

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
MSSE 543(01) AG MISSIONS STRUCTURE: MISSIONARY TRAINING (CS)
(3 credit course for
Summer Semester, 2008)

(Limited to Candidate missionaries of the Assemblies of God World Missions,
General Council of the Assemblies of God)

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Summer 2008

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COURSE SYLLABUS

COURSE DESCRIPTION: A review of policies and procedures of an ongoing missionary program and a missionary's field of service.

COURSE OBJECTIVE: To survey the philosophy, methodology, and policies of World Missions with specific application to the candidate's interests and missions activities.

READING ASSIGNMENT FOR MISSIONARY CANDIDATES

TEXTBOOKS:

Dempster, Murray, Byron Klaus and Douglas Peterson. Globalization & Pentecostalism: A Religion made to Travel. Regnum, 1999.

Elmer, Duane H. Cross-Cultural Servanthood. Downers Grove: InterVarsity Press, 2006.

Hodges, Melvin L. The Indigenous Church. Springfield: Gospel Publishing House, 1976.

McGee, Gary B. This Gospel Shall Be Preached. Volume I. Springfield: Gospel Publishing House, 1986.

Williams, Morris O. Partnership in Missions. Springfield: DFM, 1986.

Wilson, Everett A. Strategy of the Spirit: J. P. Hogan and the Assemblies of God Division of Foreign Missions (1960-1990). Regnum, 1997.

York, John. Missions in the Age of the Spirit. Springfield, Mo: Logion Press, 2000.

SELECTED REQUIRED READINGS FROM:

Winter, Ralph D. and Hawthorne, Stephen C., eds. Perspectives on the World Christian Movement. Pasadena: William Carey Library, 1997.

RECOMMENDED READING

Hiebert, Paul G. Anthropological Insights for Missionaries. Grand Rapids: Baker Book House, 1987.

Jones, Marge and E Grant. Psychology of Missionary Adjustment. Springfield, MO: Logion Press, 1995.

Kenny, Betty Jo. The Missionary Family. Springfield: Life Publishers International, 1983.

Lane, Dennis, Tuning God's New Instruments. Life Publishers International, 1990.

Lingenfelter, Sherwood G. and Mayers, Marvin K. Ministering Cross-Culturally. Baker House, 1986.

McIntosh, Gary & Rima, Samuel, Sr. Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction. Baker, 1997.

McQuilkin, Robertson. The Great Omission. Grand Rapids: Baker Book House, 1986.

Miller, Denny. Power Ministry: A Handbook for Pentecostal Preachers. African Theological Training Service. 1998.

Smalley, Gary and Trent, John, Ph.D. The Blessing. Pocket Books, 1996

Steyne, Philip M. The God of The Nations. Impact International Foundation, 1997.

COURSE REQUIREMENTS

1. All missionary candidates are expected to follow this prescribed course for missionary preparation along with raising funds for their assignment.
2. Read the seven required textbooks and prepare a book report form for each text per the instructions provided in addendum 1 (page 5). ***Due Date: October 14, 2008**
3. Choose one book assigned by your region and prepare a book report form per the instructions provided in addendum 1 (page 5) focusing on issues related to the area where you will be ministering. ***Due Date: October 31, 2008**

4. Select readings from Winter & Hawthorne. Read the chapters listed below and submit a response to the questions listed: ***Due Date: August 31, 2008** (The questions in Word format can be obtained electronically by request from the professor.)

BIBLICAL PERSPECTIVE

<u>Chapter</u>	<u>Question</u>	<u>Page</u>
1	2	9
3	1 & 3	20
5	1 & 2	33
10	1, 3, & 4	77
13	*	94

*Question: List Jesus' contacts with foreigners (Gentiles). What do these examples say to you?

14	3	103
19	1	126
20	2	134

HISTORICAL PERSPECTIVE

<u>Chapter</u>	<u>Question</u>	<u>Page</u>
33	1	213
42	2	286
44	1	299
50	1	338
51	1	353
52	1	368

CULTURAL PERSPECTIVE

<u>Chapter</u>	<u>Question</u>	<u>Page</u>
61	1	428
63	3	443

STRATEGIC PERSPECTIVE

<u>Chapter</u>	<u>Question</u>	<u>Page</u>
72	2	524
75	1	540
76	*	541

*Question: What are the three major challenges according to Johnstone that we face in the completion of the task of evangelizing the globe?

87	2	605	Latin America Church Planting
91	1 & 3	631	Animism
92	1 & 2	638	Hindu, India
93	1 & 3	645	Chinese
94	1 & 2	649	Muslims
95	1 & 2	654	
104	1 & 2	682	
100	*	672	Africa

*Question: How did Elkins say that they trained an indigenous leadership?

5. Write a research paper (approximately 10-12 pages, 12-point font size and in accordance with Turabian Style formatting.) on the topic- "**A Master Plan for First Term Missionary Ministry.**"

Include the following:

- a. A brief introduction to the current situation on your assigned field (country, national church, A/G missionary body). **NOTE:** If in an international ministry, describe opportunities and obstacles to be encountered.
- b. An analysis of how the various required reading assignments are likely to have an impact in helping you achieve your ministry goals. This should be the main emphasis of the paper.
***Due date: November 30, 2008.**

***See Addendum Two 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 (for AGTS credit when applicable):

Winter & Hawthorne questions	10%
Reading reports	40%
Research paper	50%

*NOTE: Points will be deducted for late papers.

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				

SPECIFIC DATA:

Prepared by DeLonn Rance, April, 2008.

ADDENDUM 1

Reading Report Form

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 543
AG MISSIONS STRUCTURE: MISSIONARY TRAINING
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 missions structures or practice 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 2

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.