

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
MATS Degree Completion Program
Springfield, Missouri

BTHD 501 MISSION OF GOD IN BIBLICAL AND CONTEMPORARY CONTEXTS

Thursday – January 11, 18, 25, February 1, 8, 2007
(3 Credits)

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Spring 2007

COURSE SYLLABUS

COURSE DESCRIPTION

An examination of the mission of the Church and various models of Christian missions from biblical, theological, and historical perspectives. This interdisciplinary study, integrating theory and praxis, is designed to move the student toward a more responsible understanding, imaging, and proclamation of the Kingdom of God in the diverse cultural milieus of our global village.

COURSE OBJECTIVES

Upon completion of this course, the student should be able to

1. Present the biblical and theological basis of the mission of the Church in the world.
2. Identify and understand historical paradigms in the theology of mission.
3. Identify and analyze contemporary challenges in the theology of mission.
4. Define and articulate clearly the missionary task.
5. Understand and respond to a personal role in the mission of the Church.
6. Develop and embrace biblically sound guidelines for fulfilling the mission of the Church in one's ministry setting.

REQUIRED TEXTBOOKS

Winter, Ralph D. and Steven C. Hawthorne, eds. *Perspectives on the World Christian Movement*, Third edition. Pasadena: William Carey Library, 1999.

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

OPTIONAL TEXTBOOK

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.

NOTE: Students who have had *Missions in the Age of the Spirit* as a textbook in another missions class are **required** to read *Salvation to the Ends of the Earth...* in lieu of Dr. John York's book.

Students who prefer a more academically challenging textbook may **substitute** *Salvation to the Ends of the Earth...* for Dr. John York's book.

METHODOLOGY

The teaching-learning experience will include engaging the lectures, guest presenters, class discussions, learning activities, collateral reading, quizzes, and the scholarly writing assignments.

COURSE CONTENT

SECTION ONE: An Introduction to the Study of Mission

SECTION TWO: The Covenants and Mission

- The Older Covenant
- The New Covenant

SECTION THREE: AGWM Structure and Strategy

SECTION FOUR: Theological Issues and Mission(s)

SECTION FIVE: Contemporary Challenges to Mission(s)

COURSE REQUIREMENTS

I. Class Participation

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 will impact the course grade and no student should have more than one absence.

II. Reading

A. Read and report on the following:

1. York: *Missions in the Age of the Spirit* **OR** Köstenberger and O'Brien: *Salvation to the Ends of the Earth: A Biblical Theology of Mission*.
2. Winter and Hawthorne: *Perspectives on the World Christian Movement*.
 - Division One: "The Biblical Perspective"
Assigned Articles: 1,2,4,9,13,14, 21,25,26,27.
 - Division Two: "The Historical Perspective"
Assigned Articles: 35, 37, 40, 44, 45, 50.
 - Division Three: "The Cultural Perspective"
Assigned Articles: 54, 55, 56, 59, 60, 65, 68, 69.
 - Division Four: "The Strategic Perspective"

Assigned Articles: 72, 77, 78, 81, 85, 89, 91, 92, 94, 95, 96, 102, 104, 107, 109, 111, 112, 119, 120, 123, 124.

3. One hundred (100) pages from a relevant source--book(s), articles, or web publications--selected by the student.
- B. Develop the reading reports as follows:
1. *Missions in the Age of the Spirit* **OR** *Salvation to the Ends of the Earth...*
On the cover page indicate how thoroughly and completely you read the book and state that you have not had this book assigned for another course. Write a 3-page (double-spaced) review of the book. Follow the Turabian format in developing a graduate-level review that is suitable for publication.
 2. Winter and Hawthorne: *Perspectives on the World Christian Movement*
Submit two reports (Division 1 & 2) and (Division 3 & 4). Each report should list the assigned articles and include a clear statement indicating how thoroughly and completely you have read the articles. This should be followed by your signature and the date submitted.
 3. Student-selected source (100 pages or 4 hours of internet reading) relevant to this course. Submit a report providing a complete bibliographical entry or the web site(s) clearly identifying the source of the reading and a clear statement indicating how thoroughly and completely you read the material. This should be followed by your signature and the date submitted.

III. Internet Reading and Research

- A. Each week complete three hours of internet reading and research for this class.
- B. Submit a one-page report of your internet reading/research. Each report should include your name, a statement of the actual time spent followed by your signature, and a MS Word chart presenting the more helpful sights accessed. **Example below:**

SITE LOCATION	ANNOTATION
missiology.org	Not more than 35 words.

NOTE: An annotated chart of missiological sites is posted on drive Y of the AGTS network under – WoodRP. It cannot be accessed remotely—you must be in the building.

IV. Scholarly Paper

- A. Write a 10-to-12-page (double-spaced) scholarly paper focusing on a specific aspect or challenge facing the Mission of God. It may focus on a people group, a religious group, a geographical area, or a type of ministry. The paper should evidence as much depth as possible and avoid a generalized and superficial treatment.
- B. A signed statement that the paper was written exclusively for this course should be included. The failure to include this statement will result in a grade reduction.

- C. The “guidelines for writing a research paper” developed by Dr. Gary McGee will be utilized as the criteria for evaluation. **(Attached)**
- D. Each paper should evidence thorough research, good writing, careful documentation, and adherence to the Turabian format, 6th edition.

DUE DATES FOR COURSE ASSIGNMENTS

DUE DATE	ASSIGNMENT
Thursday – January 11, 2007	First Textbook Interaction
Thursday – January 18, 2007	Perspectives: Division I & II Internet Reading and Research Report (Hard copy and via e-mail attachment)
Thursday – January 25, 2007	Perspectives: Division III & IV Internet Reading and Research Report (Hard copy and via e-mail attachment)
Thursday – February 1, 2007	Source (100 pg.) selected by the student Second Scholarly Paper Internet Reading and Research Report (Hard copy and via e-mail attachment)
Thursday – February 8, 2006	Final Examination Internet Reading and Research Report (Hard copy and via e-mail attachment)

NOTE: Assignments submitted after class time on the due date will receive a grade reduction.

GRADING PROCEDURE

ASSIGNMENT	GRADE VALUE
Class attendance, preparation, & participation	5%
Reading Reports (4 @ 4% each)	16%
Internet Reading and Research (4 @ 3% each)	12%
Scholarly Paper	30%
Final Examination	37%

Note: Any absence, even legitimate, will result in a grade reduction.

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.

SESSION	PREPARATION GUIDE AND THEMES
<p>WEEK 1 Jan. 11, 2007</p>	<p>Should have read: John York OR Köstenberger and O'Brien - Report</p> <p>Course Orientation</p> <p>Section I: Introduction to the study of mission(s)</p> <ul style="list-style-type: none"> • Terms and concepts – Define mission theology • Mission and the problem of sin <p>Section II: The Covenants and mission</p> <ul style="list-style-type: none"> • The Older Covenant and mission
<p>WEEK 2 Jan. 18, 2007</p>	<p>Should have read: <i>Perspectives</i>: Division I & II - Report</p> <p>Section II: The Covenants and mission (Continued)</p> <ul style="list-style-type: none"> • The New Covenant and mission • Paul, the missionary-apostle
<p>WEEK 3 Jan. 25, 2007</p>	<p>Should have read: <i>Perspectives</i>: Division III & IV – Report</p> <p>First Scholarly Paper due</p> <p>Section II: The Covenants and mission (Continued)</p> <p>Section III: AGWM Structure and Strategy</p>
<p>WEEK 4 Feb. 1, 2007</p>	<p>Should have read: 100 pages (or 4 hours of internet reading)- source selected by the student - Report</p> <p>Section IV: Theological issues in mission(s)</p> <p>Section V: Contemporary challenges to mission</p>
<p>WEEK 5 Feb. 8, 2007</p>	<p>Course Evaluation</p> <p>Scholarly Paper Due</p> <p>6:15 – 8:00 Final Examination</p> <p>8:15 – 10:00 Course Summary: Meeting the Challenges</p> <ul style="list-style-type: none"> • The local church • The sending agency • The missionary

SELECTED BIBLIOGRAPHY

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RESOURCE MATERIALS:

Resource materials intended to facilitate your study—and the development of your scholarly paper—may be accessed from the Library Computer Lab through Microsoft Word. Select the Y drive, Class Notes, WoodRP. These include:

- ☞ Global Missions Internet Sites - Annotated
- ☞ Dr. McGee: Guidelines for Writing Research Papers

GENERAL GUIDELINES FOR WRITING BETTER PAPERS

Dr. Gary B. McGee

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good 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 THE PROFESSORS EXPECT

1. Original analytical reflection
2. Integrity in writing
3. 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. A clear rationale for the grade should be provided through comments written on the paper.
3. 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. When I was in graduate school, a professor stated that he would count the number of mechanical problems and typos on a paper. If the number exceeded the number of pages, the grade would be reduced by one grade point. This represents a fair approach to grading. It has been my experience that 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 and brief 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, minimize use of the first person plural (“we,” “us,” “our”) and avoid entirely 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. ***Generally speaking, the frequent use of direct quotations and especially block quotations in any kind of paper may indicate that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
11. 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.
12. 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.
13. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
14. Gender inclusive language should always be used except when referring to the members of the Trinity.

SPECIFIC DATA:

Prepared by Dr. R. Paul Wood, October 2006.

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