

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
SPRINGFIELD, MISSOURI CAMPUS**

**BTHD 501 (01) THE MISSION OF GOD IN BIBLICAL
AND CONTEMPORARY CONTEXTS
(3 credits)**

**COURSE SYLLABUS
(Revised)**

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Spring 2009
January 8, 15, 22, 27, & February 5
***Thursdays: 6:00-10:00 pm**

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COURSE DESCRIPTION

This introductory course of the AGTS curriculum consists of an in depth study of the mission of God, as it is revealed in both the Old and New Testaments. The course will not only examine the text of scripture, but also consider the mission of God in terms of the history, culture, and philosophy of the people to whom the mission was delivered, the interpretation of Scripture within the Bible, the progressive development of Biblical theology as new cultures and peoples were engaged by Israel and the Church, the modes of mission and ministry which are evidenced in the Bible, and the application of Biblical missiology to the contemporary world context.

OBJECTIVES

Upon completion of the course the student will be able to:

- 1) articulate God's plan for the universe from a biblical perspective.
- 2) recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.
- 3) analyze the Christological paradigm for missions revealed in Scripture.
- 4) understand the need for doing theology in light of the unreached in specific contexts.
- 5) evaluate contemporary and alternative missiological strategies, philosophies, and issues (theologies) in light of a biblical theology of mission.
- 6) identify Pentecostal distinctives and contributions to missiology and the fulfillment of the Great Commission.
- 7) understand and respond in a personal way to the needs of the world and the challenge of missions.
- 8) perceive the role of prayer in mission.
- 9) recognize both the hardships and the rewards of missionary service and be open to God's call and direction in missions.

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TEXTBOOKS

Glasser, Arthur F.; Van Engen, Charles E.; Gilliland, Dean S.; and Redford, Shawn B.
[*Announcing the Kingdom: The Story of God's Mission in the Bible*](#). Grand Rapids:
Baker Academic, 2003. 400 pp.

Kaiser, Walter C. [*Mission in the Old Testament: Israel as a Light to the Nations*](#). Grand Rapids:
Baker Books, 2000. 112 pp.

Van Engen, Charles. [*God's Missionary People: Rethinking the Purpose of the Local Church*](#).
Grand Rapids, MI: Baker Book House, 1991. 194 pp.

Recommended Textbooks

Kaiser, Walter C. *Toward an Old Testament Theology*. Grand Rapids: Zondervan publishing
House, 1991.

Köstenberger, Andreas J. and Peter T. O'Brien. [*Salvation to the Ends of the Earth: A Biblical
Theology of Mission \(New Studies in Biblical Theology\)*](#). Downers Grove: InterVarsity,
2001. 351 pp.

York, John V. [*Missions in the Age of the Spirit*](#). Springfield: Logion, 2000. 270 pp.

BASIC OUTLINE

Introduction

A Biblical Theology of Mission

Doing Theology
God's Redemptive Plan.
Mission in the Old Testament.
Mission in the New Testament.
A Christological Paradigm for Ministry.

A Biblical Theology of the Mission (Missions) of the Church (God's Missionary People)

The New Testament Church
Contextualization
The Missionary Task

The Church in Missions in Contemporary Contexts

The Local Church in Missions
Developing a Personal Theology of Missions

Conclusion

WEEKLY SCHEDULE

READING: The reading schedule is intense and it is advisable not to get behind.

Date	Glasser text	Kaiser text	Van Engen text
Jan 8	Part 1	Pages 7-50	
Jan 15	Part 2	Pages 51-82	
Jan 22	Part 3		Part 1
Jan 27	Part 4	<i>Toward an OT theology: pp 188-191. Supplied by the professor</i>	Part 2
Feb 5	Parts 5 & 6		Part 3

FOCUS PAPERS:

Each paper should be **three pages** in length. Too little or too much can affect your grade. No citations are required. If you want to briefly cite a reference, use the in text style (Joe Blow 1985, p.3.) These are not research papers. I want interaction between you and the topic. These are due at the beginning of each class on the day assigned. You may want to read other material to supplement from the assigned textbook.

NOTE: The pages required for each focus paper is reduced three.

1. **January 8: Revised from original syllabus.**
Reading: Kaiser, pp7-50. It is obvious that God’s mission in the Old Testament was not exclusively Jewish. Elaborate on this thought in your paper using this title: *God’s use of Gentiles in the Old Testament to complete His mission of redeeming humankind.*

2. **January 15:**
Reading: Chapter 6 of Glasser: Title: *Yahweh’s participation in the liquidation of Jericho.*

3. **January 22:**
Reading: Chapter one of Van Engen. Title: *The impelling force of the Kingdom of God moves life from the “already” to the “not yet” through the action of God in the power of the Holy Spirit.*

4. **January 27:**
Reading: in Kaiser’s *Toward an OT theology*: pp 188-191. Supplied by the professor.
Title: *The meaning of “The Day of the Lord” in the Book of Joel.*

5. **February 5:**
Reading: chapter 9 of Van Engen. Title: *The goals of an emerging church take on the incarnational perspective in the Sermon on the Mount (Matt 5-7).*

METHODOLOGY

Lectures

Audio visual media

Class discussions

Independent learning from required components of the class

DAY OF RENEWAL

***January 29th is the annual Day of Renewal.** All classes of the seminary are suspended for the complete day. Students, staff and faculty are encouraged to attend at least two of the three scheduled services. Therefore, the normal scheduled class for that evening is moved to Tuesday, the 27th at the normal time. Please take note of this change.

COURSE REQUIREMENTS

Quizzes

There will be quiz following each Thursday evening class. It will be posted on the student portal and should be taken at home. The student will confirm that no assistance or helps were used in the writing of it and that is was not previously previewed. Return it to your professor by email attachment upon completion.

Reading

The reading is intense and rigorous. A reading report is required at the end of the final session on Feb 5.

Writing

Five **focus papers** are required. One is due at the beginning of the five scheduled classes. The content and emphasis of each is noted on the weekly schedule. They should be between three to four pages in length. Too little or too much can affect your grade.

All papers should be double spaced, written with **New Times Roman** font, **12 point** font size and in accordance with Turabian Style guide.

See the Addendum for “Tips for Writing Better Papers.”

Attendance

Class attendance, preparation, and participation are required. Each class session represents 20% of the total class contact time. Therefore, only a dire emergency should deter one from attending a scheduled class. Any absence could impact the course grade and no student should have more than one absence.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes. Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

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Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension— *AGTS Student Handbook*

CLASSROOM INTEGRITY AND THE USE OF COMPUTERS

The use of laptop computers in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. Therefore, it is breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professors assume that seminarians will be persons of integrity when using computers in the classroom.

HUMAN RESOURCE ISSUES

Students with Disabilities:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language.

All students are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While I do not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.

Disabilities: <http://www.apastyle.org/disabilities.html>.

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

GRADING PROCEDURE

Reading report	25%
Quizzes	25%
Focus papers	50%

Late work is subject to penalty! To receive an “A,” ALL work must be turned in on time!

GRADING SCALE

Publishable = A+	79% - 77% = C+
100% - 94% = A	76% - 74% = C
93% - 90% = A-	73% - 70% = C-
89% - 87% = B+	69% - 67% = D+
86% - 84% = B	66% - 64% = D
83% - 80% = B-	63% - 60% = D-
	59%-0% = F

All assigned work for the course must be submitted for the student to receive a passing grade for the course. The grade of I (Incomplete) may be granted only for extenuating circumstances upon the written request of the student. Except in the case of severe extenuating circumstances, the course grade will be reduced by one letter.

NOTE: A \$30.00 fee will be charged to the student’s account for every grade change even if the instructor has approved an extension for completing the work. Any exception to the policy will be made by the registrar.

SELECTED BIBLIOGRAPHY

Allen, Roland. [*Missionary Methods: St. Paul's or Ours?*](#) [1913]. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1962, 188 pp.

Bosch, David Jacobus. [*Transforming Mission: Paradigm Shifts in Theology of Mission \(American Society of Missiology Series, No. 16\)*](#). New edition. Maryknoll, NY: Orbis Books, 1991. 587 pages

Dempster, Murray A.; Klaus, Byron D., and Petersen, Douglas. [*Called and Empowered: Global Mission in Pentecostal Perspective*](#). Peabody, MA: Hendrickson, 1991. Focus on the articles by Fee (pp. 7-21) and Petersen (pp. 44-58). 28 pages

Fleming, Dean. [*Contextualization in the New Testament: Patterns for Theology and Mission*](#). Downers Grove, IL: InterVarsity Press, 2005.

Glasser, Arthur F.; Van Engen, Charles E.; Gilliland, Dean S.; and Redford, Shawn B. [*Announcing the Kingdom: The Story of God's Mission in the Bible*](#). Grand Rapids: Baker Academic, 2003. 400 pp.

Hodges, Melvin. [*Theology of the Church and Its Mission: A Pentecostal Perspective*](#). Springfield, Mo.: Gospel Publishing House, 1977. 185 pp.

Ladd, George Eldon. [*Gospel of the Kingdom*](#). Grand Rapids: Wm. B. Eerdmans Publishing Company, 1959. 143 pp.

Van Engen, Charles. [*Mission on the Way: Issues in Mission Theology*](#). Grand Rapids, MI: Baker Books, 1996. 304 pp.

SPECIFIC DATA

Warren and Annette Newberry, November 2008 (revised December 19, 2008)

ADDENDUM

TIPS FOR WRITING BETTER PAPERS

Dr. Gary McGee

The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical

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problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial

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- methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
 12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
 13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
 14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
 15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
 16. Gender inclusive language should always be used except when referring to the members of the Trinity.