

Assemblies of God Theological Seminary
BTH/MHT 501
THE MISSION OF GOD IN BIBLICAL AND CONTEMPORARY CONTEXTS
COURSE SYLLABUS

DeLonn Rance, Ph.D.
Associate Professor of Missions and Intercultural Studies
AGTS
drance@agts.edu

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October 19- 23
1:00 - 10:00 p.m.

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 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.

COURSE OBJECTIVES

At the end of this course, the student should 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.
- 10) integrate course materials into life and ministry.

REQUIRED 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.

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.

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

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

**NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR
CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM
THE BIBLIOGRAPHY BELOW.**

BASIC OUTLINE (subject to change)

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

METHODOLOGY

Lectures, discussion, guest lectures, video presentation(s) and book reviews.

COURSE REQUIREMENTS

1. Faithful attendance to class (as per the Student Handbook) and participation in discussions/groups.
2. Reading of the required textbooks and a missionary biography and the submission of a report for each on the form provided on the Student Portal or as described in addendum 1. Kaiser **Due Sept. 4**, York **Due Sept. 18**, Köstenberger/O'Brien **Due Sept. 25**, Glasser **Due Oct. 16**, Missionary Biography **Due Oct. 30**, Van Engen **Due Nov. 6**
3. The submission of a missions sermon that you have preached or will preach. Include title, text, introduction, major points in outline form and conclusion/application. The paper should be 3-4 pages in length. **Due Nov 13.**
4. The successful completion of the comprehensive final examination which is the preparation and submission of a research paper. Articulate a biblical theology of missions which integrates class lecture, assigned reading, other scholarly sources and personal integration. Include a personal plan for missional praxis. The paper should be 15-20 pages in length. **Due Dec. 4**

**All papers should be double spaced, 12 point font size and in accordance with Turabian Style or APA formatting.

**See Addendum Two for the “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” (The rubric which will be used for the grading of your papers) and Addendum Three for “Tips for Writing Better Papers.”

**All work must be submitted electronically as Word Document attachments to Valerie 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. Please keep backup files of all submitted work. 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 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

1. Class Participation	10%		
2. Book Reports (6 @ 5%)	30%		
Kaiser	Due Sept. 4		
York	Due Sept. 18		
Köstenberger/O'Brien	Due Sept. 25		
Glasser	Due Oct. 16		
Missionary Biography	Due Oct. 30		
Van Engen	Due Nov. 6		
3. Missionary Sermon Outline	20%	Due Nov. 20	
4. Comprehensive final examination	40%	Due Dec. 4	

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

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				

**LEARNING OUTCOMES OF THE
GLOBAL MISSIONS DEPARTMENT**

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

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

Prepared by DeLonn Rance, Ph.D., November 20, 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- Book Report for York).

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:

**BTH/MHT 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 2

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student’s writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There’s evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

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 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 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.