

## **Associated Canadian Theological Schools**

CCM 595 Special Topic: Lausanne Congress

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Fall - 2010

3 credit hours

No Prerequisites (if any)

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**Class Dates & Times:**

Friday Nov. 12, 6:00 – 9:00pm

Saturday Nov. 13, 9:00 – 5:00 p.m.

Online components ends: Dec. 31, 2010

### **I. Course Description**

This is a hybrid (blended) course based on the content of the Third Lausanne Congress on World Evangelization held in Cape Town, South Africa, October 17-24, 2010 (CT2010). By means of an initial 1 ½ half day workshop (Friday, Nov. 12 6:00-9:00 p.m., and Saturday, Nov. 13, 9:00 – 5:00 p.m. ), and the online course component participants will be exposed to the global dialogue regarding the present challenges and interests of those involved in the task of world evangelization. There will be three main emphases with two topics each. These are:

The Whole Gospel: a) Truth and Uniqueness of Jesus Christ, and b) Theology of Reconciliation

The Whole World: a) Good News for a Broken World, and b) The Unfinished Task

The Whole Church: a) A Call for a 21st Century Reformation of the Church, and b) Unity of the Church.

As a registered CT2010 Globalink site, both the workshop and the online components of this course will make extensive use of the full range of Lausanne media resources.

### **II. Objectives**

After concluding this hybrid course the participant will have:

- 1) Understood the historical and missiological context of the Third Lausanne Congress demonstrating familiarity with its trajectory into the present Western Canadian context;
- 2) Demonstrated a strong familiarity with the significant documents derived from the previous Lausanne congresses including the Theological Working Group statements on One Gospel, One Church, One World;

- 3) Discussed with biblical, theological and missiological discernment through the means of online forum interaction the six primary themes of the CT2010 Congress demonstrating an understanding of the “hot button” issues in contemporary evangelical world evangelical movement;
- 4) Written six spiritual reflections based on personal meditations inspired by the 6 CT2010 morning expositional devotions from the book of Ephesians and posted these on a (public) personal blog-site specified during the introduction of this course;
- 5) Analyzed the CT2010 Primary document (at least in draft form) and reflected on its impact on world evangelization and its significance to the Canadian (or other) missiological and church environment;
- 6) Researched either a plenary topic or a multiplex topic and demonstrated a specialized understanding and critical analysis of this topic by means of a written research paper.

### **III. Course Textbooks**

David J. Hesselgrave, *Paradigms in Conflict: 10 Key Questions in Christian Missions Today*. Grand Rapids: Kregel, 2005. ISBN: 0-8254-2770-3. (348 pages)

### **IV. Course Assignments**

**A. Reading.** Participants will read up to 1000 pages. The demonstration of completion for this assignment will be made evident through the student’s contributions in the forums during the online portion of the course.

**Grade Percentage:** 10%

**B. CT2010 Primary Document Analysis and Reflection.** Write an analysis of the CT2010 Primary Document (First draft edition by Christopher Wright) and reflect on its potential impact on both world evangelization and the Canadian context. Please pay attention to areas of significant debate as you reflect on the Canadian context.

**Assignment title:** This assignment will use the following title: *A Critical and Reflective Analysis of the [Insert the final title of the Primary Document] from the Third Lausanne Congress on World Evangelization.*

**Length:** 800 Words;

**Due date:** December 11, 2010

**Grade Percentage:** 20%

- C. Six Devotional Reflections on Expositions from the Book of Ephesians.** Download and review each of the six morning devotions based on exposition from the book of Ephesians and after personal meditation write a blog highlighting your spiritual reflections. This blog will be posted to a publicly accessible. If the participant does not have his/her own blog site, one will need to be set up. This blog will be publicly accessible.

**Length:** Each blog entry should be between 300 to 500 words.

**Due date:** Postings will be in chronological order from Ephesians 1 through 6. See schedule below.

Passage & Speaker(s)	Congress Dates	Blog Due Date
Ephesians 1 – Ajith Fernando	Monday, Oct. 18	Nov. 21
Ephesians 2 – Ruth Padilla DeBorst	Tuesday, Oct. 19	Nov. 28
Ephesians 3 – John Piper	Wednesday, Oct. 20	Dec. 5
Ephesians 4:1-16 – Vaughan Roberts	Friday, Oct. 22	Dec. 12
Ephesians 4:17-6:9 – Calisto Odede	Saturday, Oct. 23	Dec. 19
Ephesians 6:10-24 – Ramez & Rebecca Atallah	Sunday, Oct. 24	Dec. 31

**Grade Percentage:** 15%

- D. Forum Participation.** Each topic will be extended over two weeks. Readings and multimedia presentations (or links) will be posted for each topic before the start of the first week. During the first week, participants can read, view and reflect on the resources provided, and begin to interact in the forums. The second week is intended to be strongly interactive. As such, participants are expected to visit the forum multiple times during the week. Participation will be measured by responses to posted questions as well as ongoing discussions and interactions with each other's responses. Everyone is free to return to discussions at any time during the length of the course. Worthwhile contributions that continue to feed a thread even after the week's discussion is over will still be valued and will be considered during grade evaluation. However, a weak forum presence as evidenced by infrequent (or late) postings, poor quality or postings that are off-topic will lower forum participation grade percentage. References to required readings and other resources will be expected.

**Grade Percentage:** 25%

- E. Research and Reflective Paper:** Research a multiplex topic (CT2010 Program Afternoon sessions) and write a research/reflective paper. Present a summary proposal by Nov. 27 to ensure you are on track (one written paragraph indicating the topic and stating why it is of personal interest). As a research paper, your work will provide a succinct analytical summary demonstrating an understanding of the issue/topic. The final section will become

more personal and will demonstrate the participant has reflected on the relevance of this issue/topic and how it impacts the context where he/she serves or will be serving. In the absence of a applicable multiplex topic, the student may inquire about writing the research and reflective paper on one of the six main themes.

**Length:** 2,000 words

**Summary proposal due:** Nov 27.

**Due date:** Dec. 31, 2010

**Grade Percentage:** 30%

### Assignment overview:

Assignment Overview	Time hrs	Percentage	Due Dates
Workshop Attendance	11	0%	
Assignments	0		
A. Readings & viewings	15	10%	
B. Primary CT2010 document analysis and reflection	10	20%	Dec 11
C. Six devotional reflections blog	14	15%	See schedule above
D. Online forum participation	30	25%	As per bi-weekly schedule
E. Research and reflection paper	40	30%	Dec. 31
Total	120 hrs	100.00%	100.00%

### Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

## V. Miscellaneous Notes/Policies

## VI. Course Outline

### Workshop (Nov. 12 – 13)

### Online Content (Nov. 14 – Dec. 31)

#### The Whole Gospel:

- a) Truth and Uniqueness of Jesus Christ, (Week 1– Nov. 14 – 20)
- b) Theology of Reconciliation, (Week 2– Nov. 21 – 27)

#### The Whole World:

- a) Good News for a Broken World, (Week 3– Nov. 28 – Dec. 4)
- b) The Unfinished Task, (Week 5– Dec. 5 – 11)

#### The Whole Church:

- a) A Call for a 21st Century Reformation of the Church, (Week 6 – Dec. 12 – 18)
- b) Unity of the Church., (Week 6 – Dec. 19 – 26)

## VII. References and Samples of Additional Readings

Note: During the online portion of the course, articles, links and resource will be posted on line for reading. These are required readings. The total amount of reading for the course will not exceed 1000 pages. The following is a sample of resources that will be made available, along with articles and resources that emerge from the CT2010 congress.

### Historical References:

*The Lausanne Covenant* (1974). <http://www.lausanne.org/covenant> (Accessed May 28, 2010).

*The Manila Manifesto* (1989). <http://www.lausanne.org/all-documents/manila-manifesto.html> (Accessed May 28, 2010).

Stott, John. *LOP 3: The Lausanne Covenant: An Exposition and Commentary*.  
<http://www.lausanne.org/all-documents/lop-3.html> (accessed May 28, 2010).

### Theological References:

- Wright, Chris. 'According to the Scriptures' *The Whole Gospel in Biblical Revelation*. Evangelical Review of Theology, Jan2009, Vol. 33 Issue 1, p4-18, 15p; (AN 39556388) (Available through the EBSCO host. Follow the links via <http://www.twu.ca/library/> ).
- Wright, Chris. *Editorial: 'The Whole Gospel' - Lausanne reflects on its own vision*. Evangelical Review of Theology, Jan2009, Vol. 33 Issue 1, p3-3, 1p; (AN 39556387) (Available through the EBSCO host. Follow the links via <http://www.twu.ca/library/> ).
- Stott, John. *For the Lord we Love: Your study guide to The Lausanne Covenant*. The Didasko Files series [http://www.lausanne.org/documents/didasko/Didasko\\_FTLWL.pdf](http://www.lausanne.org/documents/didasko/Didasko_FTLWL.pdf) .
- Escobar, Samuel. *Unity and Partnership in the Global - A Response to Christopher J. H. Wright's "Whole Gospel, Whole Church, Whole World"* <http://www.lausanne.org/global-conversation/unity-and-partnership-in-the-global-church.html> .
- Wright, Chris. *Whole Gospel, Whole Church, Whole World*. <http://www.lausanne.org/global-conversation/whole-gospel-whole-church-whole-world.html> .

### Lausanne "Issue" References:

- Globalization and The Gospel: Rethinking Mission In The Contemporary World*. Lausanne Occasional Paper No. 30 [http://www.lausanne.org/documents/2004forum/LOP30\\_IG1.pdf](http://www.lausanne.org/documents/2004forum/LOP30_IG1.pdf) .
- The Uniqueness Of Christ In A Postmodern World And The Challenge Of World Religions*. Lausanne Occasional Paper No. 31. [http://www.lausanne.org/documents/2004forum/LOP31\\_IG2.pdf](http://www.lausanne.org/documents/2004forum/LOP31_IG2.pdf) .
- Holistic Mission*. Occasional Paper No. 33. [http://www.lausanne.org/documents/2004forum/LOP33\\_IG4.pdf](http://www.lausanne.org/documents/2004forum/LOP33_IG4.pdf) .
- Reconciliation as The Mission Of God: Faithful Christian Witness in a World of Destructive Conflicts and Divisions*. Lausanne Occasional Paper No. 51. [http://www.lausanne.org/documents/2004forum/LOP51\\_IG22.pdf](http://www.lausanne.org/documents/2004forum/LOP51_IG22.pdf) .
- The Impact On Global Mission Of Religious Nationalism And 9/11 Realities*. Lausanne Occasional Paper No. 50 [http://www.lausanne.org/documents/2004forum/LOP50\\_IG21.pdf](http://www.lausanne.org/documents/2004forum/LOP50_IG21.pdf) .
- Partnership And Collaboration*. Lausanne Occasional Paper No. 38. [http://www.lausanne.org/documents/2004forum/LOP38\\_IG9.pdf](http://www.lausanne.org/documents/2004forum/LOP38_IG9.pdf) .
- Eshleman, Paul. "A Northstar for Evangelization Strategy": *Looking Toward Cape Town 2010*. Lausanne World Pulse September 2007. <http://www.lausanneworldpulse.com/research.php/806/09-2007> (Accessed May 28, 2010)

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.