53-72** | | **Reading Quiz** | | | | |
| **Jan 25 W** | | **Gary Swisher** | **NO QUIZ** | | **NO QUIZ** | |  | **Mar 29 W** | | **& Baptism** | **Greer 73-111** | | **Reading Quiz** | | | | |
| **Jan 27 F** | | **Being the Neighbor** | **Lodahl article** | | **Reading Quiz** | |  | **Mar 31 F** | | **Building Communitas** | **Greer 111-142** | | **Reading Quiz** | | | | |
| **Feb 1 W** | | **Holiness & Mercy (Wesleyan Acts of Mercy)** | **Benefiel article** | | **Reading Quiz** | |  | **Apr 5 W** | | **….through Communion** | **Greer 143-176** | | **Reading Quiz** | | | | |
| **Feb 3 F** | | **When Helping Hurts** | **McKnight article** | | **Reading Quiz**  **CN1 Map** | |  | **Apr 7 F** | | **Convictions** |  | | **1st draft due** | | | | |
| **Unit 2** | | **Moving into the Neighborhood** | |  |  | |  | **Unit 4** | | **Be Transformed to Change Your World** | | |  | |  | | |
| **Feb 8 W** | | **What to Do?** | **Tasks article** | | **Reading Quiz** | |  | **Apr 12W** | | **Locations** |  | | **1st draft due** | | | | |
| **Feb 10 F** | | **Hole in the Gospel** | **Stearns c1, 2, 3** | | **Reading Quiz** | |  | **Apr 14F** | | **Easter Break** |  | |  | | | | |
| **Feb 15 W** | | **Components of the Task (VanEngen)** | **Stearns c4, 5, 6,-7** | | **Reading Quiz CN2 Part-Obser** | |  | **Apr19 W** | | **Actions** |  | | **1st draft due** | | | | |
| **Feb 17 F** | | **Inviting People In: Bounded-Centered** | **Stearns c8, 9, 10,-11** | | **Reading Quiz** | |  | **Apr 21 F** | | **Ministry as Sacrament** |  | | **Final Paper Due** | | | | |
| **Feb22 W** | | **Sending People Out** | **Stearns c12, 13,-14** | | **Reading Quiz**  **CN3 Interviews** | |  | **FINAL EXAM** | | **Last gathering** | **TUE 1:10-3:00** | | **Last Gathering** | | | |
| **Feb 24 F** | | **Giving/Receiving** | **Stearns c15, 16, 17, 18, 19** | | **Reading Quiz** | |  |
|  | | **SPRING BREAK** | **Feb 27 – Mar 10** | |  | |  |
| **MINISTRY VISION PAPER OUTLINE** (Be specific & detailed):  **Convictions: Beliefs and Burdens (where we stand)—1000 words**   * What do I believe about God? About the Bible? About how people become Christians? What does it mean to become a “Christ-like disciple”? What are four significant sources have shaped my beliefs the most? * What do I believe about the lifestyle of Christians? What makes a Christian a Christian? What makes a Christian distinct from the world we live in?   **Location: Church and Community (Where we live and serve)—1000 words**   * What do you value most about your family, hometown/home church? How has this place and people been a part of your spiritual journey? How does * this place (hometown, ministry context, or general culture) form your approach to ministry? | | | | | | | * What is the purpose of the church (locally and globally) as you understand it now? What is the role of the church in the larger community? What makes a Christian into a responsible member of the church? * Who are the important spiritual leaders in your life now? What characteristics make these people important to you and your spiritual journey? These people can be from the historical past or from the present.   **Actions: What I Believe about Ministry (what we do)—1000 words**   * What does it mean for the church to be sent into the world locally and globally? * In what ways are Christians to become responsible participants in the church’s mission and ministry? * What are some key biblical and theological images for ministry that help you understand your role in God’s work in the world? What is the church’s hope for the future? | | | | | | | | | |