Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

This course explores foundational ministry issues from a Christian, socio-cultural perspective. It seeks to equip spiritually whole and practically skilled ministers of the Gospel who are prepared to build up the Church in a rapidly changing world. The study provides opportunities for students to cultivate theory and practice of ministry in the multicultural American society, as well as the Church around the world.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.
Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student’s instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

- Official course clock (EST, CDT, etc.) http://www.time.gov/

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

- REQUIRED TEXTS & RESOURCES


NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can be found at www.pointuniversityshop.com.

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance

Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

After taking MINI 207, students will be able to:

1. Describe ministry models/themes from each of the primary contributors to the New Testament.
3. Identify biblical and practical issues for the tasks which are typically done by ministers (such as funerals, weddings, etc.)
4. Develop a ministry plan which addresses a specific socio-cultural need in a located ministry.

Course Schedule

COURSE SCHEDULE
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

http://point.edu/course-schedules/

**COURSE REQUIREMENTS** - Students will be required to:

1. **Read the textbooks.** Students are required to read the course textbook in its entirety.

2. **New Testament Author Ministry Analyses.** Students will be required to write a 250 word summary analysis for each of these New Testament contributors: Matthew, Mark, Luke (Luke and Acts), John, Paul (2), Peter, James, and the writers of Hebrews and Revelation. Each of these summary analyses must highlight ministry models, themes, or issues addressed by that writer. (measures first outcome)

3. **Discussion Forums.** Complete seven discussion forums. These forums will require the student to develop a biblical understanding of key ministry practices in the local congregation. Try to help each other in this pursuit. Also use the ministry manual as a resource. For each forum students will post one original post and at least one response to another student. 100 words per post. (measures outcome 2)

4. **Three Essays.** All essay papers should be submitted in MLA format, 1" margins, double-spaced (see the MLA formatting and style guide at: http://owl.english.purdue.edu/owl/section/2/10/).
   - **a. PAPER 1 (Due on Sunday of Week 2):** Write a paper on “MY VISIT WITH AN ELDERLY PERSON” - Length: 3-4 page paper.
     - **i. First:** Conduct an interview of a senior-citizen in a nursing home, a hospital, or an assisted living facility. This interview should be about a half-hour and should attempt to discover the person’s reflections on his/her life. The purpose of this assignment is to experience engaging a particular people group to understand the lifestyle, culture, values, customs, and worldview of that group. Approach the interview with care and sensitivity. The questions to be asked in the interview and reported in your essay are:
       1. What is your greatest joy in life? To what would you attribute such joy?
       2. What is your greatest disappointment in life? To what would you attribute such disappointment?
       3. If you had an opportunity to live life over again, what are the three things that you would like to do over again?
       4. How would you characterize your relationship with God and Jesus Christ? What are some factors that contribute to such a point of view?
       5. How would you characterize your relationship with the church? What are some factors that contribute to such a point of view?
       6. How would you characterize your relationship with your family? What are some factors that would cause you to draw such conclusions?
       7. How can I pray for you today? Do you have any concerns I need to focus on?
     - **ii. In your paper, give your response to the interview.** State the ideas you like or dislike and give an explicit expression of what you would do in your church or ministry because of this interview. Be open to share what you discovered and discuss your experiences in class. (measures outcome 2)
   - **b. PAPER 2: “Research on the Elderly in Nursing Homes” (Due on Sunday of Week 4):** Write a three-four page research paper on the elderly in nursing homes and shut-ins in the United States. The purpose of this research paper is to help the Christian minister understand the situation, mindset, worldview, and receptiveness to the Gospel of the elderly. This paper is due at the beginning of session three. It will be written in MLA format with parenthetical, in-text citations, and provide a “works cited” page with references in correct MLA format. The student will explore relevant books, journals, magazines and ministry resources to
discover socio-cultural information concerning the elderly. You must use at least THREE scholarly sources, of which only one can be an internet source. This paper will fulfill step two of the model of practical ministry. The paper should answer these questions:

i. What is the population and percentage of the elderly in the U.S. that are in nursing homes or shut-ins?
ii. Describe the generational characteristics of the elderly.
iii. What were some of the major historical events that occurred during their lifetime and how does that affect their attitude toward life?
iv. What are their values, traditions, and customs?
v. What are their contributions to society in the U.S.?
vi. Statistically, what is their financial situation?
vii. What is their spiritual condition?
viii. How does this information impact how the local church feasibly minister to the elderly in nursing homes and shut-ins?
ix. (measures outcome 2)

c. PAPER 3: “Theological Study of Ministry to the Elderly” (Due on Sunday of Week 6): Write a 3-4 page theological paper about ministry to the elderly that will be drawn directly from Scripture. This paper is due at the beginning of Session 4. In other words, I want you to explore Scripture, commentaries, biblical dictionaries, encyclopedias, and theological journals and present a biblical rationale for ministry to the elderly. You must use at least THREE scholarly sources, of which only one can be an internet source. NOTE: The Bible is not listed in your “works-cited.” It is assumed you will use scripture. This fulfills step 3 of the model of socio-cultural ministry. Your paper should include:

i. What does God say about the elderly?
ii. How were the elderly viewed in the biblical community of believers?
iii. What should the believer’s attitude be toward the elderly?
iv. According to Scripture, how should the Church minister to the elderly?
v. (measures outcome 2)

d. Group Project. Participate in a Project Team. Each team will work together to research, develop, and deliver a 10-15 minute class presentation during class on Week 7 on ministry to the elderly. Each member of the team will participate in such research, development, and delivery. Your project presentation will be grading on: organization, content, creativity, visual aids, delivery, and peer evaluations. The presentation theme:

i. Present a plan to minister to the elderly that are in nursing homes and shut-ins.

1. Your project team will present a detailed plan to minister to the elderly using the research that you have collected in your three essays. Students will need to share their research with one another throughout the class. The presentation will contain integrated information from each of the essays. It will present a credible, realistic and workable plan to provide on-going ministry to the elderly in their context. It will be contextually appropriate. This is not preparation for a single event, but an ongoing ministry plan which articulates a process of events that moves people to greater levels of commitment to Christ. In other words, you need to provide a map or diagram of your ministry. This should be a 10-15 minute presentation in which you will be presenting to the Senior Pastor (the teacher), how you will minister. The presentation will attempt to convince the Senior Pastor that:

a. There is a significant problem
b. There is a solution
c. We are part of the solution
d. This plan is the biblical solution to the problem as the body of Christ
ii. The teacher will provide feedback during and after the presentation. Students in the group must be prepared to respond to constructive criticism and demonstrate integration of it into their ministry plan.

iii. (measures outcome 2 and 4)

Grading Policies

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>NT Ministry Analyses</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>3 Essay Papers</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.

Course Expectations

EXPECTATIONS
**Etiquette & Netiquette**

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

**Turnitin Requirement**

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

**POLICIES**

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

**Suggested Resources for Further Study**

**SUGGESTED RESOURCES FOR FURTHER STUDY**

Insert suggested resources for further study here. This should be an APA formatted reference list.

**Copyright Statement**

**Copyright and Further Dissemination**

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.