

Appendix

Module 4 Guide to Inductive Bible Study (IBS) Assignments

<< *MODULE 4* >>

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Global Teams Inductive Bible Study Guidelines

INTRODUCTION AND OVERVIEW

GLOBAL TEAMS is a ministry whose mission is to catalyze movements among the unreached that reflect the character of Christ, transform people and cultures, and reproduce more movements among the unreached. They accomplish this by working together within the world-wide body of Christ to recruit and empower multi-cultural teams of pioneer, mobilization, and member care missionaries.

The Inductive Bible Study, CATALYST, used in the Global Civilization program Module 3B and first part of Module 4, is the first of a three-part training module for teams sent by Global Teams.

CATALYST is the Ministry Philosophy phase. The second phase is Ministry Plan Development. The third phase is Ministry Implementation.

The Global Civilization curriculum uses the first phase, condenses and adapts the second phase.

CATALYST 1: MINISTRY PHILOSOPHY PHASE (February 2006 Edition)

INTRODUCTION TO DEVELOPING A MINISTRY PHILOSOPHY

GLOBAL TEAMS is committed to seeing the heart of Christ in the skin of every culture. One implication of this for us is that we are focused on developing training that avoids the process of simply exporting a culturally conditioned model for missionary work. Instead, we want to train our missionaries in the process of basing all of their work deeply in the scriptures.

How do we do that? We use training that is based upon a foundation of a **STUDY OF THE BIBLE USING LARGE SECTIONS, EVEN WHOLE BOOKS RATHER THAN JUST ISOLATED PRESELECTED VERSES**. Several questions need to be answered as we begin.

1. WHY DO THIS?

THAT IS, WHY BASE THE TRAINING IN STUDY OF LARGE SECTIONS OF SCRIPTURE?

Perhaps the most important answer to that question is that this method returns scripture to its rightful place as the **PRIMARY** ministry training textbook. Ministers and missionaries turn to so many resources to learn about church planting, pastoral care, and leadership. Such resources are good and helpful. But the scriptures present us with an amazing array of leaders, church plants, pastoral case studies, and the ministry of Jesus Himself. We need to return to the fountain and drink deeply. So the first answer to our question is that this method puts scripture back in place as our primary source.

Next, this method approaches the text to hear what the **TEXT** says and not what our teacher says, or our bible study notes, or our own opinions and preferences. This method will lead us to surprises, challenges, and new insights.

Third, this method allows everyone on a team, no matter what their theological background or cultural background, to approach the training at the same level. We are not presenting complicated books or articles **ABOUT** the Bible written in difficult theological language (most often these are written in English). We are using the Bible, which can be studied in each team member's language in most cases.

Fourth, by studying **LARGE** sections (several chapters or whole books) we avoid "proof-texting" and we get a clearer picture of the whole flow of the text. That is, we are able to avoid the trap of picking verses that we know agree with us. When we read large sections of scripture we are able to open ourselves to allowing God to show us things we did not already think or know before we began.

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Finally, by using large sections of scripture, we can avoid the process by which a leader or teacher selects the smaller portions to be studied and thus subtly determines what the team's conclusions will be. This is less likely to happen if, over time, your team studies ALL of Luke and Acts or ALL of 1 and 2 Corinthians, and so on.

2. WHO SHOULD DO THIS?

When you are just beginning to work among an unreached people group, the answer to this is simple: you and your team!

However, as God blesses your work and a movement emerges, there will come a time when the transition will need to take place so that you are guiding emerging leaders from INSIDE the movement, INSIDE the culture, to address some of the questions and issues raised in these studies.

3. HOW TO DO THIS?

The simplest answer to that is that we read a whole book or sometimes books and as we do so we ask ourselves several "big" questions about missions and ministry. The Twelve Studies that follow are not designed to answer every question, or even to ASK every question that might interest us as we read. We are asking some very focused "big" questions about church planting, the nature of the church, how to develop leaders, etc.

Here are some suggestions for how to work through these with your team. These can also be helpful if you are working on this alone.

1. Stay focused on the TEXT and on your reflection questions. It is easy to get off track. Don't start flipping to other texts too soon. There is a place for comparing scripture with scripture, but first you want to have a good sense of what THIS text is trying to say.
2. Try to end with having your team or group summarize what they have learned AND summarizing how they will apply it. Ask people how this study will change how they live, think, pray, or minister.
3. We suggest doing the following studies as "manuscript studies". Using a CDROM version of a good translation, print out all of Luke and Acts or other book you are studying and put them in a folder or binder. Use these for your studies. The advantage is that you get a better feel for the books as a whole and you have a loose-leaf folder to start adding in notes and other resources easily.
4. The last point is simple. Get started and trust the process. Don't worry about guiding things to the "right" conclusion. Expect the Holy Spirit to arrive and to lead and to amaze you.

OVERVIEW OF THE 12 CATALYST STUDIES FOR THE MINISTRY PHILOSOPHY PHASE:

This material has been designed with the assumption that it is to be used with a GLOBAL TEAMS Coach. Therefore, while we have done our best to give guidelines for how to use the material, this is not exactly a detailed set of instructions. However, the key dynamic is to wrestle with the scriptures and let them speak.

In the first time through the material don't worry about getting a lot of detail in the APPLICATION sections. Think about them and look at them, but focus on the BIG PICTURE and DIGGING DEEPER sections the first time through.

Here is an overview of the content and focus of the remaining 8 Studies:

STUDY E: Looks at the relationship between the local and the “mobile” expressions of ministry in the movement. Historically these are often referred to as “church” and “mission”.

STUDY F: An in-depth look at the nature and life of the believing community (the church) in Ephesians.

STUDIES G, H, and I: These three studies look into the types of problems that emerged within the early movement and how Paul dealt with them. Specifically we will look at “pastoral care”, worship, and contextualization.

STUDY J: Looks at how leadership was selected, trained, and appointed.

STUDY K: A look at the nature of “partnership” within a movement.

STUDY L: Concludes the studies by summarizing what we are learning into a brief “philosophy of ministry” or statement of core values or principles for ministry based on our study.

Study E: THE MISSIONARY NATURE OF THE CHURCH

THE BIG PICTURE:

I. Skim Luke and Acts and note every mention of “nations” or of cross-cultural ministry, and then ask the “w’s” for the passages that seem especially important to your team. That is, what, when, where, who, and why did ministry move across cultural boundaries in Luke and Acts?

DIGGING DEEPER (*optional*):

I. Note especially the journeys of Paul in Acts 13-20. (For the beginning of the Antioch church, be sure to also look at Acts 11:19ff.). How are local churches in Acts involved in mission sending and multiplication, and vice-versa? Who sends whom and how? Who is “in charge” of this sending? How would you describe the relationship between “church” and “mission” in Acts?

II. In Acts 14: 21-28, Luke summarizes some of the key steps in the planting of a church. Try to describe what you see as the key functions of church planting and development in this section of Acts. What steps do you see? Make an outline.

APPLYING THE WORD:

I. In your area or in the work you have started, how many of the churches would you consider “mature” using the outline you just developed from Acts 14?

II. Implications for you and your churches? How will you organize and structure for recruiting, training, and sending missionaries across cultures? Do you need to partner with existing organizations? How will you keep this connected to and rooted in the local churches (as in Acts 13:1-4)?

NOTE: GLOBAL TEAMS’ desire is not just that individual churches would exhibit the dynamics of Acts 13 and 14, but that whole movements of churches would get to the point at which they are raising up and sending new missionaries to do these same steps in new cultures. In places where English is the common language we describe the health of such a movement with 5 A’s:

ALIVE: In the Gospel

AWARE: Of the biblical basis of mission

ACTIVE: Getting involved in cross-cultural mission

AIMED: A biblical focus on the unreached

ABLE: To recruit, train, care for, and support missionaries

Study F: THE NATURE AND LIFE OF THE CHURCH IN EPHESIANS

THE BIG PICTURE:

- I. Read the entire letter of Ephesians. Make an outline of the flow of Paul's thought.
- II. Take note of every reference to "household" and family or family related language in the letter. What does this tell us about the nature of the church? What are the implications of this for church life, church structure, and leadership?

DIGGING DEEPER (*optional*):

- I. Focus on chapters 1 through 3. What does Paul tell us about key doctrinal themes? Make a list of the "core truths" of the faith as you find them in Ephesians 1, 2, and 3.
- II. Now focus on chapters 4 through 6. What does Paul say about the Christian life? For example, what does he say about ministry and what "ministers" are to do? That is, what are the responsibilities of leaders in the church? And also note what Paul MODELS. What is he doing? How does he minister in this situation?
- III. What is said about relationships? Families? Other themes about Christian "living"? In other words, from chapters 4-6, what does a mature Christian life look like and how does one become "mature?"

APPLYING THE WORD:

- I. What are the implications of this for your leadership? How you think of church structure? Ministry?
- II. What are the key issues from Ephesians that people in your cultural context might be facing right now? For example, is it developing healthier relationships (as in Ephesians 4) or biblical marriage patterns (as in Ephesians 5:21f), etc.
- III. What is God doing in your personal life as you work through Ephesians?

Study G: THE NATURE AND LIFE OF THE CHURCH IN THE CORINTHIAN LETTERS (Part One)

THE BIG PICTURE:

I. Read through both Corinthian letters. Note especially how Paul deals with discipline and pastoral issues. What are the pastoral issues he faced? Make a list.

DIGGING DEEPER (*optional*):

I. Are there some core principles Paul seems to use as he addresses these issues? What are they? Make a list.

APPLYING THE WORD:

I. How will this impact how you do discipline and pastoral care in your churches?

II. Ponder what you think the key potential pastoral areas of concern will be in your context (polygamy, idol worship, ancestors, involvement in other religious practices, sexuality?).

III. How will emerging leaders be equipped to use biblical principles to face pastoral issues in their context?

Study H: THE NATURE AND LIFE OF THE CHURCH IN THE CORINTHIAN LETTERS (Part Two)

THE BIG PICTURE:

I. Look at 1 Corinthians (especially), chapters 11 to 14.

List the core ingredients of worship, not just what is done but who does it and also the heart issues and attitudes involved.

DIGGING DEEPER (*optional*):

I. The Lord's Supper: What was the problem Paul addressed in Corinth? What was wrong with how they celebrated the Supper? What do we learn about the meaning of the Lord's Supper from this? How it was celebrated? Try to imagine it: when, where, who was there, what actually happened?

II. The use of spiritual gifts (chapter 12 gives the principles for spiritual gifts, chapter 13 gives the attitude with which we are to use them, and then in chapter 14 there are specific guidelines given for the actual application of Paul's principles): what are the misunderstandings of the gifts (if any) in your area? What will need to be taught and experienced?

APPLYING THE WORD:

I. How will what you are learning affect how your churches worship? What is missing? What needs to change?

Study I: THE NATURE AND LIFE OF THE CHURCH IN THE CORINTHIAN LETTERS (Part Three)

THE BIG PICTURE:

I. Look at 1 Corinthians 8 to 10. How does Paul address the issues of how to live as a follower of Jesus in another culture? What were the actual issues?

DIGGING DEEPER (*optional*):

I. What is ok and what is not? How do we know?

II. Why are some actions approved and others not by Paul? What basis does he use? What are the principles he followed? What does he tell the Corinthians to do?

APPLYING THE WORD:

I. How does this apply in your churches and your ministry and life? What would the “food offered to idols” issues be in your cultural context? Don’t be too literal here, but think about what issues you face in your context, things that are socially acceptable and expected but you are not sure what Jesus would do. What can you learn from this passage?

II. This is a good place to once again review the revised version of Paul Hiebert’s Four Steps:

As we said in Study 2, if you there are no “insiders” yet, then you will need to do your best as a team. If there are “insiders”, then in each step, encourage believers from within the movement to:

- a. Examine the cultural issue or practice or belief deeply. Ask lots of questions about what happens, why, when, and how people understand it.
- b. Examine all the passages of scripture that might speak to this situation (be sure to include passages which might be “against” AND “for” the practice in question, or the belief in question).
- c. Compare and contrast the biblical material with the cultural information they have learned. Let the scriptures and the culture have a “conversation” about this issue.
- d. Make a decision.
- e. Evaluate the decision: plan a time in the future when they will come back to this matter and evaluate whether they think they made the right decision.

Study J: BUILDING LEADERS IN THE PASTORAL EPISTLES (1 TIMOTHY, 2 TIMOTHY, AND TITUS)

THE BIG PICTURE:

I. Read all three letters.

II. Describe all the levels of leadership mentioned directly or indirectly in these letters, and the forms (titles and tasks) and roles/functions (the purpose of those titles and tasks) you see.

DIGGING DEEPER (*optional*):

I. Look at 1 Timothy 1:1ff. Who wrote to whom? What do you know about them?

II. 1 Timothy 3. What are the types leaders described here? How are they selected? How many of the selection criteria focus on KNOWLEDGE? On SKILLS? On CHARACTER? Make a list and compare. Try to think of MEANING not just forms (that is, focus on what various leaders DID or were told to do, not the title or word used to refer to them). As simply as possible, describe what church leaders actually DO, according to these letters.

III. Describe Paul's role and task:

IV. Describe the roles and tasks of Timothy and Titus:

V. Describe the roles and tasks of overseers/elders (note especially 1 Timothy 5:17 which lists three main tasks that elder/overseers are to do):

VI. Describe the roles and tasks of deacons/servers (try to stick to these letters):

VII. Describe the roles and tasks of any other leaders you identified:

APPLYING THE WORD:

I. How will you select and appoint leaders? Who will pick them and affirm them? What criteria are you going to use?

II. How will they be trained? How would the training need to be different for each role described above? Think of both the content of the training (what will need to be passed on) and the context of the training (how it will need to be done to be effective).

Study K: CHURCHES IN PARTNERSHIP: PHILIPPIANS AND THESSALONIANS

THE BIG PICTURE:

- I. Read through Philippians and First Thessalonians and note examples of how leaders and churches are in partnership together in ministry. Look for each place that words like “partnership”, “with”, “co-worker”, “fellow-worker”, etc. are mentioned.
- II. Also look for examples of what you see as partnership, even if the word is not used.

DIGGING DEEPER (*optional*):

- I. Look especially at Philippians 1:5, 2:1, 3:10, 4:15 (in each verse the word “koinonia” is used in the Greek version to describe something about partnership). Look at the verses around each passage as well to get a sense of the context.
- II. What is the purpose of partnership? The source of biblical partnership? How is partnership described? What do partners do together or for each other? What attitudes do partners have towards each other?

APPLYING THE WORD:

- I. Try to summarize a definition and description of biblical partnership.
Is “Philippians” partnership a reality in the churches in your area of ministry? If you are pioneering new work, how will you build partnership into the “DNA” at the very start?
- II. How do your “partnerships” with team members, believers from your host culture, and others compare with the biblical model you have been studying? What needs to change?

Study L: REVIEW AND SUMMARY.

I. First, go back over the work you have done in the first eleven studies and review your insights and learning about:

- The key dynamics of movements to Jesus (Studies A, B, C)
- The nature of the Church and Community (Study D)
- The relationship of Church and Mission (Study E)
- The nature of the Church in Ephesians (Study F)
- Pastoral ministry (Study G)
- Worship (Study H)
- Contextualization (Study I)
- Leadership (Study J)
- Partnership (Study K)

II. Write a one to three page summary of key statements you would want to include in your ministry philosophy. Develop this in outline form, rather than as an essay, but be prepared to share about it in depth with your coach.

Here is an outline you might want to use, but feel free to do this in any way that helps you. Draw pictures, tell a story, give examples, etc.

- Vision (a phrase that sums up what you believe God wants to do in your context)
- Mission (a phrase or set of phrases that describe the core of your ministry, for example building leaders, or planting culturally sensitive churches)
- Philosophy Description (one sentence statements that summarize what you have taken from CATALYST)
- QUESTIONS (a list of questions you are still unsure about or want to know more about, whether these questions are biblical, cultural, practical, or whatever else comes to mind)

FINAL RESEARCH PAPER GUIDELINES

Corinne Armstrong

Final Research Paper Specifics

Instead of two research papers, in Module 4 you do your one Final Research Paper. Get approval for your topic early in Module 4, as you need to do at least half of the reading by lesson 41. At least 6 months into your study program, or at least by Lesson 41 (whichever comes first), turn in an initial outline and beginning bibliography for the paper, along with the draft of any chapters you may have written. At the end of the full module (before lesson 80), turn in the completed paper. You may select the topic of the paper, with the approval of your mentor and school, provided that it has a cross-cultural focus or discusses implications for cross-cultural work. It need not focus on any specific time period.

What Is a Research Paper?

Most of our students know what we are calling “Research papers” by the name “Term papers,” which generally refer to library research papers in which students draw on the insights of multiple scholars in order to focus on a particular subject.

Some papers are organized around a hypothesis to be proved or demonstrated and supported by data, including the opinions of specialists. Other papers are more descriptive in nature, but still are organized around a thesis statement. For certain research courses, papers may present the findings of field or laboratory research, supported by documentation from the research project.

Research papers, or term papers, assume students have done their own research and writing, while drawing on the insights of others. They are not merely essays summarizing lecture notes or readings from assigned textbooks, but involve supplemental readings from scholarly journals, books, and other materials. Unlike a thesis, however, they typically do not require—nor forbid—the use of original manuscript sources. Most students rely on secondary sources: monographs, edited volumes, and journals written by specialists (not beginning textbooks); or on samples of field interviews, lab experiments, etc. If you do substantial field research for your paper, you may not need to do additional reading; but your discussion of the field study should relate it to the readings for the module.

Thus, in the American system, the term paper, or research paper, is neither as limited as a summary essay

or book review, nor as extensive as a thesis based on a considerable body of original research. It provides a chance to explore a topic of interest, with a moderate commitment of time and effort, and often is one of the richest learning experiences in a person’s education!

Note on Specific Modules

A research paper done within a particular module should be related to the time period of the module. You may also draw upon materials from a later or earlier time period, but your papers must deal significantly with some aspects of the module for which the paper is written.

The research paper for Module 3 is due at the end of Module 3B. You may select the topic of the paper, with your mentor’s approval, provided that it

relates substantially to the material covered in this Module, AD 200-1945. Materials from earlier or later periods also may be included. The paper should include cross-cultural data and/or address implications for intercultural work today.

Possible research paper subjects are numerous, as the examples listed here suggest. Most topics should focus on a narrower aspect of such broad subject areas.

Comparison of the Treatment of Minority Ethnic Groups in the Ottoman Empire and in Turkey Today

The Impact of Scientific Discoveries and Technological Innovations on Developments in X and Y Countries

Ancient and Modern Maya World Views: The Heritage of the Past

Methods of Celtic, Nestorian, and Buddhist Missions, and Their Implications for Today

Al-Ghazali and Aquinas: Their Contributions and Place in History

A Comparison of Traditional Chinese Educational Methods with Those of Medieval Europe and X Country Today

Hindu Reform Movements Compared to Islamic Reform Movements in the 19th and 20th Centuries

The Effect of the Enlightenment on French Society African Concepts of Beauty and Harmony, as Expressed in Traditional and Christian Yoruba and Akan Art

The list of possible topics is essentially endless! If you are not sure whether the topics of interest to you will be acceptable, ask your mentor for ideas and get approval ahead of time.

Note on Creative Projects

If you have opted to do a project in lieu of a research paper (e.g., an artistic or video presentation, a major chart with explanations, a novel, a report to a friend, etc.), some parts of these Research Paper Guidelines may not apply.

Remember that only one project may be done for a module, and only two projects for the entire program of four modules. Assessment of both research papers and other projects is based on an evaluation of the quality of learning, not just the number of pages presented.

Who Is Your Reader?

For a research paper, obviously your mentor and the instructor, representing the academic community, are among your readers. But some writers find it useful to keep in mind a friend, colleague, or other known individual as they write. This technique helps them to explain certain statements, which an intelligent but uninformed person might not readily understand, and to avoid assuming that the information is so familiar to the instructor that ideas do not need to be explained or developed. While you normally want to avoid writing as you would to a person who has no knowledge of the subject (unless doing a creative project on, say, how to teach children), you also will want to avoid constant references to “in this lecture” or other in-house matters that a fairly well informed outside reader cannot decipher.

Organize:

Thesis Statement + Logical Development

Present a *thesis statement* or *statement of the main idea*, not only for the paper as a whole, but also for each major section within it. In most cases, the main idea should be stated early in the paper, section, or paragraph; then it should be expanded, developed logically, and supported by data, examples, applications, etc. It may be restated, sometimes in a slightly different form, in the conclusion at the end of the paper.

Avoid building your entire case before you state the main idea. Most readers first want to know where you are going and what you are getting at. Then they will better understand the development of your argument and supporting documentation. A short introduction is acceptable before stating your thesis, but most of the logical development should follow the initial statement of the main point.

Be sure to read the material on the following websites. You will find it very useful in helping you to develop good thesis statements for your research papers.

Online Writing Lab, *Writing a Thesis Statement*
http://owl.english.purdue.edu/handouts/general/gl_thesis.html

The Writing Center, *Thesis and Purpose Statements*
http://www.wisc.edu/writing/Handbook/Thesis_or_Purpose.html

The Writing Center, *Developing a Thesis Statement*
<http://www.wisc.edu/writing/Handbook/Thesis.html>

You may find it helpful to *outline* the paper before starting to write. Some writers use very simple outlines, keeping them in mind without writing them out, while others prefer to construct fairly detailed outlines, to ensure that nothing is left out and that the topic is covered logically and without undue repetition. You are not required to submit an outline of the research paper, but, of course, the paper must be well organized!

Leave out irrelevant material. Ask yourself how each paragraph is related to the topic of the paper and to the particular section in which you have placed it. Unlike conversations—which may wander the world before coming to the point—written papers demand a ‘stick-to-the-point’ approach. *Transitional statements* or phrases help glue the paper into a whole, while headings and subheadings let the reader understand your organization of the subject.

You will find excellent help in organizing and writing your paper at the following websites:

Online Writing Lab, *Developing an Outline*
<http://owl.english.purdue.edu/owl/resource/544/01/>

Online Writing Lab, *Conciseness*
<http://owl.english.purdue.edu/owl/resource/572/01/>

Online Writing Lab, *Establishing Arguments*
<http://owl.english.purdue.edu/owl/resource/588/01/>

Online Writing Lab, *Paragraphs & Paragraphing*
<http://owl.english.purdue.edu/owl/resource/606/01/>

Online Writing Lab, *Transitions and Transitional Devices*

<http://owl.english.purdue.edu/owl/resource/574/01/>

The Writing Center, *Planning and writing a Research Paper*

<http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html>

Cover your topic adequately. You are expected to use the best sources available and to cover the major issues. Do not merely dwell on a fascinating minor aspect of the subject. If, after you start work on a research paper, you find that your topic is too broad, focus on only one facet of the topic, then change the topic and title of the paper to reflect its new or narrower focus. To get help in how best to research your paper, be sure to take the “TILT” tutorial at the following website:

Texas Information Literacy Tutorial
<http://tilt.lib.utsystem.edu/intro/registration.htm>

You will also find the following websites useful:

Online Writing Lab, *Conducting Primary Research*
<http://owl.english.purdue.edu/owl/resource/559/01/>
Online Writing Lab, *Evaluating Sources of Information*
<http://owl.english.purdue.edu/owl/resource/553/01/>
Online Writing Lab, *Research: Overview*
<http://owl.english.purdue.edu/owl/resource/552/01/>
Online Writing Lab, *Searching the World Wide Web*
<http://owl.english.purdue.edu/owl/resource/558/01/>

The *Conclusion* or Summary at the end of the paper should pull together the whole paper and restate your main point. There is no one method of drawing papers to a close; but a research paper is not just a creative story, which trails off enigmatically!

Research Paper Format

Computers. It is assumed that most research papers will be written on a computer, so that you can easily make changes and keep a copy. Sometimes papers get lost in the mail, or a mentor, instructor, or office may lose papers, and you may have to provide a second copy. *Always keep a copy of your work!*

If you do not have access to a computer, you should type your papers (there are a few rare exceptions, e.g., when making certain diagrams, artistic presentations, etc.). In the cases of specific types of field research, like the ethnographic interview, copies of handwritten interview notes or similar supporting documents are acceptable, provided they are legible.

Margins, Spacing, Type Styles, Title, Headings, etc. Format your paper according to the APA guidelines, keeping in mind that WCIU modifies this style slightly (see the WCIU Referencing Guidelines). The following websites present the APA guidelines in a manner that is brief and easy to follow.

The Writing Center, *Format a paper using APA guidelines*
<http://www.wisc.edu/writing/Handbook/DocAPAFformatting.html>

The Writing Center, *Format APA Headings for Your Paper*
<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

Length. Research papers are graded on the basis of the quality of the research and writing, not on the length of the paper. However, students' individual styles and interests also affect the length of papers. Some write and speak concisely and others need more words to make their point. The research paper must be long

enough for the student to be able to dig into a topic in sufficient depth to make it interesting and exciting, but not so long that time and energy needed to move on in the course. Therefore, when properly formatted according to APA style, the paper should be between 15 and 25 pages long (5000-7500 words).

Paper. Use the standard white paper in your country. In the U.S., that is 20 lb bond paper, 8 1/2" x 11". Tractor-feed edges should be removed. Coated or thin paper should be avoided, but if you are typing, you may use an erasable paper.

Printing. Avoid dot matrix printers if possible, unless they are of high quality (letter or correspondence quality or better). Be sure the print is dark enough. If the toner or ribbon is too light, you may need to make a darker photocopy. A dark ink should be used for any handwritten or drawn items.

Corrections. In this imperfect world, it is likely that you will make mistakes. They are not fatal, but an excessive accumulation of mistakes may generate a request to redo the paper before submitting it for the mentor and instructor to read. Be courteous to them! By all means, proofread before turning in your paper!

Spell-checking programs certainly have helped to cut down on 'typos' and other simple mistakes, but they do not catch everything. Be consistent in using either British or American English; do not mix the two, and do not invent your own non-standard language! After all, writing is for communication with others. If you do not have a handbook of English grammar and standard usage, you may want to get one. Do not rely on someone else to completely rewrite your papers for you, although it is wise to ask someone to proofread the next-to-final copy after you have done your best.

Small corrections may be made neatly in ink, with or without the use of a covering white-out or other erasure. Numerous mistakes on a page mean: reprint the page! (Retype it, if necessary.)

The following websites provide very useful information for proofreading your papers:

Online Writing Lab, *Proofreading Your Writing*
<http://owl.english.purdue.edu/owl/resource/561/01/>

The Writing Center, *Peer Reviews*
<http://www.wisc.edu/writing/Handbook/PeerReviews.html>
The Writing Center, *Twelve Common Errors: An Editing Checklist*

<http://www.wisc.edu/writing/Handbook/CommonErrors.html>
The Writing Center, *How to Proofread your Paper*
<http://www.wisc.edu/writing/Handbook/Proofreading.html>

Referencing. Follow the APA style manual as modified by WCIU (see Lesson 35). The following website provides an excellent summary sheet of the APA style:

Degelman and Harris, *APA Style Essentials* -
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Getting Started!

1. Consider the usefulness of potential topics for furthering your understanding of God's work in the world. Get down on paper some initial thoughts: don't try to juggle everything in your head. Then begin a rough outline on how to organize and expand these thoughts. Think big before you think details! If you find that you have difficulty getting started or experience "writer's block," go to the following website:

Online Writing Lab, *Writer's Block/Writer's Anxiety* –
<http://owl.english.purdue.edu/owl/resource/567/01/>

2. Re-read materials that will refresh your thinking on the subject. Use bibliographies and reference citations, as well as library catalogs, reference works, and information databases, to find new readings on the subject, until you feel you have a fair grasp of the major thinkers' positions on the issues and have developed your own opinions. Aim for comprehensive coverage, but narrow the subject to a manageable topic.

3. Pick a viewpoint and decide how to defend it, listing key points. While you may draw upon materials from a later or earlier time period your papers must deal significantly with some aspects of the period covered in the half module for which the paper is written.

Taking sides on an issue, or stressing a particular viewpoint, will help you organize your thoughts. Select evidence from several references, both pro and con. Admit the difficulties of your position and try to answer objections, not avoid them.

4. List the readings and examples you plan to draw on for each section: for your main ideas, for supporting documentation, for examples, for opposing opinions, etc.

5. Get suggestions and critiques from your mentor or other competent sources.

6. Keep your readers in mind! Write to communicate clearly to them. Go back a couple of days later and see if you need to revise, reorganize, explain, delete, expand...

7. When it's all said and done, Proofread!

RESEARCH PAPER GRADING RUBRIC

Organization	C = 10 – 11 The paper has a basic thesis, but frequently drifts from it. The Introduction or Conclusion are not related to the body of the paper, whose structure is frequently unclear. Referencing Guidelines are followed, but with many errors.	B = 12 – 13 The paper has a central thesis, but sometimes drifts from it. The Introduction or Conclusion may not be clearly related to the body of the paper, whose structure may be at times unclear. Referencing Guidelines are followed with few errors.	A = 14 – 15 The whole paper coherently develops a central thesis. The Introduction and Conclusion logically lead into and flow out of the body of the paper, whose structure is clear and appropriate to the thesis and topic. Referencing Guidelines are followed consistently.	
Key Points	C = 25 – 27 Minimal aspects of the chosen subject are covered, with several omissions. Several important concepts are not defined or explained. In general, the points provide some evidence and occasionally refer to appropriate authorities. There may be a few significant misstatements of fact.	B = 28 – 31 Relevant aspects of the chosen subject are covered, with a few omissions. Some important concepts are not defined or explained. Some points are not substantiated with strong evidence and/or may not refer to appropriate authorities. There may be minor misstatements of fact.	A = 32 – 35 Key aspects of the chosen subject are covered, with no significant omissions. Important concepts are defined or explained, as needed. Every point is substantiated with strong evidence and/or appropriate authorities. There are no misstatements of fact.	
Analysis and Insights	C = 28 – 31 The analysis and synthesis demonstrate a nominal comprehension of the subject and frequently do not interact fairly with alternative points of view. Inferences drawn from the data are frequently not valid or are only nominally supported with evidence.	B = 32 – 35 The analysis and synthesis demonstrate an adequate comprehension of the subject and usually interacts fairly with alternative or opposing points of view. Inferences and insights drawn from the data are usually valid and logical, being adequately supported with significant evidence.	A = 36 – 40 The analysis and synthesis demonstrate mastery of the subject, interacting fairly with alternative or opposing points of view. Inferences, insights, and conclusions drawn from the data are valid and logical, being fully supported with strong evidence and/or appropriate authorities.	
Grammar/ Language use	C = 7 The writing is nominally clear and in keeping with educated usage. The tone is nominally irenic. There may be several grammatical or syntactical mistakes which change the meaning of sentences or make the paper difficult to understand.	B = 8 The writing is usually clear and in keeping with educated usage. The tone is usually irenic. There may be a few grammatical or syntactical mistakes which change the meaning of sentences or make the paper harder to understand.	A = 9 – 10 The writing is clear and precise, not vague or ambiguous, in keeping with educated usage. The tone is irenic, neither sarcastic nor angry. Any grammatical or syntactical mistakes neither change the meaning of a sentence nor hinder significantly its understandability.	
Organization	Key Points	Analysis and Insights	Grammar/ Language Use	Total Points
/15	/35	/40	/10	/100
Grading Scale	A	B	C	
	A+ 100 A 93-99 A- 90-92	B+ 87-89 B 83-86 B- 80-82	C+ 77-79 C 73-76 C- 70-72	

Additional Comments (Optional):

WCIU Referencing Guidelines: Modified APA Style

Stephen D. Morad

William Carey International University uses a modified form of the American Psychological Association (APA) style. This is a style that is widely used in the social sciences, and you can get the details of that style from the *Publication Manual of the American Psychological Association* (5th ed.) Washington, D.C. : American Psychological Association. You can obtain a copy of the *APA Manual* through the online bookstore operated by MBS Direct or you can access very useful condensations of the *APA Manual* at either the University of Wisconsin website:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

or the Purdue University website:

<http://owl.english.purdue.edu/owl/resource/560/01/>

However, both of these condensations were created for training purposes, so they do not cover the range of documentation situations that the *Manual* covers.

Reference Citations

Follow the APA style for reference citations with the two following modifications, both of which refer to the use of page numbers in the reference.

First, indicate the page or pages from which the material you are citing is found in the source typing a colon immediately after the date and then typing the page number(s).

APA: (~~Jones, 1998, p. 35-6~~)
WCIU: (**Jones, 1998:35-6**)

Secondly, the *APA Manual* requires you to include the page number in the reference citation only when citing a direct quotation. They make page numbers optional when you are only paraphrasing another author. At WCIU we require you to place page numbers for specific information and ideas presented even when paraphrased, and not just for direct quotations. You do not need the page number only when you are referring to the thesis and conclusion of an entire work.

Direct quote: “Contemporary mission accounts all praise Crowther’s personal integrity, graciousness, and godliness. In the Yoruba mission, blessed with many strong, not to say prickly, personalities, his influence had

been irenic.” APA and WCIU: (**Walls, 2002:163**)

Paraphrase: Samuel Crowther was known as a godly man who worked to keep peace among the missionaries. APA: (~~Walls, 2002~~) WCIU: (**Walls, 2002:163**)

General thesis of a whole work: It has been argued that missionaries preserved and enhanced many African cultures by translating the Bible into their language. APA and WCIU: (**Sanneh, 1989**)

References Cited

Use the APA style for the list of references cited that you place at the end of your paper with the following exceptions:

1. Use the author’s full name that appears in the work that you are citing, not just the author’s last name and initials, unless that is the way the author’s name appears.

APA: ~~Walls, A. F.~~ Lewis, C. S.
WCIU: **Walls, Andrew F.** Lewis, C. S.

2. When a work has more than one author, the name of the first author is inverted with last name first, because the works in your References Cited list should be alphabetized by last name. The second and succeeding names should appear in normal fashion, first name first.

APA: ~~Clouse, R. G., Pierard R. V., & Yamauchi, E.~~
WCIU: **Clouse, Robert G., Richard V. Pierard, and Edwin M. Yamauchi**

3. Type the name of the author(s) on the first line. Then go down a line, indent about three spaces and type the date without parentheses, and then type the title and the rest of the bibliographic information. If the entry continues beyond that line, all succeeding lines should be indented to be even with the beginning of the title.

Books

- APA: ~~Ndeti, K., (1972). *Elements in Akamba life*.
Nairobi: East African Publishing
House.~~
- WCIU: **Ndeti, Kivuto**
1972 *Elements in Akamba life*.
Nairobi: East African
Publishing House.

Journal Articles

- APA: ~~Porter, A. (1976) Cambridge, Keswick, and
late nineteenth century attitudes to
Africa. *Journal of Imperial and
Commonwealth History*, 5, 5-34.~~
- WCIU: **Porter, Andrew**
1976 Cambridge, Keswick, and
late-nineteenth century
attitudes to Africa. *Journal*
of Imperial and
***Commonwealth History*, 5,**
5-34.

Global Civilization M.A. Program Outcomes

Program Outcomes

On completion of this degree program, students will be able to:

Cognitive

Historical Studies on Development

1. Analyze different historical and contemporary issues to identify root causes of problems, in light of the purpose of history, and evaluate attempts to deal with those problems. [This combines several Module Outcomes that appear in all modules.]

Cultural and Sociological Studies on Development

2. Analyze the rise and impact of different socio-cultural, socio-economic and political systems, and science and technology systems, to explain how change occurred within and across major social and cultural regions from earliest times to the present.

Religious and Philosophical Studies on Development

3. Analyze different religious and ideological movements and worldviews to explain how change occurred within and across major social and cultural regions from earliest times to the present.

Biblical Studies

4. Analyze early and modern understandings of major teachings of the Bible in order to explain the story of the Bible in its historical, cultural, literary, and theological contexts, including the missiological purpose of God for all peoples.

Synthesis

5. Apply the study of the purposes of God in history and the development in societies throughout history to working cross-culturally in today's globalized world, including critiquing and proposing development strategies, especially those of faith-based NGOs, that address the roots of human problems.

Affective

6. Show an appreciation of the cultural and religious diversity among human societies and the value of each culture and religion.
7. Reflect critically on their own culture and worldview and the implications for understanding the roots of human problems.
8. Exhibit the values of life-long learning, reflection, and service characteristic of voluntary international development agencies.

Skills

9. Apply appropriate hermeneutical methods and tools to the study of biblical texts and other sacred

literature, with special reference to use of inductive methods and basic Hebrew and Greek language skills in studying biblical words, concepts, and books.

10. Communicate with others in culturally appropriate ways the results of their study and its application to international development.
11. Engage in scholarly research using the appropriate literary, historical, biblical and social science methods and tools, and communicate the results in appropriate academic language and forms.

Module 4 Outcomes

On completion of this module, students will be able to:

Cognitive

Historical Studies on Development

1. Analyze contemporary development issues, in light of the purpose of history, such as the increasing gap between rich and poor, interethnic conflicts, war, changing family lifestyles, gender issues, HIV/AIDS, bio-medical advances, genetic engineering, nuclear energy, famine, natural disasters and ecological concerns, in order to critique and propose development strategies that address the roots of these human problems.

Cultural and Sociological Studies on Development

2. Analyze the effects of globalization and the rise, impact, and decline of the major ideological movements in the last half of the 20th century, such as capitalism, colonialism, nationalism, Darwinism, Marxism, fascism, and secularism, to understand how and why they brought about change, both positive and negative.

Religious and Philosophical Studies on Development

3. Analyze in relationship to international development recent trends within major religious traditions, including the: rise of radical Islam and militant Hinduism, impact of authoritarian cults and Asian religions in the West, appeal of evangelical, Pentecostal, and liberation theologies, spread of neo-paganism and postmodernism, changing ethnic and cultural composition of world Christianity, modern mission movements in Islam, Buddhism, and especially Christianity, and culturally appropriate approaches to biblical faith in various world religions.

Synthesis

4. Apply the study of development of modern cultures and societies to working cross-culturally in today's

globalized world.

Affective

5. Show appreciation for religious and philosophical diversity in recent times and explain how these systems represent both the human desire to know God and ultimate reality, as well as distortions of that desire.
6. Reflect critically on one's own culture and world view in light of studying recent trends in religious and ideological systems, and the implications for understanding the roots of human problems.
7. Demonstrate values of life-long learning, reflection, and service characteristic of voluntary international development agencies.

Skills

8. Apply appropriate hermeneutical methods and tools to the study of selected biblical texts.
9. Communicate to others some aspects of historical, socio-cultural, religious, and biblical knowledge gained from studying the world since 1945 that address the roots of human problems.
10. Use the appropriate literary, historical, biblical and social science methods and tools to research a specific problem or issue in the modern world and communicate the results in appropriate academic language and forms.

