

**Course Syllabus**  
**KNF3060 – Practicum in Mission**  
**Knox College**  
**Toronto School of Theology**  
**Winter 2020**

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***Instructor Information***

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***Course Identification***

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Course Number: KNF3010  
Course Format: *In-class*  
Course Name: Practicum in Mission  
Course Location: Knox College Academic Wing  
Class Times: TBA  
Prerequisites: This Course is only open Knox College M.Div. Student in their Second Year of Study who applied by the application deadline set by the College and received approval from the Basic Degree Director to proceed with this course.

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***Course Description***

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This course is a field education practicum open only to Knox College students in the Master of Divinity program focused on the ecumenical church in its inter-cultural mission dimensions. Students will be prepared and debriefed during the course instruction before and after an inter-cultural exposure trip to Cuba which will take place during reading week. Three Knox Faculty members will accompany the students and will serve as field education supervisors during the exposure trip. This course will be a pass fail course and will be assessed by means of reflection papers, supervisor and student evaluations, and a final integrative paper.

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***Course Resources***

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**Required Course Texts**

Bosch, D.J. **Transforming Mission: Paradigm Shifts in Theology of Mission**. NY: Orbis Books, 1991.

Bosch, D.J. **Witness to the World**. Louisville: John Knox Press

**Document Package Containing Documents from the Presbyterian Church in Canada, and mission publications.**

**Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Blackboard should ask [insert college contact] for further help.]

### ***Course Learning Objectives/Outcomes***

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#### **College**

##### **BD Level**

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

##### **(A) IN RESPECT OF GENERAL ACADEMIC SKILLS**

- The students will learn about the discipline of missiology and evangelism and the theological, social, linguistic and cultural implications of the transmission of the Christian message across cultures and the practices related to such transmission. Assessment: In course instruction and weekly reflection papers.
- The students will learn about ecumenical theology and the theology of mission within the Presbyterian Church in Canada and more broadly the importance of understanding the Presbyterian Church in Canada commitment to partnership in mission thereby equipping students to be more effective leaders within their congregations. Assessment: In course instruction and review of Presbyterian Church in Canada documents.
- The students and faculty will learn about the challenges and opportunities of ministry in a context other than their own. The faculty representatives will experience and reflect in their teaching a first-hand knowledge of other than North American cultural and theological values. Assessment: Intercultural experience with Cuban students plus group reflection and supervisory reports.

##### **(B) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION**

- The students will have an intercultural experience of the church as the world-wide body of Christ.
- This intercultural experience will bring students and faculty together to reflect theologically with other faculty and students on the theological, cultural and linguistic complexity of the reformed and ecumenical church in the world.

##### **(C) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP**

- This event is to be a corporate and intentional process of engagement and reflection challenging students to deepen their understanding of what it means to integrate the practice and study of ministry from an inter-cultural perspective.

## Evaluation

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### Requirements

This is a Pass/Fail Course. Satisfactory completion of the course requires:

1. attendance and participation in class to the satisfaction of the Instructor Part of the Participation expectation is the completion of 4 reflection reports due according to course outline below
2. attendance and satisfactory participation and engagement in the inter-cultural exposure event
3. satisfactory completion of the final paper and self-evaluation in the course

### Grading System

Pass/Fail

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Late work or non-completion of assignments or unsatisfactory attendance of class and the cultural exposure event may result in failure of the course. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

### Policies

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist. The instructor will strive to create a safe learning environment for all students in the class. Please alert the instructor to special needs and concerns.

**Classroom as a safe space.** The instructor will strive to respect and show sensitivity to differences in others and the same posture is expected of all in the classroom. All participants in the class are invited to exercise tolerance for others’ opinions and openness to their perspectives. To ensure that the classroom is a safe space the instructor will not tolerate racism, sexism, classism or discrimination based on sexual orientation or gender identity and all participants in the classroom are expected to hold a posture of respect towards one another.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays or other assignments before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

### **Course Schedule**

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Week 1 Introduction, Review of Syllabus

For Reflection report due Thursday next week, reflect on Bosch reading re: Matthew 28

Week 2 Missiology

For Reflection report due Thursday next week, reflect on Bosch reading re: Luke-Acts and Mission

Week 3 Mission Evangelism and Culture

For reflection report due Thursday next week, read the Cuba trip resources on the history of Cuba and the history of the Cuban Church

Week 4 Cuban history and tradition

Week 5 Preparation Exercise for Cuba Intensive & Theological Encounter (culture, culture shock, diversity)

Week 6 No Class

Week 7 Cuba Intensive Trip

Week 8 No Class Cuban

Week 9 No Class – Read resources on short term mission for the class next week

Week 10 Cuba Debrief exercise & Evaluating Short Term Mission

Read files posted on Quercus in preparation for next class

Week 11 Building a Contextual Missional Theology – Theology of Religions and Syncretism

Read files posted on Quercus in preparation for next class

Remember to submit last reflection report on Thursday this week based in the questions and discussion on week 10 re: the Cuba debrief exercise.

Week 12 Building a Contextual Missional Theology 2.

Read documents on Quercus in preparation for next class

Week 13 Integrative discussion

Week 14 Examination Week. Integrative Paper and Self Evaluation Due Wednesday of Examination week

### **Rubrics:**

#### **Reading Reflection and Reflection Reports:**

Students will write and submit personal reflections on the readings indicated as well as the discussion. The reflection is to focus on the student's insight and learning from the content, constructive comments based on the content, and questions that student may still want to explore. The length is to be 800-1000 words.

#### **Mission Practicum Final Integrative Paper Rubric**

Choose a biblical passage or metaphor that represents your understanding of the missionary challenge of the church in Canada in the midst of global Christianity. Discuss this passage or metaphor with reference to:

1. your experience in Cuba,
2. your understanding of the role of culture in proclaiming the Gospel,
3. the conversation within mission studies,

4. biblical scholarship and insight
5. the use of critical social theory, social research and cultural anthropology.

Formulate what you believe to be the central missiological response of the church and your own congregation to the missiological challenge of Canada.

Approximately 2000 words

#### Evaluation Criteria

1. Clear and well organised argument?
2. Are all the dimensions of the assignment described above sufficiently included in the paper?
3. Has the student made use of course readings to make the argument?
4. Has the student made responsible use of biblical material taking into consideration contemporary scholarship, socio-cultural context of the text, and the responsible reading of the text in their contemporary context?
5. Has the student communicated an understanding of mission, evangelism, and the contemporary Canadian response in the light of the literature in the course?

Has the student integrated the intercultural practicum experience in Cuba as part of their argument?

#### Outline for Self Evaluation:

(The response to each category in the self-evaluation should be between 200 to 400 words)

Name:

Date:

1. During the course I have learned the following about the theological, cultural and linguistic complexity of the reformed and ecumenical church in the world:
2. As a result of my experience of the inter-cultural relationships with those I encountered in Cuba and in class I have gained the following insights about myself as a minister and my ministry in an inter-cultural context:
3. I have learned the following things about the theological, social, and cultural implications of mission and evangelism:
4. I have learned the following things about the understanding of mission and partnership within the Presbyterian Church in Canada or my own denominational context:
5. The course has helped me to identify the following dimensions of my own understanding of Christian faith and its embeddedness in my own cultural world:
6. Given my experience and learning during this course I will pay close and ongoing attention in my own ministry to the following things:

DRAFT