GLST 697
ORAL CULTURES AND MISSIOLOGICAL MOVEMENTS

I. COURSE DESCRIPTION

This course explores the theory and practice of oral teaching within cultural settings of the world’s major religions. Attention will be given to the communication frameworks of oral peoples, various modes and patterns of teaching in non-literate settings, the fundamentals of doing speech-ethnography, and the implementation of narrative and non-narrative teaching methods in precise cross-cultural settings of diverse cultures. The course will also examine case studies of oral teaching structures in successful church planting movements.

II. RATIONALE

This course will teach students to understand the differences between the consciousness of literate and non-literate peoples. It will provide a theoretical framework and practical method for assessing, creating, and implementing a culturally appropriate teaching process among people with oral learning preferences. Student mastery of cross-cultural communication assessment will include the basics of speech ethnography and the ability to create appropriate teaching practices native to any given culture.

III. PREREQUISITES

None

IV. REQUIRED RESOURCE OR PURCHASE(S)


Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

V. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)
D. Adobe pdf reader

VI. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify key differences of mental consciousness between literate and non-literate peoples.
B. Describe the essential skills involved in speech ethnography fieldwork.
C. Recognize the critical differences between simple, oral teaching and oral performance.
D. Evaluate localized speech communication.
E. Create an appropriate pedagogy for a select culture and religion using repetition-based learning.
F. Identify common teaching factors in church planting movements among oral peoples.
G. Create a chronological Bible storying plan that includes making appropriate story selections, creating oral accountability frameworks, and implementing appropriate teaching forms for less literate peoples.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings and lecture presentations
B. Book Critique on Walter Ong’s *Orality and Literacy: The Technologizing of the Word* (worth 15% of final grade).
   The student will write a 5–7-page Book Critique in current Turabian format. The critique must include at least 10 references from the book. This will be due on the first day of class. (Outcome: A)
C. Research Paper on Missions-Centered, Speech Ethnography (worth 15% of final grade).
   The student will write a 3-4-page addressing the usefulness of speech ethnography in missions. The paper will focus on skill sets needed to function
when analyzing oral cultures and oralizing Bible content. It will be a synthetic paper drawing from Kohler, Saville-Troike, Sheard, and others. (Outcomes: B, C, D, E).

D. Exams (2)—(worth 10% each toward final grade)
Each exam will cover the reading and lectures covered up to that point. (Outcomes: A, B, C, D, E, F)

E. Oral Teaching Master-Plan Research Paper (worth 50% of final grade)
The student will be required to create a 12 page paper in current Turabian format involving a detailed oral teaching plan for a non-literate people group within one of the world’s major religious groups. The paper must include at least 8 sources in addition to the course textbooks and the Bible. (Outcomes: A, B, C, D, E, F).

VIII. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Book Critique</td>
<td>150</td>
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<tr>
<td>Research Paper on Speech Ethnography</td>
<td>150</td>
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<tr>
<td>Exam 1</td>
<td>100</td>
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<td>Exam 2</td>
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<tr>
<td>Research Paper</td>
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<td><strong>Total</strong></td>
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B. Scale

<table>
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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>940–1000</td>
<td>A</td>
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<td>920–939</td>
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<tr>
<td>900–929</td>
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<td>820–839</td>
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<tr>
<td>BELOW 679</td>
<td>F</td>
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C. Assignment Policy

Each assignment should be completed by the end of the module/week in which it is assigned. All late work will be assessed according to Liberty’s late work grading policy. Late work will not be penalized at the instructor’s discretion in the event of a military deployment, medical emergency, death in the family, or other extenuating circumstances.

D. Attendance Policies

The student is obliged to follow the attendance policies identified in the graduate catalog.

E. Academic Misconduct Policies

Academic misconduct is strictly prohibited. See the graduate catalog for specific definitions, penalties, and processes for reporting.

F. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

G. Dress Code for Residential Students

Residential students are expected to maintain a neat, professional appearance while in class. The code is described in the graduate catalog and may be amended with guidelines by the school of study.

H. Classroom Policies for On-Campus Attendance

The use of cell phones will not be permitted. The use of computers is provisional. The student will only be allowed to use a computer if he/she is taking notes during class. Surfing of the web, social networking, or any other activity on a computer that distracts the student from the lecture (in the opinion of the professor) will result in the forfeiture of the privilege of the use of the computer in class. Should one student’s behavior result in the forfeiture of the use of a computer for that student, the entire class may lose the privilege of the use of computers.

I. Disability Assistance

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to arrange for academic accommodations. For all disability test accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center is the officially designated place for all tests administered outside of the regular classroom.

J. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the professor or other students, both in the class and on-line. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.
K. Style Guidelines
All assignments for this course are to be formatted in accordance with the latest edition of the Turabian style manual (*A Manual for Writers of Research Papers, Theses, and Dissertations*). Discussion assignments and essay examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Writing aids are available via the Online Writing Center.

L. Extra Credit
No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

M. Course Changes
Course requirements are subject to change by the administration of the University at any time with appropriate notice.

IX. CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Assignment (LO)</th>
<th>Discussion of the following Authors</th>
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<tr>
<td>June 16th</td>
<td>Orality and Literacy</td>
<td>Book Critique (LO: A-F)</td>
<td>Ong</td>
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<td>Global universals of orality</td>
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<td>Koeehler</td>
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<td>Orality/literacy and consciousness</td>
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<td>Concepts of orality in world religion groupings</td>
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<td>Wright</td>
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<td>Types of orality</td>
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<td>Heart language considerations</td>
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<td>People group localization</td>
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<td>Learned languages/trade languages</td>
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<td>How oral people learn</td>
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<td>Repetition and retention</td>
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<td>Oral accountability</td>
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<td>Oral quantity</td>
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<td>Topic</td>
<td>Assignments</td>
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| June 17th  | Narrative Basics                                                      | Image and sequence in oral culture  
Jesus and the Parabolic Homiletic  
Sequenced image as the basis of narrative  
The importance of narrative sequence  
Cultural symbol and story  
Chronological frameworks  
Narrative Speech In Afro-Caribbean Contexts  
Storied orality  
Creole Krik Krak story form  
West African story form  
Orality in non-Islamic, African Traditional Religion-ATR  
West African Story forms and plot tension  
Assessing lines of authority  
Authority structures in an oral society  
Story masters and culture chiefs  
Identifying canon-keepers  
The ‘credentialing’ process of oral masters  
Similar god-concepts in African and Taoist cultures  
Oral variety in the Caribbean Creoles  
Analysis of oral teaching components in African church cultures |
|            | (LO: A-F)                                                            | Sheard  
Tsoungui  
J.Om Terry |
| June 18th  | The Ethnography of Communication                                     | Doing Speech Ethnography  
Identifying important language components  
Analyzing communication events  
Constructing an appropriate Oral Teaching Model  
Recreating oral authority in the church  
Repetition: Speech forms in Islamic Contexts  
The importance or oral, Arab-centrism in global Islam  
Quranic recitation, the maktab, tajwid, qari, madrasas  
Arab oral poetry  
Rigidity and oral magic  
Assessing oral frameworks in Muslim contexts  
Manuscripting oral habits/field assessment  
The ummah and various models of collectivism  
Identifying local canons of knowledge  
Authority structures and canon-keepers  
Venue Assessment  
Posture, facial focus, furniture, gender, volume, inflection  
Verbal Assessment  
Quantity of words/phrases, pace, duration, approval, disapproval  
Assessing differences in localized, popular, oral religion from purer forms of teaching masters  
Deeper speech and meaning transfer  
Word meaning and non-verbal meaning  
Separating surface speech patterns from more powerful contextual/underlying values  
Folk Islam and fluid story frameworks  
Examples of oral methods in Islamic CPMs |
|            | Exam #1 (LO: A, C, D)                                                | Saville-Troike  
Zumthor  
Graham |
| June 19th  | Narrative Festivals and Reenactments                                 | Hindu Models of orality and “The World of the Storyteller”  
The pandit  
The sampradaya  
The brahmin  
The story-centered folk festival  
What we can learn from the Hindu Epic Festival  
Dramatization of story  
Hindu models of teaching and authority  
Mystical morphing in polytheistic pluralism  
Indian Storying  
Chronological Bible Storying  
The oral components of teaching in India  
Authority and storyers  
Training |
|            | (LO: A-F)                                                            | Koehler  
Knott  
Narayan |
| June 20th | Repetition models in Chinese Cultures  
The oral matrix of Chinese cultures  
"Shuoshu" and "shuchang"  
Yangzhou storytellers  
Sessions, rhyme, poetry  
The Wang School  
Extra-linguistic features of Chinese oral performance.  
Drumsong, clappertale, Suzhou storytelling  
Secular Chinese learning patterns  
Chinese models of authority  
Rote learning and repetition memorization  
Buddhist and Confucian orality  
Etoki storytelling  
Analysis of oral teaching components of Chinese CPMs  
The difficulties of storying in some contexts  
Typical errors  
Cultural barriers  
Examples of failure  
Repetition Patterns in Catholic South America  
The marriage of Catholic educational patterns and indigenous orality  
Lessons from Medieval models for teaching illiterates  
Rote learning and repetition memorization  
Case Studies of Asian and South American oral teaching models  
Discussion of the Final Paper  
Constructing a comprehensive teaching model  
Repetition and sequence  
Accountability and checking systems  
Repetition-based learning and theory choices  
Repetition in Chronological Bible Storying  
Moving from local concepts to Bible story choices  
Choosing from Barriers and Bridges to story choices  
Choosing a Bible story sequence: numbers and length  
Developing leaders  
Choosing repetition patterns  
Gender and lines of authority  
Working in suitable venues  
How much?  
How often?  
Where?  
Consideration of other components  
Parables and proverbs in wisdom-rich cultures  
Storied metaphor and similitudes  
Ethnomusicology and song-teaching |
|---|---|
| | **Short Research Paper on Missions-Centered, Speech Ethnography**  
(LO: B, D, E)  
**Exam #2**  
(LO: A-G) |
| | **Bordahl**  
**Kaminishi**  
**Harmless** |
| Post-Course Requirements | Submission of a Final Paper on Constructing an Oral Teaching Model |
| | **Final Research Paper**  
(LO: A-G) |

**X. SELECT WEBSITES ADDRESSING ORAL ISSUES**

Call2All [http://www.call2all.org/](http://www.call2all.org/)
Church Starting [http://www.churchstarting.net/](http://www.churchstarting.net/)
XI. ADDITIONAL BIBLIOGRAPHY


