



Introduction to World Christianity Online MS 711Z

Instructor: Eriberto (Eddie) Soto, D.D.
E-mail: eribertosoto@yahoo.com
Telephone: (843) 709.8095 Cellular
Fax: (843) 766.2804*
Address: 3313 Hearthside Drive
Charleston, S. C. 29414-7522

* If you send a fax, please inform me that you have done so. You are welcome to e-mail papers to me in Word format or mail them to my home address. There are times when the student may be directed to upload the assignment to the online classroom. Notifications will be made as needed. A copy of all work submitted must be kept by the student.

OFFICE HOURS

I prefer to be reached after 6:00 PM in the evenings.

Welcome to the course, **Introduction to World Christianity**. Although I can't give you a personal welcome, as I might do in my on-campus course, I do want to welcome you warmly to this learning experience. I want this course to be a significant and vital part of your seminary education. You are one of many students taking advantage of the alternative delivery of high quality theological education through the Virtual Campus. I am available when you need me because we aren't limited by office hours or distance. You can also access course materials and other pertinent information through the web site located on the seminary web page. I look forward to getting to know you better as we progress through the course materials. Anytime you experience difficulty or have a question about course content or course requirements, please use one of the communication means identified above to reach me.

Dr. Eddie Soto

Course Description

This course considers God's love for the world as revealed in Jesus Christ. Students examine what it means to be world Christians—sharing God's concern for the world, being aware of Christians and Christianity in other regions, and helping to fulfill the Great Commission.



Course Purpose

The purpose of this course is to help instill and enhance a vision for world Christianity and to give students the tools needed to reflect on their own roles within God's global purposes.

Course Objectives

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, one goal is that graduates be prepared to **view their ministries in light of the Church's mission to worship, follow, bear witness to, and serve Jesus Christ**. This course concentrates on the global dimensions of the Church's mission.

It is the teacher's intention that by the end of the term, students will:

1. **Understand** and **appreciate** the depth and breadth of God's concern for the entire world.
2. Be **motivated** to be aware of and involved in what God is doing around the world.
3. **Grasp** what it means to be a world Christian and to nurture other world Christians.

Course Materials

Students are expected to secure their own copies of all required textbooks. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore. The seminary also has a bookstore portal on its website at <http://www.erskineseminary.org/bookstore.html>. Here you will find links to familiar vendors and can check availability of texts, compare prices, and place orders. While students may order their books from any source, orders placed with the vendors listed, **through the seminary's web site**, earn a small rebate, a percentage of which goes to benefit the Seminary's Student Body Association.

Required Texts

Moreau, Corwin, and McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. Grand Rapids, Mich.: Baker, 2004. (ISBN 0801026482)

Duane Elmer's "Cross-Cultural Servanthood: Serving the World in Christlike Humility." (Downers Grove, Ill.: Intervarsity, 2006.)

Johnstone, Patrick and Jason Mandryk. *Operation World: 21st Century Edition*. 6th Edition. Waynesboro, Ga.: Paternoster, 2001. (ISBN 1850783578)



Course FAQs

1. All assignments must be submitted via e-mail attachment.
2. Please use Microsoft Word when submitting assignments electronically.
3. All assignments should be clearly marked on the e-mail subject line with the student's last name and assignment number.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning Moodle tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High-speed access to the Internet

Course Components

The purpose and objectives of this course will be achieved through four learning components:

1. **Lecture Component:** Mastery of course content will be accomplished through the student's active listening and reaction to e-lectures. This will help facilitate the student's own mastery of Biblical, historical, and cultural material which is necessary for an understanding of God's worldwide purposes. This will be accomplished through class lectures and secondary-source reading. This component addresses objectives 1 and 3 above.
2. **Prayer Component:** Each student will be encouraged to develop regular habits of prayer for the world, and prayer for the world will be a part of each class session. This component addresses objective 1 above.
3. **Collaborative Component:** The student will collaborate in building online community. Each student is expected to actively participate in collaborative online activities, as determined by the course professor. Your

participation should be done weekly and spread out over the length of the semester, not crowded into the final weeks of the course.

4. **Reflective Component:** Each student will engage in outside reading and reflection and will complete four (4) significant reflective projects. The details of this component are given below, and it addresses objectives 1, 2, and 3 above

Grading Criteria

Students always need to know what the professor expects of them in any course. This is especially true in distance learning courses.

The following grading scale, from the Seminary catalog, is used to assign a numeric value to each lesson submitted. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale:

The following grading criteria will be used to evaluate your course submissions:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.



A	95-100	A-	93-94	B-	86-87
B+	91-92	B	88-90	C-	78-79
C+	84-85	C	80-83	D-	70-71
D+	76-77	D	72-75		
F	0-69				

Course Outline

- Week 1 The Case for World Christianity in Scripture: Old Testament
Read Moreau Chapters 1-2
- Week 2 The Case for World Christianity in Scripture: New Testament
Read Moreau Chapters 3-5
- Week 3 The Case for World Christianity in History, Part 1
Read Moreau Chapters 6-7
- Week 4 The Case for World Christianity in History, Part 2
Read Moreau Chapter 8
Reading Response 1 Due
- Week 5 The Case for World Christianity in my Life
Read Moreau Chapters 9-11
- Week 6 The Case for World Christianity in the Lives of Those around
Me
Read Moreau Chapters 12-13
- Week 7 The Case for World Christianity in Culture, Part 1
Read Moreau Chapters 14-15
- Week 8 The Case for World Christianity in Culture, Part 2
Read Moreau Chapter 16
Reading Response 2 Due
- Week 9 The Case for World Christianity in Culture, Part 3
Read Moreau Chapter 17
- Week 10 The Case for World Christianity in Culture, Part 4
Read Moreau Chapter 18
- Week 11 The Case for World Christianity in the Future
Read Moreau Chapter 19
- Week 12 Student Papers Finalized
- Week 13 Student Papers due (If needed)

Courses taken through Erskine’s Virtual Campus are self-directed and self-paced within the parameters of the semester in which you enroll for the course. The time constraints of this course are self-imposed to a large degree. However, keep in mind that if you are working toward degree completion you may be bound by a time frame imposed by Seminary policy. Consult your catalog for specific time frames in your degree program. Some variation in time required to complete an assignment is to be expected due to a variety of factors, not the least of which is your own self-discipline.

Course Outline

The following module system is a syllabus management system that will help guide you in the completion of course assignments.

MODULE #1

All work for the first module should be completed four weeks from the semester start date. See assignments below.

Week	Lecture Component	Assignments Due
1	Lecture 1 Lecture 2	<ul style="list-style-type: none"> • Read Moreau Chapters 1-2 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 1
2	Lecture 3 Lecture 4	<ul style="list-style-type: none"> • Read Moreau Chapters 3-5 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 1
3	Lecture 5 Lecture 6	<ul style="list-style-type: none"> • Read Moreau Chapters 6-7 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 1
4	Lecture 7 Lecture 8	<ul style="list-style-type: none"> • Read Moreau Chapter 8 • Moreau journal posting • Online prayer journal posting • Reading Response 1 due

MODULE #2

All work for the first module should be completed eight weeks from the semester start date. See assignments below.

Week	Lecture Component	Assignments Due
------	-------------------	-----------------



5	Lecture 9 Lecture 10	<ul style="list-style-type: none"> • Read Moreau Chapter 9-11 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 2
6	Lecture 11 Lecture 12	<ul style="list-style-type: none"> • Read Moreau Chapters 12-13 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 2
7	Lecture 13 Lecture 14	<ul style="list-style-type: none"> • Read Moreau Chapters 14-15 • Moreau journal posting • Online prayer journal posting • Work on Reading Response 2
8	Lecture 15 Lecture 16	<ul style="list-style-type: none"> • Read Moreau Chapters 16 • Moreau journal posting • Online prayer journal posting • Reading Response 2 due

MODULE #3

All work for the third module should be completed thirteen weeks from the semester start date. See assignments below.

Week	Lecture Component	Assignments Due
9	Lecture 17 Lecture 18	<ul style="list-style-type: none"> • Read Moreau Chapter 17 • Moreau journal posting • Online prayer journal posting • Work on final Paper
10	Lecture 19 Lecture 20	<ul style="list-style-type: none"> • Read Moreau Chapter 18 • Moreau journal posting • Online prayer journal posting • Work on Paper
11	Lecture 21 Lecture 22 Lecture 23	<ul style="list-style-type: none"> • Read Moreau Chapters 19 • Moreau journal posting • Online prayer journal posting • Work on Paper
12	Lecture 24 Lecture 25 Lecture 26	<ul style="list-style-type: none"> • Online prayer journal posting • Work on Paper
13		<ul style="list-style-type: none"> • Final Paper Due



Course Assignments

Assignment One – Lecture/Reading Component

- Master the content of course concepts by actively watching all e-lectures.
- Maintain Journal/Reading Log (25 points)

Each student will read the assigned chapters in the Moreau textbook (see schedule above). As the student reads, he or she will maintain a **weekly online** journal throughout the course of the semester in which he or she records significant insights, questions, or challenges relating to his or her readings of Moreau. Postings must be made by 10:00 pm EST Saturday evening of each week. The journal must include, but does not necessarily have to be limited to, the following:

- Insights and reactions to assigned readings as each assignment is read
- Questions that are prompted by one's readings
- New concepts that may develop

Assignment Two – Prayer Component

- Maintain Online Prayer Journal (25 points)

Each student will complete the **daily** readings in *Operation World*. As the student reads, he or she will post a weekly prayer journal throughout the course of the semester in which he or she records significant insights, questions, or challenges relating to his or her personal exploration of God's call to be a "World Christian." Postings must be made by 10:00 pm EST Saturday evening of each week. The journal must include, but does not necessarily have to be limited to, the following:

- Insights and reactions to assigned readings as each assignment is read
- Interactions with the Case Studies, Sidebars and Quotes sections
- Indications that the student is utilizing *Operation World* on a consistent, regular basis
- Insights to personal growth and awareness of the student's role in carrying out the Great Commission

Students are *encouraged* (not required) to interact weekly with the **Prayer Bench (this is not course specific)**, found in the online classroom. Each student will be encouraged to develop regular habits of prayer for the world. Requirements for this assignment are to participate in one or more of the following:

- Post a prayer
- Post a prayer request
- Post an answer to prayer
- Post a quote, reading, or excerpt about global prayer
- Respond to another student's posting



Assignment Three – Reflective Component (2 parts)

Part 1

- **Reading Responses (10 points each)**

Each student will complete **two** reading responses of 5-7 pages each. The first of these will be on Elmer's *Cross-cultural Servanthood* and will be due on **Friday of the fourth week** from the semester start date. The second will be on one of the books in the following list and will be due on **Friday of the eighth week** from the semester start date. Guidelines for the reading responses are given below. (Since all references in the responses will be to the book being reviewed, students may simply indicate the page numbers of their citations in parentheses. Footnotes are not necessary.)

Books from which the student may choose for the second response:

- Adeney, Bernard. *Strange Virtues: Ethics in a Multicultural World*, 1995.
- Anderson, Allan. *African Reformation: African Initiated Christianity in the 20th Century*, 2001.
- Belliveau, Jeannette. *An Amateur's Guide to the Planet*, 1996.
- Escobar, Samuel. *The New Global Mission: The Gospel from Everywhere to Everyone*, 2003
- Clendenin, Daniel. *Many Gods, Many Lords: Christianity Encounters World Religions*, 1996.
- Marshall, Paul. *Their Blood Cries Out: The Untold Story of Persecution of Christians in the Modern World*, 1997.
- Sider, Ronald. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*, 2005.

Guidelines for preparation of reading responses:

Summarize the major points about Christian missions/world awareness that the author emphasizes.

- Assess the author's major points: Are they Biblical? Are they helpful for Christian life?
- Do they challenge believers today? Can they motivate your church? Etc.
- Explain how your faith and service are stretched or encouraged through this book.

Criteria for grading reading responses:

Accuracy in presenting summaries of the book's argument in no more than two pages

- Understanding of spiritual and theological concepts
- Serious engagement with the issues raised in the book in the bulk of the report
- Depth and creativity in responding to the book
- Attention to the personal lessons one can learn from the book
- Appropriate use of the English language



Part 2

- **Final Paper (30 points)**

Each student will submit a 10-15 page presentation on the topic of God's concern for the world. In this paper, the student will focus on a group of Christian believers outside of his or her own culture. As much as possible, the student will address the following:

- History of Christian belief among that group (When was Christianity introduced and by whom? What have been some of the group's major obstacles and successes? What impact are they having on other people in their area?)

- Help and assistance received by that group from believers of other cultures (Identify significant missionaries and agencies, and/or denominations that have invested in the group.)

- Current status and recognizable needs (How healthy is the spiritual life of the group? Are there specific needs felt by the group?)

- Suggestions for ministry to the group (What are some ways in which the student and his or her ministry may be expanded to help the group? What should be done by the universal Church to care for this group?)

Relevant Institutional and Class Policies

http://seminary.erskine.edu/content_policies/SeminaryPoliciesforETSSStudents.pdf