

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
BTHE/MHTE 501 THE MISSION OF GOD IN
BIBLICAL CONTEMPORARY CONTEXTS—AGWM Missionary Training
(3 credit course for Summer Semester, 2008)

DeLonn Rance, Ph.D.

Summer, 2008

COURSE SYLLABUS

COURSE DESCRIPTION

This introductory course consists of an in depth study of the mission of God, as it is revealed in both Old and New Testaments. The course will not only examine the text of Scripture, but also consider the mission of God in terms of history, culture, and worldview of the people to whom the mission was delivered. As part of the study, 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 will be included.

OBJECTIVES

At the conclusion of this course the student should be able to:

- explain the concept of biblical theology.
- trace the history of the *mission dei* through both Old and New Testaments.
- evaluate the assertion that *mission dei* is the unifying theme of the Bible.
- articulate a biblical understanding of human diversity and God's desire to save men and women from every diverse human grouping.
- consider how the process of intercultural and inter-religious encounter between the people of God and other peoples shaped the progressive revelation of God in Scripture, and apply the principle to contemporary ministry.
- discern the unique role of mission within the themes and structures of the New Testament.
- identify key missiological principles within the Scriptures and how they may be applied in contemporary ministry.
- understand and experience the role of the Holy Spirit and Spirit-empowered believers in the fulfillment of *mission dei*.
- commit his or her life to the cause of God's mission.

TEXTBOOKS

Alexander, T. Desmond and Brian S. Rosner, et. al., editors. *New Dictionary of Biblical Theology*. Downers Grove: InterVarsity, 2000.

Kaiser, Walter C. *Mission in the Old Testament: Israel as a Light to the Nations*. Grand Rapids: Baker Books, 2000.

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, 11 Downers Grove: InterVarsity, 2001.

York, John V. *Missions in the Age of the Spirit*. Springfield: Logion, 2000.

BASIC OUTLINE AND COURSE SCHEDULE

It is recommended that the readings be tackled in the following order.

1. What is Biblical Theology? **Reading:** Alexander and Rosner, “Biblical Theology,” “History of Biblical Theology,” and “Relationship of Old Testament and New Testament” in *NDBT*; Köstenberger/O’Brien pp 19-23.
2. Mission in Creation. **Reading:** Kaiser pp. 7-38; Köstenberger/O’Brien pp. 25-53; York 19-27.
3. Biblical Theology of Diversity. **Reading:** Kaiser pp. 39-50.
4. Israel’s National Purpose. **Reading:** Kaiser pp. 51-63; York pp. 27-33. Note: It would be helpful to review previous reading from York for this class session.
5. Covenant and Promise. **Reading:** Helpful to review Kaiser, chapter 3.
6. *Missio Dei* in the Historical Books of the Old Testament. **Reading:** York pp. 33-40.
7. Davidic Covenant. **Reading:** York pp. 41-53.
8. Prophets and Mission. Kaiser pp. 65-74; York pp. 53-64.
9. Old Testament Summary and the Intertestamental Period. **Reading:** Köstenberger/O’Brien pp. 55-71.
10. *Missio Dei* in the Gospels. **Reading:** Köstenberger/O’Brien pp. 73-127, 203-226; York pp. 65-78.
11. 4/6/06 Book of Acts: The Holy Spirit in Mission and Paul’s Missionary Methods. **Reading:** Kaiser pp. 75-82; Köstenberger/O’Brien pp. 127-201; York pp. 79-94.
12. Revelation, Summary of New Testament. **Reading:** Köstenberger/O’Brien pp. 227-270; York pp. 95-100.

METHODOLOGY

Course objectives will be met through:

1. Online lecture and participation in Missionary Training
2. Post-session reading requirements
3. Post-session writing requirements

COURSE REQUIREMENTS

1. **Consistent attendance.** Students are required to attend all sessions of AGWM Missionary Training. The sessions will go beyond the strictly biblical material which will be presented in the online lectures, but the readings will refocus on the biblical material.
2. **Completion of reading assignments** (see course plan below). Read the required textbooks and prepare a book report form for each text per the instructions provided in addendum 1.

3. **Listen to Online Lectures.** Students are to listen to the following online audio files and submit a report according to the instructions in addendum 2. (These audio files can also be found on the AGTS Portal with the accompanying Power Points.)

SOM07 Missiology Theology Part 1	Joseph Castleberry	06/25/2007	CS/PFO Session	63:41
SOM07 Missiology Theology Part 2	Joseph Castleberry	06/25/2007	CS/PFO Session	80:08
SOM07 Missiology Theology Part 3	Joseph Castleberry	06/26/2007	CS/PFO Session	65:59
SOM07 Missiology Theology Part 4	Joseph Castleberry	06/26/2007	CS/PFO Session	79:53
SOM07 Missiology Theology Part 5	DeLonn Rance	06/27/2007	CS/PFO Session	61:03
SOM07 Missiology Theology Part 6	DeLonn Rance	06/27/2007	CS/PFO Session	87:40
SOM07 Missiology Theology Part 7	DeLonn Rance	06/28/2007	CS/PFO Session	61:59
SOM07 Missiology Theology Part 8	DeLonn Rance	06/28/2007	CS/PFO Session	79:53
SOM07 Missiology Theology Part 9	Alan Johnson	06/29/2007	CS/PFO Session	74:01
SOM07 Missiology Theology Part 10	Alan Johnson	06/29/2007	CS/PFO Session	78:43

4. **Research paper.** In 15-20 pages, demonstrate your mastery of the content of this course by writing a paper on a particular topic in the area of biblical missiology. The paper should:

- Apply the principles of biblical theology taught in the class;
- Demonstrate a comprehensive knowledge of *missio dei* as found in the biblical witness, including appropriate biblical references. Be sure to demonstrate a clear contextual (exegetical) understanding of all texts that are discussed.
- Include rich footnoting of scholarly sources from the literature of Old and New Testament studies and missiology.
- After presenting your understanding of a particular topic in biblical missiology, apply your current sense of God's unique calling on your life to your understanding of the topic and indicate what the Holy Spirit is leading you to do in response to your learning.

***See Addendum Three for Tips for Writing Better Papers.**

****All work must be submitted electronically as Word Document attachments to DeLonn Rance at AGTS by e-mail (vrance@agts.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME.** It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

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 AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary.

While AGTS does 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

Book reports	30%
Lecture reports	50%
Research paper	30%
Total	100%

Papers received after the final due date, November 30, 2008, may result in a change-of-grade fee (\$30.00), even when the instructor has granted an extension.

GRADING SCALE

A+ (10)		A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

SELECTED BIBLIOGRAPHY

Students are advised to consult the excellent bibliography at the conclusion of Köstenberger and O'Brien for their research needs.

SPECIFIC DATA

Prepared by DeLonn Rance, Ph.D., April 22, 2008.

ADDENDUM 1
Reading Report Form
(This form can be found on the AGTS Portal in Word format)

Highlight and copy the following report form and paste into a new Word Document. From the drop down menu click “Save As.” At the prompt for “File Name” Type your last name, Course Title and the Book Title or Author’s last name (e.g. Doe John- Missionary Training - Book Report for Hodges).

Fill in this report form on one page (1 ½ page maximum) using single spaced Times New Roman 12-pt. font. The report will be graded according to the following scale Credit, Marginal/credit or No Credit. A report graded as marginal will be given credit, but serves as a warning. Subsequent reports will be monitored closely for improvement. If there is no improvement, a grade of No Credit will be given.

Copy from this point forward to the end of Addendum 1:

MSSE/MHTE 501
THE MISSION OF GOD IN BIBLICAL AND CONTEMPORARY CONTEXTS
Reading Report Form for (insert here the author and title of book)

1. The major thesis of this book is:

2. List three significant missiological contributions related to a biblical theology of missions presented by the book:
 - a.

 - b.

 - c.

3. Quote what you consider the most significant or impacting citation (include page number):

4. Describe why this citation is significant.

5. Would you recommend this book? Why?

6. I have read _____ (#) pages of this book.

For office use only:

Grade to be recorded:

_____ Credit _____ Marginal/credit _____ No Credit

ADDENDUM 3

TIPS FOR WRITING BETTER PAPERS

*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 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 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 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 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.