



TYNDALE

• UNIVERSITY COLLEGE •

Course Syllabus
Winter 2017

CHRI 3643 B1: Ministry in a Multicultural World

Instructor:	Daniel L. Wong	Class Days:	Thursday
Phone:	416-226-6620 x 2153	Class Hours:	6:00-10:00 p.m.
Email:	dwong@tyndale.ca	Class Dates:	April 13-May 11, 2017
Websites:	DrDanielWong.com;	Classroom:	A310
Office:	F410		
Office Hours:	Appointments as arranged		

COURSE INFORMATION

COURSE DESCRIPTION

This course explores various methods of the local church to minister effectively in a culturally diverse world. Students examine multicultural, multiethnic and ethnic specific approaches to ministry. Related issues of leadership, church life, outreach, preaching and teaching are discussed. *Prerequisites: BSTH 101, 102.*

The material for this course will focus on ministry in the North American context.

LEARNING OUTCOMES

Upon completion of this course the student should:

1. Grasp the biblical and theological foundation for multicultural ministry
2. Develop awareness of various models of multicultural ministry, multiethnic and ethnic specific approaches to ministry
3. Acquire skills to communicate and minister in multicultural settings
4. Cultivate compassion for people of various cultural backgrounds
5. Attain a missional perspective to evangelism and life
6. Identify specific issues related to multicultural ministry including leadership, church life, outreach, preaching and teaching
7. Gain sensitivity to other areas of diversity

REQUIRED TEXTS & MATERIALS

Anderson, David A. *Multicultural Ministry: Finding Your Church's Unique Rhythm*. Grand Rapids: Zondervan, 2004.

Sheffield, Dan. *The Multicultural Leader*. Toronto: Clements Publishing, 2005.

Other readings that are posted or linked on Moodle (classes.tyndale.ca).

Textbooks available from Tyndale Bookstore.

COURSE OUTLINE

Date:	Lecture:	Assigned Readings:	Assignments:
Apr. 13	Intro to course, biblical and theological foundation, cultural context or our world	Anderson, Introduction, Chapter 1-3; Sheffield, Introduction, Ch. 1-2	
Apr. 20	Worship, leadership, preaching and teaching	Anderson, Chapter 4-10; Dr. Wong's article – "Preaching in a Multicultural World" on our site	Cultural experience paper
Apr. 27	Discipleship, fellowship, age-related ministries	Anderson, Chapters 11-14; Conclusion, Do-Something List	Critical book review paper
May 4	Evangelism, missions, ethnic ministry	Sheffield, Chapters 3-10	
May 11	Intercultural communication, conflict resolution	Sheffield, Chapters 11-13	Research paper
May 18	No class		Take Home Exam

EVALUATION & ASSIGNMENTS

1. Class participation. The student will demonstrate thoughtful reading of the material for each class and contribute to discussions in class. 10% of the final grade.
2. Take part in a cultural experience you have not done before and reflect on it. This can be to eat at a restaurant having a different cuisine, visit an ethnic church, shop at an ethnic store, etc. Write a 4 double-spaced paper that recounts your experience and reflects on what you see aligns with Scripture and what does not. Due April 20. 15% of final grade.
3. Write a 6 page double-spaced critical book review of *Multicultural Ministry*. Describe the basic framework of the book. Point out main areas that you agree and disagree with the author. Especially develop what areas should be included or excluded if this book were written for the Canadian context. Due on Apr. 27. It is worth 20% of the final grade.
4. Research paper. Research and project the steps necessary to facilitate your church to be more multicultural. Include history, demographics of church and community, denominational affiliation, interviews with key leaders and material from the textbooks and other resources. An alternative paper is to research a major ethnic/cultural group different than your own. An example would be Syrian refugees in Toronto. You are to research the historical background,

immigration patterns to Canada, cultural distinctives, churches that have outreach to them, and propose a strategy for ministry. Let the instructor know your topic in the second class. Begin this paper early. This 10 double-spaced page paper must have a bibliography that includes material on the subject. Grading is based on your understanding of the area, depth of research, clarity of writing, creativity, and practical application. Due on May 11. 30% of the final grade.

5. Take home final exam over the readings and material presented and discussed in class. This will be open book. Students are not to consult with other people in preparation for this final exam. 25% of the final grade. This is to be typed in Word format, 12' font and emailed to the instructor by 10 p.m. on May 18. For those graduating in May, I must receive this by/on May 13.

Assignments & Evaluation Summary	Due Date	Percentage of Final Grade
Class Participation	Each class	10 %
Cultural Experience Paper	April 20	15 %
Critical Book Review	April 27	20 %
Research Paper	May 11	30 %
Take Home Final Exam	May 18, 10 p.m.	25 %
		100 %

COURSE & INSTRUCTOR POLICIES

ATTENDANCE

Students in modular courses must follow the Attendance Policy outlined in the *Student Guide for Modular Programs* which is available online at www.tyndale.ca/dcp/student-resources. All other policies listed in the Academic Calendar (www.tyndale.ca/registrar/calendar) apply.

COMMUNICATION & COURSE WEBPAGE

Email

Students must use their myTyndale email accounts for all course-related email correspondence. The instructor will respond to student emails within 24 hours. If the instructor does not confirm receipt of email or submission of assignment, resend it.

Classes.Tyndale.ca (Moodle)

Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. **Readings may be posted on the course page at classes.tyndale.ca.**

Students are also required to respect the university's copyright policy and not post works that infringe copyright on the course webpage. For more information on the "Fair Dealing Policy", see <http://libguides.tyndale.ca/fair>.

Commuter Hotline

Class cancellations due to inclement weather or illness will be announced/posted on the commuter hotline at 416-226-6620 ext. 2187.

COURSEWORK

Submitting Assignments & Late Policy

Students in modular courses must follow the Late Assignment Policy outlined in the *Student Guide for Modular Programs* which is available online at www.tyndale.ca/dcp/student-resources. All other policies listed in the Academic Calendar (www.tyndale.ca/registrar/calendar) apply.

Assignments

Major assignments will be specified at the beginning of a semester in the course syllabus, so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, instructors shall:

1. Comment in writing on the deficient parts of the essay or other written assignment;
2. Recommend that the student get help from the Writing Centre; and
3. Lower the grade in proportion to the seriousness of the deficiency.

Research papers for University College courses should conform to the style requested by the professor.

Our course will use Chicago format with the footnotes at the bottom of the pages.

A summary of the three standard forms is found on the Writing Centre webpage: www.tyndale.ca/writingcentre.

Students are required to keep backup copies of all assignments submitted.

Electronic Submission

1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.
2. Any student may be requested to submit papers in electronic form to facilitate the professor's routine checks for academic fraud.
3. **The instructor will confirm papers received by email within 24 hours. If a receipt is not received, resend it again.**

Late Assignments

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter; e.g., "A" to "A-," "B+" to "B." Saturdays, Sundays and holidays are excluded from the reckoning.

2. The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.
3. Excessively late assignments may receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit, and this will be communicated to the students at the beginning of the course.

Extensions on Assignments

The procedure for requesting extensions is outlined in the [Student Guide for Modular Programs](#), which is available online at www.tyndale.ca/dcp/student-resources.

CLASSROOM CONDUCT

Professionalism

- **Late Policy:** Students are expected to arrive on time for classes and to maintain an appropriately professional attitude once there. Students who habitually disturb the class by arriving late, talking out of turn, etc., may expect to have their grade in the course reduced.
- **Classroom Etiquette:** Students are required to dress appropriately and otherwise to behave with respect toward their peers and their instructor. Electronic devices, if permitted, must be silenced during all lectures and must not be used for any purpose not directly related to the coursework at hand, so as not to distract from the important work of teaching and learning. Students not observing classroom etiquette will be asked to leave class and will be counted absent.

Laptops/Electronics

Electronics Policy:

Students may use laptops or tables to take notes in class. These devices should not be used for other purposes. Phones should be silenced during class.

Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be excepted from such prohibitions.

Recording of Classes

1. Students must request permission from the professor of the particular class that they would like to record.
2. Where permission is granted, students are expected to supply their own equipment.
3. If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student to obtain the professor's permission, find another student to record the lecture and to supply that student with the recording device.

TYNDALE POLICIES & RESOURCES FOR STUDENTS

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information (including false references to secondary sources) in an assignment, improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Students are advised to consult the Academic Calendar <http://www.tyndale.ca/registrar/calendar> for more information on this policy and its application to their work in this course.

The Centre for Academic Excellence

The Centre for Academic Excellence has been established to help students achieve their potential as learners. Staffed by a team of skilled and approachable student assistants, The Centre for Academic Excellence offers two kinds of support: Academic Tutoring (for Tyndale Undergraduate students [excluding B.Ed.] in multiple areas of study) and Writing Consultation (for all students of Tyndale University College & Seminary).

Students at all levels of ability can profit from the Centre's free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre. Those students who are interested in joining the team of academic tutors and writing consultants may contact the Academic Excellence Director for further details. To learn more about these services or to book an appointment, read below, drop by and speak to the staff, or visit: www.tyndale.ca/academic-excellence.

Academic Tutoring

Friendly, knowledgeable tutors are available to help University College students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:

- Mastering course material
- Sharpening note-taking and research skills
- Refining study and test-taking skills

From time to time, tutors will also host group study sessions for selected courses. For further details, contact: academictutoring@tyndale.ca.

Writing Consultation

Through a combination of one-on-one consultations, workshops and resources, the Centre for Academic Excellence offers a comprehensive program of writing support to Tyndale students regardless of skill level or area of study. A skilled and approachable team can assist at any stage of the writing process, including the following:

- Starting an assignment
- Organizing and outlining ideas
- Learning to edit
- Refreshing grammar skills
- Documenting sources

- Refining style

Students may also bring essays that have been graded, and they will receive detailed suggestions for improvement. Professors may recommend that a student seek a writing consultant for assistance, and students are strongly encouraged to follow their recommendations. The Academic Standards Committee may also require a student to go to the Centre for assistance and support.

Students can schedule writing consultations, learn about drop-in visits and workshops, and access tip sheets in person or online. For further details, contact: writing@tyndale.ca.

Accessibility Services

Tyndale University College & Seminary is committed to creating an environment where students with disabilities are able to fully participate and integrate into the academic setting. Through accommodation and learning supports, Tyndale strives to allow each student to reach his or her academic potential.

Disabilities can be permanent, temporary, and/or episodic in nature and may include learning disabilities, sensory impairments, acquired brain injuries, attention-deficit disorders, mental health disabilities, medical, and mobility issues.

Students living with a disability are encouraged by the Accessibility Services Office to schedule a confidential registration appointment. The Accessibility Specialist will meet with each student, review documentation and collaboratively discuss and/or implement appropriate academic accommodations. To ensure that an accommodation plan is active when classes begin, this appointment must be arranged as soon as possible, preferably prior to the start of the semester.

Documentation is required and assessment must be conducted by a trained professional to diagnose the condition. For more information regarding documentation requirements, please contact the Accessibility Services Office.

Tyndale Grading System & Scale

Grades which count in the Grade Point Average (GPA):			
<i>Letter Grade</i>	<i>Numerical Value</i>	<i>Grade Points</i>	<i>Definition</i>
A+	90-100	4.0	Excellent, Good These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	
B	73-76	3.0	
B-	70-72	2.7	
C+	67-69	2.3	Satisfactory This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.
C	63-66	2.0	
C-	60-62	1.7	

D+	57-59	1.3	Poor
D	53-56	1.0	This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Performance at this level is considered inadequate for graduation.
D-	50-52	0.7	
F	0-49	0.0	Failing Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.

Course Bibliography

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- Kim, Eunjoo Mary. *Preaching in an Age of Globalization*. Nashville: Westminster John Knox Press, 2010.
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