



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

---

## CED610— Christian Education in Cultural Context Module Spring 2012

### Essential Information

---

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### Instructor Information

---

Professor: Matt Price, PhD  
Office: (740) 392-6868, ext. 3617  
Office Hours: M-F, 9:00-5:00 or by  
appointment

Email: [Matt.Price@mvnu.edu](mailto:Matt.Price@mvnu.edu)

### Catalog Description

---

An exploration of the role of intercultural education in assisting Christian educators, either as leaders in their own culture or as guests in another culture

### Course Narrative & Rationale

---

We live in a diverse world. The rise of globalization (the condensing of the world), including the increase of migration of different ethnic and cultural groups, requires church leaders to discern the best ways to navigate in a culturally diverse society. Intercultural education and leadership necessitates cultural awareness and keen perception of the origins of theological concepts within one's ministry context. This class revolves around three inputs for teaching in cross cultural settings:

**First**, the understanding that all theology is contextual. By engaging the context, we begin to learn about each other in how each of us understands and relates to God.

**Second**, the attitude that is derived from one's sociocultural perspective. By honestly identifying one's ethnic and cultural identity, we can learn what it takes to educate for knowledge and wisdom.

**Third**, the practice of creating change with a trajectory. By anticipating the barriers and opportunities of communicating interculturally, we can bring about the transformative vision of the church where it belongs.

The hope remains that our investigation will expand our discernment of Christian education beyond our current assumptions and practices.

## Degree Objectives

---

The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

1. Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry.
2. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
3. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
4. Learn the complexities and creative potential inherent within social contexts that influence leadership practice, particularly within staff ministry.
5. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.
6. Exhibit a capacity and desire for growth in the context of ministry through research and leadership; demonstrating a spirit of integrity, openness, cooperation, and care in ministry.

## Course Outcomes

---

- 1) An ability to understand culture in general and for naming one's own cultural heritage. (Degree Objective 3)
- 2) An ability to identify and practice strategies for relating/teaching/facilitating in cross-cultural settings. (Degree Objective 2, 5)
- 3) An ability to describe Christian perspectives in the midst of these concepts and practices. (Degree Objective 1)
- 4) An ability to engage in detailed action-research into the nature and practice of one aspect of cross-cultural ministry for faithful Christian practice. (Degree Objective 5, 6)
- 5) An ability to envision Christian discipleship that is most appropriate for responding faithfully in the midst of these influences. (Degree Objective 4)

## Required Texts & Course Materials

---

Branson, Mark Lau and Martinez, Jan F. (2011) *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove: Intervarsity Press. ISBN: 9-780-830 83926-1.

Law, Eric H. F. (1993) *The Wolf Shall Dwell With the Lamb: A Spirituality for Leadership in a Multicultural Community*. St. Louis: Chalice Press ISBN: 082724231X

Lingenfelter, Judith E. and Sherwood G. Lingenfelter (2003) *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids: Baker Academic ISBN 0-8010-2620-2

Vella, Jane. (2002) *Learning to Listen Learning to Teach: The Power of Dialogue in Educating Adults: The Power of Dialogue in Educating Adults*. Revised edition. San Francisco: Jossey Bass Publishers.

## Course Outline

---

**Unit 1—Educational Assumptions for Contextual Theology (Feb 6-18)**

**Unit 2—Educational Impact of Sociocultural Perspectives (Feb 20-Mar 3)**

**Unit 3—Educating for Leadership & Change (Mar 5-Mar 17)**

**Unit 4—Navigating a Diverse Context as Christian Teachers and Leaders (Mar 19-23)**

**READING & RESEARCH (Mar 26-Mar 31)**

**Unit 5—Curricular Mapmaking by Learning to Listen (Apr 2-Apr 14)**

**Unit 6—Curricular Mapmaking by Learning to Teach (Apr 16-Apr 28)**

**Unit 7 –Course Wrap-Up (Apr 30-May 11)**

## Course Assignments & Requirements

---

### Pre-module

#### **Ethnic Autobiography—a written reflection essay (U1)**

Follow the guidance of the questions found in Branson & Martinez, pp. 24-25. Reflect on the questions and write two-three paragraphs per question. The final form of the paper should be in narrative form. (Course Outcome 1)

#### **Reading Discussion Forum Assignment—written posts & responses (U1, U2, U3)**

During the first three units of this course, students are expected to participate on the discussion board through regular posts and responses to others. The minimum expectation per unit will be three original posts, two responses to others. Posts fulfilling this assignment are to be at least 150 words. A post will be an original commentary on the assigned readings, ministry experiences or personal insights into the course content. A response will be a remark on another student's post. All online conversations are to stay on task regarding course content and respectful of other's opinions. Students may post and respond more often than the minimum requirement. (Course Outcomes 3, 5)  
Recap: per unit→ 3 Original posts, 2 responses (150 word limit each)

## **Diversity Dyad Meeting & Reflection—interpersonal communication and informed reflection paper (U1, U2, U3)**

This assignment challenges students with the opportunity to reflect on their capability to communicate interculturally within personal conversation with someone from another ethnic or racial group. In the second week of the course, students should select a dyad partner and inform the professor by email. Ideally, this person comes from the same neighborhood or local community in which one can meet face-to-face regularly. Meetings should be in a neutral environment and last at least thirty minutes. The conversation topics do not have to relate directly to this course.

Students will reflect on how well you incorporate perceptions and practices gained through the course materials, especially from Eric Law's text. These insights will be presented in a reflection paper of at least 400 words submitted to Moodle. The paper should be organized around the following sub-headings: What did I learn about this person's ethnic background, what did I learn about mine, what kinds of subjects were difficult to discuss, how were bridges of mutual understanding created during the conversation. (Course Outcomes 1, 2, 3)

## **Book Review #1: Lingenfelter & Lingenfelter (U2)**

Write a **four-page** book review (about **1000 words**). The paper should include the following sections: a **Title** with full citation information, a concise **Summary** (one paragraph), a thorough **Critique** of three concepts in the book for better or worse, and practical **Application** of this book's topic from personal and/or ministry experiences. Be sure to cite relevant portions of the book throughout your reflection. Think of the book review as a conversation between your experience and the ideas encountered in the book. Five (5) points will be automatically deducted for each error in spelling, grammar, and style. Use proper citation including a works cite page if necessary. Submit to Moodle. (Course Outcomes 5)

## **Community Interviews Project—action research (U3)**

Go into the neighborhood of your local church. Find four to six interviewees. Include basic demographic information of the interviewee. (approximate age, family/single, student/professional, etc.) Use at least three (3) of the following questions:

- 1. How many interracial friends do you have? (Or friends of other races and ethnicities) Where and how did you meet them?*
- 2. If you attend church or another regular community group, why would you describe it as having a single ethnic identity or multiple ethnic/racial identities?*
- 3. What are some suspicions you have about other ethnic groups living in or around this neighborhood? ("If you saw someone of another ethnic group walking down the street, what is your gut reaction? What do you think first?")*
- 4. In what ways have bridges been built or burned between ethnic groups in your church, community group, or neighborhood?*
- 5. What are some things you can do personally to relate better to those of various ethnic groups? Why do you think this might be important to your community?*

After the interview thank the interviewee for his or her time and honesty. Later, write up the answers of each person separately with approximate age and gender of the person. You should be able to describe the reasons you choose each interviewee. The first part of the paper should be a transcription of your findings for each interview (Question

followed by Response in script form), changing the names to protect their identities. The second part of the project is to compare your research to course readings and weigh the implications of your findings in 1000 concise words (about four pages). Submit to Moodle. (Course Outcome 2, 5)

## **Module Week**

### **Course Participation**

Students are expected to be early and ready for the beginning of each course session during the week of the module. Student presence and participation will be essential for active learning to take place. Absences will result in an automatic deduction of 50 points per session.

### **Book Review #2: Branson & Martinez**

See above for instructions in completing this assignment which will be the same as the previous book review. This book review should also include insights gained during the modular week of class sessions. (Course Outcome 3, 5)

## **Post-module**

### **Reading Discussion Forum Assignment—written posts & responses (U5, U6)**

Note the same instructions as above with a revised number of posts and responses. (Course Outcomes 3, 5)

Per unit → 2 original posts, 1 response (150 word limit each)

### **Diversity Dyad Meeting & Reflection—interpersonal communication and informed reflection paper (U5, U6)**

See above for the assignment instructions. (Course Outcomes 1, 2, 3)

### **Curricular Project: Discipleship Strategy and Curriculum Plan—integrative project (U5, U6, U7, Final)**

The student will prepare a three-year discipleship strategy as well as a curriculum plan showing how ministry practice will be integrated with sound educational theory. The discipleship strategy will show a solid praxis for ongoing ministry with the intention of leading the congregation toward an appreciation for human diversity within the church and local community. The discipleship strategy will include the entire congregation while the curriculum plan will focus on one of the following three learning arenas. The curriculum plan should be useful in an educational setting (Sunday school, small groups), preaching time (worship services), or training environment (lay leadership, board, volunteers).

The three-year strategy will be combined with the teaching/preaching/training plan as a result of completing the five steps of practical theology found in Branson & Martinez (pp. 45-49, especially the pullout box on page 47). Follow the instructions for each step below making sure to integrate at least two of the twelve adult learning principles from Vella's text within each step (suggestions are given below). The curriculum plan should include a six session grid (see below) based on texts found in Mark, 2 Corinthians, Ephesians, Hebrews, or James (using guidance from lectionary year B). (Course Outcomes 4, 5)

**STEP 1—CURRENT PRAXIS (750 WORDS):** Describe the current circumstances concerning ethnic homogeneity or heterogeneity and their relationships and practices among themselves, in their neighborhood and regarding their larger context. From Vella—learning needs assessment, WWW, sound relationships, respect, immediacy

**STEP 2—CONTEXT ANALYSIS (750 WORDS):** Analyze the cultural environment, including demographics, history, worldview, cultural resources, like the arts and sociopolitical forces that shape the context. The Diversity Dyad Reflections may be useful in making meaning of the context. From Vella--resource assessment, safety, four open-ended questions, respect, clarity of roles, teamwork, accountability

**STEP 3—CONTENT REFLECTION (750 WORDS):** Connect understandings of Scripture, broader church history, and the Wesleyan theological tradition to current praxis and analysis of the local congregation. This process should raise questions of identity and purpose, reconsiderations of local traditions, and a new evaluation of one's practices based on biblical guidance. From Vella—sound relationships, respect, praxis, sequence, whole person learning, accountability

**STEP 4—HISTORICAL MOMENTUM (750 WORDS).** Engage the personal ethnic autobiographies of the leadership, the local history of the local congregation, especially of building barriers and crossing boundaries. The Community Interviews will provide content for the analysis built into this step. The pullout box in Branson & Martinez, p. 48 will be helpful. From Vella—safety, respect, clarity of roles, teamwork, engagement

**STEP 5—PRACTICAL DISCERNMENT (750 WORDS):** Discern God's leading as you propose to shape a new praxis for this congregation in how it perceives itself, goes about planning, experiments with new ideas and practices, evaluates its work, and commits itself again to God's purposes in the world. This fifth step will include two parts: the resulting three-year discipleship strategy (including three goals, five activities to meet these goals, and formative and summative evaluation processes for each year) and a six-week curriculum plan (six sessions in series including titles, text, outcomes for each session, activities to meet the outcomes, and an evaluation activity). From Vella—learning design (p. 37ff), sequence & reinforcement, praxis, whole person learning, immediacy, engagement, accountability

## Course Policies

---

### ***Distribution of Student Learning Hours***

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		27	
Online Participation in forums, groups, etc.	9		6
Reading	23	2	7
Writing	7	4	19
Other Assignments and Learning Activities	18	0	15
Exams & Quizzes	0	0	0
TOTAL	57	33	47

### ***Method for Submitting Assignments***

Use Moodle for submitting all assignments in the appropriate Unit heading. If you have any questions about how to submit assignments or view graded assignments, please contact the professor.

### ***Form and Style Expectations***

Submit files with the following title: Course Assignment Last Name First Initial (for instance: CED610 Research Project LastNameFirst). Papers should be formatted with 1" margins, 12 pt. font – New Times Roman/Arial/Tahoma, double-spaced, numbered pages. The works cited page is not included in the suggested word count. There is no excuse for misspelled words, poor grammar and wrong punctuation. Avoid long paragraphs. For suggestions on good writing style, consult Strunk & White's *The Elements of Style*. Typically, misspellings, typographical errors, and stylistic mistakes will result in a deduction of five (5) points for each one.

### ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### ***Policy Regarding Late Work & Missed Exams***

If you need more time on a project, I will listen carefully to understand your concerns. You must, however, talk to me *before* the due date. Failure to receive an extension before the due date will result in a 10% reduction in points given for each class day after the due date, accumulating to 50%, unless arrangements are made in advance with the professor.

## **Additional Costs**

To find and secure local housing during the on-site session (March 19-23) is the responsibility of the student. If you need assistance finding adequate housing, please begin this process early in the course. Do not wait until the last minute!

## **Class Attendance**

Regular attendance and participation is critical and expected. Online-distance attendance is recorded by submitting the minimum number of posts/responses per unit. You will lose 50 points for every unexcused absence for each class session during modular week. Absences may also be counted to include chronic tardiness and lack of participation in class. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

## **Course Evaluation**

The number of points accumulated during the semester determines the final grade.

<b>Assignments</b>	<b>Points</b>	<b>My score</b>
Attendance (deductions will be given for each posting less than the minimum required per unit and for each session missed during the modular week. Up to 50 pts off per absence. )	(50)	
Reading Discussion Forum Participation (50 pts x 5)	250	
Diversity Dyad Meetings & Reflection Papers (25 pts x 5)	125	
Ethnic Autobiography Paper	75	
Book Review: Lingenfelter & Lingenfelter	75	
Book Review: Branson & Martinez	75	
Community Interviews Project	150	
Discipleship Strategy & Curriculum Plan	250	
<b>Total</b>	<b>1000</b>	

Grading scale is:

1000-901: A      900-801: B      800-701: C      700-600:D      599 or Below: F

## **Grade Descriptions**

"A"-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

"B"-GOOD WORK (strong, significant achievement of course objectives)

"C"-ACCEPTABLE WORK (basic, essential achievement of course objectives)

"D"-MARGINAL WORK (inadequate, minimal achievement of course objectives)

"F"-UNACCEPTABLE WORK (failure to achieve course objectives)

*See rubrics for major assignments and posting for further information on assessment.*

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

## Grading Rubric for Written Assignments

	<b>Very Good</b>	<b>Fair</b>	<b>Average</b>	<b>Below Average</b>	<b>Total</b>
<b>Sophistication Thoroughness</b>	Consistent evidence with originality and depth of ideas; ideas are unified and sufficiently supported with valid and specific importance.	Ideas supported sufficiently; support is sound, valid, and logical.	Main ideas are indirectly supported, but not sufficient or specific.	Lack of support for main ideas.	<b>60%</b>
<b>Organization, Audience Tone</b>	Sequenced, well-developed paragraphs, awareness of point-of-view	Competently organized & structured, but lacking effective transitions; satisfactory point-of-view	Limited attempts to organize around a thesis with stand-alone paragraphs with little sense of tone or audience	Organization not evident & disjointed, lacks awareness with inconsistent tone	<b>20%</b>
<b>Grammar Style Format</b>	Appropriate grammatical style, free of errors with exceptional vocabulary	Grammatical style is colloquial & lacks proofreading, occasional style errors, with good vocabulary	Some errors in sentence structure, several style errors and inconsistent formatting with vernacular vocabulary	Frequent errors in sentence structure, serious style errors, weak format, limited vocabulary	<b>20%</b>

## Grading Rubric for Posting

	<b>Very Good</b>	<b>Fair</b>	<b>Average</b>	<b>Below Average</b>	<b>Total</b>
<b>Participation and Initiative Shown 60%</b>	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Rarely participates in discussion; does not make an effort to participate; seems indifferent	
<b>Relevance of Posts 20%</b>	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	
<b>Clarity of connection 20%</b>	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	

## Course Calendar

Date	Week	Topic & Assignments	Learning hours
<b>Unit 1—Educational Assumptions for Contextual Theology</b>			
2/6 Mon	<b>1</b> Pre- Module Begins	Reading: Lingenfelter, 9-34; Branson & Martinez, 11-30, 33-94; Vella, Foreword, Preface, 3-27 (Begin Reading Discussion Forum this week) <b>Ethnic Autobiography Due</b> (Due Wed)	15
2/13	<b>2</b>	Identify Local Dyad Partner in email to professor (Due Wed) <b>U1 Reading Discussion Forum</b> (Due by Fri)	3
<b>Unit 2—Educational Impact of Sociocultural Perspectives</b>			
2/20	<b>3</b>	Reading: Lingenfelter, 35-85; Branson & Martinez, 97-185; Vella, 29-53 <b>U2 Dyad Meeting &amp; Reflection</b> (Due Fri)	13
2/27	<b>4</b>	<b>Book Review #1:</b> Lingenfelter & Lingenfelter (Due Wed) <b>U2 Reading Discussion Forum</b> (Due by Fri)	7
<b>Unit 3—Educating for Leadership &amp; Change</b>			
3/5	<b>5</b>	Reading: Lingenfelter, 87-125; Branson & Martinez, 189-244; Vella, 227-249 <b>U3 Dyad Meeting &amp; Reflection</b> (Due Fri)	6
3/12	<b>6</b>	<b>Community Interviews</b> (Due Wed) <b>U3 Reading Discussion Forum</b> (Due by Fri)	13
<b>Unit 4—Module Week</b>			
3/19	<b>7</b> Module Face- to- Face Begins	Session 1 Mon 1:00-5:00 <i>Introduction</i> Session 2 Tue 8:00-12:00 <i>Contextual Theology</i> Session 3 Tue 1:00-5:00 <i>Missional Church</i> Session 4 Wed 8:00-12:00 <i>Sociocultural Perspectives:</i> <i>Worldview Assumptions</i> Session 5 Wed 1:00-5:00-- <i>Sociocultural Perspectives:</i> <i>Persons-in-Relation</i> Session 6 Thu 8:00-12:00— <i>Intercultural Communication</i> Session 7 Thu 1:00-5:00— <i>Teaching for a Change</i> Session 8 Fri 9:00-11:00— <i>Curricular Project Overview</i> <b>Book Review #2:</b> Branson & Martinez (Due Fri)	33
3/26	<b>8</b>	Reading and Research Week for this course <b>No Assignments Due</b>	
<b>Unit 5—Learning to Listen</b>			
4/2	<b>9</b> Post module begins	Reading: Vella, 57-100 <b>Curricular Project Step 1</b> (Due Wed) <b>U5 Reading Discussion Forum</b> (Due by Fri)	8
4/9	<b>10</b>	Reading: Vella, 101-147 <b>Curricular Project Step 2</b> (Due Wed) <b>U5 Dyad Meeting &amp; Reflection</b> (Due by Fri)	10
<b>Unit 6—Learning to Teach</b>			
4/16	<b>11</b>	Reading: Vella, 149-189 <b>Curricular Project Step 3</b> (Due Wed) <b>U6 Reading Discussion Forum</b> (Due by Fri)	9
4/23	<b>12</b>	Reading: Vella, 191-223 <b>Curricular Project Step 4</b> (Due Wed) <b>U6 Dyad Meeting &amp; Reflection</b> (Due Fri)	10
<b>Unit 7—Course Wrap-Up</b>			
4/30	<b>13</b>	<b>Curricular Project Step 5</b> (Due Wed)	6
5/11	<b>14</b>	<b>Curricular Project—Integrated Final</b> (Due May 9)	2