MS 671 Anthropology for Mission Practice

W. Jay Moon

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2092

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
This syllabus may be amended prior to the beginning of class

Welcome: I am glad that you are considering this course offering. I value each student that is a part of the class. You each provide life experiences and unique backgrounds that enrich our classroom - we all have a lot to learn from each other.

Personal Introduction: I found this course topic to be extremely practical and beneficial to my family and me as missionaries. I hope that you catch the value of this topic in your own ministry as well. That is why I am eager to offer this course.

My wife and I have four children, and we served as missionaries in Ghana, West Africa from 1992-2001. While in Ghana, we focused on water development and church planting among the Builsa people. We lived in a rural village that had no electricity, and we had to learn a whole new way of living. As we interacted with our neighbors in the village, we gradually learned the Buli language and began to understand and appreciate the way they perceived the world around them. Gradually, this helped us to communicate the gospel in a way that was culturally relevant, and we saw the Holy Spirit produce a church planting movement in the Builsa area. Much of what I will bring to the classroom discussion is an integration of my experiences in Ghana and other locations with the anthropological theories that you will read. My focus is on combining theory with practice to build the Kingdom of God, both locally and abroad.

Office Hours: I will be available for on-line chats (through Moodle) or phone calls from 9-10 and 11-12 on Tuesdays. I look forward to interacting with you and getting to know you better.

Course Description: An introduction to cultural anthropology, with application to Christian evangelization and mission.

Course Objectives: My goal is to help students understand and appreciate the value of anthropology for intercultural ministry so that they can begin to apply these principles in their ministry contexts. To reach this goal, the student should be able to do the following by the end of the course:

1. Understand and appreciate some of the commonalities and diversity in cultures.
2. Begin the process of doing anthropological research for the writing of an ethnography.
3. Be acquainted with some of the major anthropological concepts and their application to Christian mission and ministry.
4. Begin to exegete a culture and then understand the process of contextualization in that culture.
Requirements:

A. Class Participation

You are expected to participate in class discussions. Each of you brings various experiences to the discussion that can enrich the group. This is worth 13% of your grade so it is not wise to remain silent. Each Monday morning of the semester, I will post a PowerPoint that highlights, supplements or summarizes the reading material for the week. You should look over the PowerPoint for the week. Then, you will be required to post to the appropriate forum 1-2 questions or comments from your interaction with the reading or movie. After that, you will need to post 2-3 additional responses to the messages that others post. The week starts on Monday morning at 12:01 AM and ends on Sunday night at 11:59 PM. The messages do not need to be long (usually between 50 -150 words); merely reflect on the material in light of your experience and that of others. I will also read the messages each day and respond as appropriate. My intent is that we build community here and begin to help/learn from each other.

B. Reading

1. The class texts are divided into chapters for reporting each week. The book reports are due by Thursday, 12 Noon, as shown on the proposed schedule. For the first week, the report submission deadline is delayed until Saturday, 12 Noon. Each report should be done in the 4MAT style (see the end of the syllabus for details of this style). These book reports should demonstrate that you grasp a working knowledge of the anthropological principles, and you can begin to apply these principles. For weeks 4, 10 and 13, a 4MAT style paper is not required. Instead, we will do a class activity. For week 4, please obtain or rent the movie “Gung-Ho.” For week 13, please obtain or rent the movie “Amazing Grace.” We will discuss these movies in light of the principles in the reading. For week 10, you will write a letter to the author of Living in Color with any questions or comments that you may have. I may forward some of these to the author and post the response that he provides. Each of these reports/discussions is worth 4% of your grade for a total of 52%

2. Each of the text books are meant to highlight various aspects of anthropology. If a missionary has one book that they have read and used in the field, it is likely to be Anthropological Insights for Missionaries (AIM). This is a classic text by Paul Hiebert that is practical and easy to read. While AIM is geared for missionaries, Anthropology for Christian Witness is geared for intercultural workers in any context, including the pluralistic USA. It is packed full with valuable information and insight. Living in Color was written by a Native American to highlight the value of diversity in helping us understand God and God’s world. Figuring Foreigners Out is a practical guide to help you understand the differences in cultures. This should help you write an ethnography. The Anthropology of Globalization looks at the impact that globalization has upon the changing cultural landscape that we increasingly find ourselves interacting and ministering in.

3. Text books:
   a. Anthropological Insights for Missionaries, by Paul Hiebert (315 pp)
   b. Anthropology for Christian Witness, by Charles Kraft (493)
   c. Living in Color: Embracing God’s Plan for Diversity, by R Woodley (217 pp)

4. You will also need to obtain the following movies (rent or buy) for class discussions:
C. Class Project

1. Each student will be responsible for a class project and written report. The written report should be 20 pages, double-spaced, and it is due on the last week of class on Thursday at 12 Noon. I will post a grading rubric for this paper on the Moodle site. A summary of your project will also be presented to the class at the end of the semester. Students can work alone or in groups. If it is a group project, each student will need to participate in each aspect of the project (you will be graded 50% on the group grade and 50% on your individual contribution). In the project, you should identify a particular context where you will do an ethnographic study. This may be an area of present or future ministry, an area of interest, your present work setting, etc. Try to be creative and step out of your comfort zone. **This is worth 35 % of your grade.** The project should include the following aspects:

a. Some field component: This should be some actual practical experience that you had during the semester. Pick a particular group to study, and then you should do some participant-observation with this group. You may want to complement this with other research methods such as interviews, discussion groups, etc. You are trying to understand and describe this group of people so that you will uncover their values, beliefs, feelings, aspirations, etc. If carefully done, this may be one of the best parts of the course, particularly if done with a group that allows time for reflection and discussion afterward.

b. Integrate reading and field work: When doing field work, use the reading material and class discussions to give you new lenses to look through. The reading and class discussions will alert you to common categories that cultures often fall within. You may then identify tension points, strengths, weaknesses, traditions, group stories/legends, etc. that will help you to form suggestions for reaching these people with the gospel, opportunities for growth, etc.

c. The final written report should synthesize the practical and theoretical, and articulate an ethnography of this particular people in this particular context. Consider common pitfalls/obstacles in ministering to these people and develop creative alternatives. I will post a grading rubric to help guide you in writing this final project.

D. Grading Summary

13 % for Class Participation
52 % for Book Reports (13 reports x 4 % each)
35 % for Class Project

E. Course Grading (from the Catalogue)

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

A  4.00  Exceptional work: surpassing, markedly outstanding achievement of course
objectives.

B  3.00  Good work: strong, significant achievement of course objectives.
C  2.00  Acceptable work: basic, essential achievement of course objectives.
D  1.00  Marginal work: inadequate, minimal achievement of course objectives.
F  0     Unacceptable work: failure to achieve course objectives.

INCOMPLETE WORK

The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the
deadline for handing in all course work. Each instructor may set an earlier deadline for submission of
any or all course work. The student must petition the faculty person involved and the student's advisor
for permission to receive an "I" at the end of the semester.

A grade of "I" denotes that the work of a course has not been completed due to an unavoidable
emergency, which does not include delinquency or attending to church work or other employment. If
the work of a course is incomplete at the end of a term without an emergency, a letter grade will be
given based on the grades of work done, with incomplete work counted as "F."

Incomplete grades shall be removed one calendar month prior to the close of the following semester
unless an earlier date is designated by the Office of the Chief Academic Officer on the individual
petition. If the work is not completed by the time designated, the "I" shall be changed to an "F" unless
a passing grade can be given based on work already completed or unless special permission is granted
by the Chief Academic Officer.

Professors are required to give either a grade or an "I," if approved, to each student registered for credit
in a course. Students with Incompletes in two or more classes will not be allowed to enroll in a new
semester or term without permission from their Dean.

**Proposed Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Module Topic</th>
<th>Reading</th>
<th>Due</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2-7</td>
<td>1. Introduction to Missiology</td>
<td>Kraft, Chapters 1 &amp; 28</td>
<td>Introduce self, 4MAT1 by Sat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hiebert, Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 8-14</td>
<td>2. Anthropological Perspectives</td>
<td>Kraft, Chapters 2-6</td>
<td>4MAT 2 by Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 15-21</td>
<td>3. Concept of Culture</td>
<td>Kraft, Chapters 8-10</td>
<td>4MAT 3 (Thu)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hiebert, Chapter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 22-28</td>
<td>4. Understanding a Particular Culture: Basis for Ethnography</td>
<td>Storti (entire book)</td>
<td>Class Discuss Gung Ho movie</td>
<td></td>
</tr>
<tr>
<td>Sept 29-Oct. 5</td>
<td>5. Economic Systems and Technology</td>
<td>Kraft, Chapters 11-12</td>
<td>4MAT 4 (Thu)</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Textbook(s)</td>
<td>Reading Week</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Oct. 6-12</td>
<td>6. Belief and Idea Systems</td>
<td>Kraft, Chapter 13-14</td>
<td>4MAT 5 (Thu)</td>
<td></td>
</tr>
<tr>
<td>Oct. 13-19</td>
<td>7. Social Organization &amp; Relationships</td>
<td>Kraft, Chapters 18-21</td>
<td>4MAT 6 (Thu)</td>
<td></td>
</tr>
<tr>
<td>Oct. 20-26</td>
<td>8. Communication</td>
<td>Kraft, Chapters 15-17 Hiebert, Chapter 6</td>
<td>4MAT 7 (Thu)</td>
<td></td>
</tr>
<tr>
<td>Oct 27-Nov. 2</td>
<td>9. Incarnational worker: Changed agent</td>
<td>Hiebert, Chaps 3-5, 10</td>
<td>4MAT 8(Thu)</td>
<td></td>
</tr>
<tr>
<td>Nov. 3-9</td>
<td>10. Race, Cultural Differences and Commonalities</td>
<td>Kraft, Chapter 7 Woodley (entire book)</td>
<td>Author letter</td>
<td></td>
</tr>
<tr>
<td>Nov. 10-16</td>
<td>11. Contextualization: Gospel and Culture Engagement</td>
<td>Hiebert, Chaps 7-9, 11 Kraft, Chapter 27</td>
<td>4MAT 9 (Thu)</td>
<td></td>
</tr>
<tr>
<td>Nov. 17-23</td>
<td>12. Dynamics of Culture Change</td>
<td>Kraft, Chapters 22-26</td>
<td>Class Discuss</td>
<td>Amazing Grace</td>
</tr>
<tr>
<td>Nov. 24-30</td>
<td>READING WEEK</td>
<td></td>
<td></td>
<td>*****************************************</td>
</tr>
<tr>
<td>Dec. 1-7</td>
<td>13. Globalization</td>
<td>Lewellen (entire book)</td>
<td>4MAT 10 (Thu)</td>
<td>Written project and project presentation to class (Thu)</td>
</tr>
<tr>
<td>Dec. 8-12</td>
<td>14. Finals Week: Project Presentations</td>
<td></td>
<td></td>
<td>***************************************</td>
</tr>
</tbody>
</table>

**Virtual Campus:**

The Virtual Classroom is built upon the open-source Moodle platform. By logging into [http://virtual.asburyseminary.edu](http://virtual.asburyseminary.edu) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The **Course Information Center**, in the center of your screen, contains many features to be used throughout the semester, including:
   a) **Course News and Announcements**, where I will post items important for the entire class;
   b) **Syllabus**, where a copy of the syllabus is provided;
   c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have
a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;

e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;

f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Weekly Modules, which are located below the Course Information Center, will contain forums where group discussions will take place each week, PowerPoint documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled by the week and subject title so you can follow along during the semester.

3. Resources, a section located on the left side, provides links to items you will want to use often in the semester.

*What you can expect from me:*

1. I will provide any discussion materials, PowerPoint files, and assignments on-line by 12 Noon on Monday of each week. Based upon the previous week’s discussion, I may post reading resources that you can access via the on-line databases.

2. I will respond to your messages on a first come first serve basis as posted in the section “To Professor” (which only I can read) or in my e-mail, which I check most weekdays.

3. If I need to be out of town, I will let you know in advance.

5. While I might not participate in all your discussions, I will try to read all of your postings and participate at times. In particular, I will respond to frequently asked questions by posting to the whole class rather than to an individual.

6. On occasion, I may ask for feedback about how the course is going. This is a genuine request for suggestions to help our class learn and grow together.

7. I will pray for you as a class. I will pray for individual requests as you choose to make them known. While we will not be face to face, we can still build community as we are authentic with each other. I will try to make myself available to you and be transparent with you, just as if we were on campus together.

*What I expect from you:*

1. You will actively participate as a member of a learning community. This is neither an independent study nor correspondence course; it is a class. We will be moving through the readings, reflections, discussions and assignments together.

2. You will invest the same amount of time in this class as if you were on campus. Plan on 10-12 hours of reading, reflecting, discussing, and writing each week.

3. All electronic messages should be posted to the Course Questions Forum or Open Forum so that we can all benefit as we would if someone asked a question or made a comment inside a classroom.

4. 4MAT papers and the final project should be sent by clicking on the corresponding assignment link.

5. Send documents of several pages as "attached files" in forums, but shorter responses in regular posts.

6. If you have responsibilities that take you away from our community for a few days, please let us know in advance.

7. Please do not disappear or become inactive. If a crisis has arisen, then inform us right away so we can pray and make adjustments. If it is warranted, write URGENT in the subject box. We are here to help each other, but we cannot do this unless you speak up, particularly in an on-line community.

**ExL Support Contact Information**

For general questions and administrative assistance regarding the ExL program, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

For technical support, library research support, library loans, and ExL media contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

**Accessing Information Commons Materials**

1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm

2. Materials Requests:
   a. To search the library catalog for available materials, click here: http://www.asburyseminary.edu/information/index.htm

   b. ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10
business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:
   a. ExL students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:
   a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

ExL Media Copyright Information

By the using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.
4-MAT Reflection Papers

Note: If you cannot bring yourself to read instructions, at least read sections (a) and (c) below. They are the sections people generally get wrong. These instructions are adapted from Dr. Donald Joy and Dr. Mathias Zahniser.

A 4-MAT reflection, named for Bernice McCarthy's 4-MAT system (McCarthy 1987), consists of two pages (the first summary page is single-spaced and the second page is double-spaced). You will use 12 point font and the margins will be 1 inch all around. When laid out next to each other they will look something like this:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Concrete Stories/ Memories Evoked by reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract Summary</td>
<td>Reflection Expressed in Questions</td>
</tr>
<tr>
<td></td>
<td>Action: What I Must Do with What I Learned</td>
</tr>
</tbody>
</table>

1st Page (single-spaced):
Abstract Summary

2nd Page (double-spaced):
- Concrete Stories/ Memories Evoked by Reading
- Reflection Expressed in Questions
- Action: What I Must Do with What I Learned

Here are some guidelines to help you get a better grasp of the four elements in the 4-MAT system.

(a) **ABSTRACT: Reader's Digest Summary.** Simply summarize the content of the assigned reading in your own words. Avoid just indicating the topics. There should be NO personal commentary or attempt to evaluate the content of the materials. Just summarize what the author or authors say. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. Your summary should be stylistically correct, coherent and clear. The abstract should be one single-spaced page in length. Sorry, no type fonts below number 12 please! Some assignments include more than one chapter and some more than one author. Summarize the whole reading assignment. The readings are all related, so you can integrate the readings into one summary on page one. By this I mean that some readings may illustrate the material in other readings or modify it in some way.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective “note taking” is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.
(b) **CONCRETE STORIES and MEMORIES EVOKED BY READING:** Get Vulnerable! Describe one or two personal experiences which reading this material reminded you of. Here is your chance to be a storyteller. Tell it here in “first person,” describing action, quoting exact words you remember hearing or saying. Be as specific and concrete as you can, including who, what, when, where details. Make sure, however, that your personal anecdotes are clearly grounded in the concepts of the reading assignment. The “Concrete” section should not exceed half a page.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the class. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness.

(c) **REFLECTION EXPRESSED IN QUESTIONS:** What questions popped up as you read this material? Keep a rough note sheet at hand as you read so you can write them down. Then simply list three or four of them. Your questions may be critical or grounded in spontaneous curiosity or naive yearning for solutions. Make sure, however, they relate directly to the MATERIAL CONTENT of the reading materials NOT to the experience(s) you have just described in b. This section should take up about one fourth to a third of a page.

(d) **ACTION: WHAT I MUST DO WITH WHAT I LEARNED. So What Are You Going to Do about it?** All ministry related learning MUST lead to acts of ministry—whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result of reading this material. Ideally, your actions will comply with the acronym SMART. They will be **Specific, Measurable, Attainable, Realistic, and achievable within a given Time frame.** For example, “For the next month during my quiet time, I will meditate on a symbol called forth by my Bible reading.” Do not report reflective responses like “I need to learn or read more about Christian symbols.” This section should comprise one fourth to one third of a page.

**Application reflections.**

Although some of the readings originate from social science and religious studies, each reading assignment has been selected with the conviction that the material relates to Christian ministry in any cultural context. Part of your task is to apply the reading material to the life of the church and the practice of Christian ministry in your anticipated or actual setting. For this reason, it is important that the reflections on the second page of your 4-MAT INTEGRATE with what you have already experienced in ministry. For example, you may have been involved in cross-cultural communication on a short-term mission trip, but now you are beginning to realize the value of silent language that you did not realize previously. Taking this important integrative function of your reflections seriously will prevent you from simply making “off the cuff” responses. I have specified the length of these application reflections partly to nudge you in the direction of selecting the most essential dimensions of the reading material. You may not include any commentary or evaluation on page one of your 4-MAT Reflection because one of the most basic tasks of ministry involves accurate discernment of what others are saying. Always understand the Other before reflecting and responding. Page one will therefore contain only a summary in your own words of what the authors of the reading material have written.

McCarthy, Bernice
## 4-MAT Reflection Paper Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Areas of Evaluation (If box has an X, this area was lacking)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract Summary</td>
<td>□ Includes key concepts and ideas from all readings, not just “talking about” the reading</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>□ Synthesizes authors’ ideas into own words and integrates concepts from multiple readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Uses direct quotes appropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Shows ability to listen and observe from authors, withholding judgment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates a clear understanding of concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Includes no personal commentary or evaluation</td>
<td></td>
</tr>
<tr>
<td>Concrete Stories &amp; Memories</td>
<td>□ Specific, concrete description including actions, words, feelings, details</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>□ Shows ability to be vulnerable and authentic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Shows engagement with and reflection upon the material, demonstrating ability to connect meaning with personal experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly shows the connection between the story and/or memory and the concepts of the reading</td>
<td></td>
</tr>
<tr>
<td>Reflection Expressed in Questions</td>
<td>□ Shows critical evaluation (criticism and/or praise) of material presented</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>□ Expresses evaluation and/or expresses curiosity or desire for further knowledge or understanding in the form of a question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates engagement with and reflection upon the material; questions relate to the concepts</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>□ Actions are clearly connected to the concepts, showing engagement and reflection</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>□ Actions are authentic and life applicable/useful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Actions are SMART: <strong>Specific, Measurable, Attainable, Realistic, and achievable within a given Time frame</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Actions are not general, idealistic and/or unrealistically ambitious</td>
<td></td>
</tr>
<tr>
<td>Form, Style &amp; Timeliness</td>
<td>□ Uses proper grammar (complete sentences; correct punctuation, capitalization and spelling; etc.)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>□ Uses inclusive language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Conforms to MLA style requirements (font size, margins, spacing, length, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Appropriately and consistently applies MLA style guide in use of quotations and reference to sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Assignment submitted by deadline or within parameters previously agreed upon with professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Assignment timely submitted to give team members adequate time to read and respond</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
The following sources have been used to prepare the material for this course: (Ong 1982), (Grunlan and Mayers 1988), (Hiebert 1985), (Woodley 2001), (Kraft 1996), (Storti 1999), (McCurdy, Spradley et al. 2005), (Myers 1997), (Friedman 2000), (Bediako 2001), (McGavran 1981[1955]), (Rynkiewich 2002), (Nussbaum 1998), (Myers 2003), (Walls 1996), (Tarr 1994), (Zahniser 1997), (Lovejoy 2005), (Lee 1995), (Brewster and Brewster 1982; Yamamori 1993; Oech 1998; Moreau, Netland et al. 2000), (Lewellen 2002).


