I. Purpose

This course is designed to give you an introductory overview of the world missionary enterprise. The emphasis will be on equipping you to become a leader in world missions by developing perspectives that inspire and motivate you to action on behalf of world missions. We will study biblical, historical, strategic, and cultural perspectives relative to world missions.

Note: Due to the workload and the outreach nature of both the Introduction to Missions course (2MS518) and the Introduction to Evangelism course (2MS508), students are strongly encouraged not to take these two courses during the same Fall semester. There is a reason why these courses are listed in the RTS catalog during different semesters. Many students from the last 20 years will testify to the legitimacy of this admonition.

II. Objectives

A Mind for Truth: Transforming Your Understanding

• To understand and articulate a biblical theology of world missions.
• To understand the priority of world missions in Christian life and ministry.
• To understand the biblical nature and mission of the Church, especially as it relates to starting, growing and reproducing churches as a vital part of the mission of God.
• To understand the biblical, theological, historical, and cultural roots from which contemporary missions have developed.
• To be aware of the varied models and structures used today for the advancement of cross-cultural evangelism.
• To be acquainted with the literature relating to the world missionary enterprise and to think through how it can be used in your life and ministry.
• To understand critical issues and trends in contemporary missions.

A Heart for God: Transforming Your Affections

• To be a World Christian and have a broken heart for the lost, especially for the unreached people groups (nations), the poor, and the persecuted of the world.
• To develop a life-long commitment to pray for missionaries and for the lost.
• To be motivated to take personal action—giving time, talents and treasures, sacrificially and joyfully—toward the advancement of the cause of world missions.

A Life for Ministry: Transforming Your Behavior

• To lay a strong foundation for further study and personal involvement in cross-cultural missions, especially for those planning to become cross-cultural missionaries.
• To lay a strong foundation for understanding, guiding, and promoting missions from a local base, especially for those planning to assume leadership roles in a local church.
• To obtain a set of criteria for evaluating modern missions programs, issues, trends, proposals, and organizations.
III. Format

The course will include 13 three–hour classroom sessions (9:00am-12:00pm) beginning Tuesday, September 1, 2015, and ending Tuesday, December 1, 2015. Classroom sessions will include lecture (including guest lecturers), learning exercises, student presentations and reports, video presentations, self-study exercises, and small group interaction. Individual and small group work sessions will be conducted during the class time.

Blended Learning: This course will integrate Hybrid-Blended Adult Education (Androgogy) learning principles and methods. This will include a blending of classroom and web-based learning, leveraging the strengths of each (e.g. a Flipped Classroom). Course content will be learned using web-based platforms (including interactive videos of the professor’s lectures, online student exercises, discussion forums, etc.) so that classroom time can be used more for professor-student interaction, discussion, and practical application of the course concepts to the student’s personal life and ministry. There will be 12 online lessons taken by the students during these 13 weeks, with lesson 1 being due on week 2, lesson 2 being due on week 3, etc. See pages 9-10 below for all online lesson numbers and deadline dates.

Required Use of Social Media and Applications: Because of the nature of this course, students are required to own (or have access to) a laptop computer (not merely a tablet, e.g. iPad) in order to work on assignments during and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading, etc.), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and converting files to PDF (Adobe) documents for uploading weekly assignments. Students may only use tablets if they can prove (to the TA) the tablet does not limit their ability to complete all assignments.

Office Hours: You can schedule an appointment with Dr. Childers through his administrative assistant, Joyce Sisler, at 407-278-4552 or jsisler@rts.edu. Appointments are normally scheduled on Tuesdays from 4:15pm-5:30pm and Thursdays from 4:15pm-5:30pm. Additional times may be arranged by contacting Joyce. Your teaching assistant is Christopher Simmons (Christopher@PathwayLearning.org). Please contact Christopher first for all issues regarding the course. He will refer you to Dr. Childers if necessary.

IV. Texts

Required:


Recommended (*Highly Recommended):


**Islamic Studies Resources:**


V. Requirements

A. Attendance & Class Participation In Class and Online (10%)

This course requires attendance and participation during all in class and online sessions. In-class learning activities will be based on the assumption that you have completed all your assigned online lessons and readings by the required dates. Weekly classes (called Cohort Meetings) will begin promptly at 9:00am*. Tardiness, unexcused absence and lack of class participation will impact your final grade. This course also requires active weekly participation in the Online Class Forums and the Online Class Learning Community e.g. Twitter, Facebook, Blog replies, etc. See page 8 below for more information and links.

*Students are expected to arrive in class at least 5-10 minutes before 2:00pm in order to have the necessary time to set up their laptop computers, etc. and be ready to begin the class at 2:00pm sharp—so as not to be a distraction to other students after class has begun.

B. Reading Assignments & Reports (20%)


   You are required to read this entire book and write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report toward the end of this syllabus. You are required to upload this report as part of your weekly online lesson by midnight of the due date.

2. *From Jerusalem to Irian Jaya (a biographical history of Christian missions)* by Ruth Tucker *(approx. 200pp, Due Week 9, November 3) (5%)*

   You are required to read any seven chapters (your choice) from Parts I-III of this book. You are then required to write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report found toward the end of this syllabus. You are required to upload this report as part of your weekly online lesson by midnight of the due date.


   You are required to read selected chapters from this book weekly (one chapter per week—see Section VII: Course Assignment Due Dates) and write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report found toward the end of this syllabus. You are required to upload this report as part of your weekly online lesson by midnight of the due date.

4. *Pathways to Global Understanding* by Meg Crossman, ed. *(120pp, Graded as part of weekly online lessons)*

   You are required to read selected articles from this book weekly (one article per week—see Section VII: Course Assignment Due Dates). At the end of the course you will be asked online to indicate the percentage of the readings you have read thoughtfully (not merely skimmed). This assignment may be graded periodically as part of the weekly online assessments (quizzes).
5. *Muslims Next Door* by Shirin Taber (144pp, Graded as part of weekly online lessons)

You are required to read this entire brief, very accessible, and practical book (134 pages). At the end of the course you will be asked online to indicate in writing the percentage of this book you have read thoughtfully (not merely skimmed). This assignment may be graded periodically as part of the weekly online assessments (quizzes).

**IMPORTANT:** These 3 reading required reading reports above (Goheen, Tucker, and Ott) will be uploaded (remember, only after being converted to PDF files) as part of your weekly online lessons (instructions online). To maximize the weekly class learning experience, you are expected to read the assigned weekly readings in: 1) Ott’s *Encountering Theology of Mission* (ETM) and 2) Crossman’s *Pathways to Global Understanding* before attending class each week (see Section VII: Course Assignment Due Dates).

C. Thirty Days of Prayer for the Nations (10%)

You are required to pray for 30 consecutive days for the Unreached People Groups of the world before week 13, **December 1**, using one of the prayer resources below:

- *Unreached of the Day* Mobile app by Joshua Project: [http://joshuaproject.net/resources/apps](http://joshuaproject.net/resources/apps)
- *Operation World: The Definitive Prayer Guide to Every Nation* website [http://www.operationworld.org/today](http://www.operationworld.org/today) or,

**Mission Prayer Reflection:** After you complete your 30 days of prayer, write a brief reflection (1 page minimum) on the ways in which this season of prayer has helped you to grow spiritually and in your commitment to prayer for the Nations. You are required to upload this report as part of your weekly online lesson by midnight, week 13, Dec 1.

**NOTE:** Students are strongly encouraged to fulfill this assignment by praying with others (friends, family, classmates, etc.), rather than merely praying alone.

D. Weekly Online Lessons—Substituting for Final Exam and Paper (60%)

You are required to complete a weekly online lesson including interactive video lectures by Dr. Childers and learning exercises such as:

- **Assessments** (quizzes on video lectures, readings, etc. equivalent to a Final Exam)
- **Lesson Summaries** (approximately 200 words equivalent to a Final Paper)
- **Discussion Forums**

**IMPORTANT NOTE:** In order to receive full credit for the Weekly Online Lessons (60% of your grade), especially the weekly online Assessments (Quizzes), Lesson Summaries, and Discussion Forum responses, you must demonstrate in writing a genuine, serious interaction with the concepts in all of these steps. Cursory and superficial answers, replies, and summaries will negatively impact your grade.
VI. Grading

Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

A. Assignment Submissions

All assignments (Reading Reports, Prayer Reflection, Lesson Summaries, etc.) are to be uploaded as one of the “Steps” in the Weekly Online Lesson. See Section VII: Course Assignment Due Dates below for the due dates. Access to the online lesson automatically closes at midnight). No assignments will be received after December 9.

Late Assignment Policy

Please do not ask the teaching assistant or the professor for permission to turn in an assignment late. If the weekly online lesson is closed, all late assignments must be emailed as an attachment to the Teaching Assistant when completed. Late assignments will be penalized a certain percentage according to the number of days the assignment is late. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family) include in your email an explanation of your situation asking for a waiver of the late penalty. A group of 3 RTS students will determine if there will be a penalty.

B. Missions Course Grading Percentages

1) Attendance and Participation In-Class and Online (10%)
2) Reading Assignments and Reports (20%)
3) Mission Prayer Reflection (10%)
4) Weekly Online Lesson Steps (60%)

NOTE: Class attendance and participation will impact your final grade.

C. Participating in an Online Learning Community

Students are required to use social media (e.g. Twitter, Facebook, Blog, YouTube) as a means of establishing an online peer-learning community that will transcend this course. Examples include tweeting key quotes from the lectures, discussions, and readings, and writing responses to posts on Facebook, a blog page, and a YouTube video page. Online learning participation will be part of the student’s participation grade (10%).

An Opportunity to Impact Students, the Church, and the World: Excerpts from exemplary student work (including weekly lesson summaries, discussion forum entries, etc.) submitted in the online weekly lessons will also be periodically published on these social media platforms as a means of sharing the student’s insights with the broader church body and world. Thousands of people around the world read these social media platforms weekly. This is an opportunity for students to share the concepts they’re learning with each other, the church, and the world.

- Twitter Class Hashtag: #RTSMissions15
- Twitter: https://twitter.com/stevechilders
- Facebook: https://www.facebook.com/steve.childers
- Blog: http://www.stevechilders.org
- Videos: https://www.youtube.com/channel/UCMPa4A2s7JWEfNurE5xPTqQ
### Section VII: Course Assignment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>ETM Readings</th>
<th>Pathways Readings¹</th>
<th>Online Lessons Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1 (Week 1)</td>
<td>None</td>
<td>None</td>
<td>Student info &amp; prayer requests to professor (end of syllabus) Photos, Name Plates, Social Media Prep</td>
</tr>
<tr>
<td>Course Introduction &amp; Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 8 (Week 2)</td>
<td><em>Theology of Mission: Intro</em></td>
<td><em>God is a Missionary</em> God: Stott 21-26:</td>
<td><em>Online Lesson One</em></td>
</tr>
<tr>
<td>September 15 (Week 3)</td>
<td><em>God &amp; Nations in Old Testament: Chapter 1</em></td>
<td><em>Let Nations be Glad! (OT): Piper 17-20</em></td>
<td><em>Online Lesson Two</em></td>
</tr>
<tr>
<td>September 22 (Week 4)</td>
<td><em>God &amp; Nations in New Testament: Chapter 2</em></td>
<td><em>Let The Nations Be Glad! (NT): Piper 76-78</em></td>
<td><em>Online Lesson Three</em></td>
</tr>
<tr>
<td>September 29 (Week 5)</td>
<td><em>Justification of Mission: Missio Dei: Chapter 3</em></td>
<td><em>As the Waters Cover the Sea: Blinco 99-110</em></td>
<td><em>Online Lesson Four</em> Goheen Reading Report Due (5%)</td>
</tr>
<tr>
<td>October 6 (Week 6)</td>
<td><em>Purpose &amp; Nature of Mission: Chapter 4</em></td>
<td><em>4 Men, 3 Eras, 2 Transitions: Winter 125-134</em></td>
<td><em>Online Lesson Five</em></td>
</tr>
<tr>
<td>October 13</td>
<td>Fall Break, October 12-16 (Reading Week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 20 (Week 7)</td>
<td><em>The Task Pt. 1 Convictions &amp; Controversies Chapter 5</em></td>
<td><em>The Task at Hand: Dayton 161-166 (Update Stats)</em></td>
<td><em>Online Lesson Six</em></td>
</tr>
<tr>
<td>October 27 (Week 8)</td>
<td><em>The Task Pt. 2 Convergence &amp; Conclusions Chapter 6</em></td>
<td><em>The Apostle Paul’s Task: Glasser 82-88</em></td>
<td><em>Online Lesson Seven</em></td>
</tr>
<tr>
<td>November 3 (Week 9)</td>
<td><em>The Church &amp; Mission Chapter 8</em></td>
<td><em>The Poor &amp; Development: Myers, Pikkett &amp; Hawthorne 242-249</em></td>
<td><em>Online Lesson Eight</em> Tucker Mission Biography Report Due (5%)</td>
</tr>
<tr>
<td>November 10 (Week 10)</td>
<td><em>Contextualization and Mission Chapter 11</em></td>
<td><em>Culture &amp; Cross-Cultural Differences: Hiebert 276-285</em></td>
<td><em>Online Lesson Nine</em></td>
</tr>
</tbody>
</table>

¹ *Pathways Readings* have been revised from 2007 to 2014 edition so the new pages may be different.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading / Resource</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 17 (Week 11)</td>
<td><em>Spiritual Dynamics &amp; Mission</em> Chapter 10</td>
<td>Culture, Worldview &amp; Contextualization: Kraft 292-296</td>
<td>Online Lesson Ten</td>
</tr>
<tr>
<td>November 24 (Week 12)</td>
<td><em>The Motivation for Missions</em> Chapter 7</td>
<td>Messianic Mosques: Ali, Woodberry 408-410</td>
<td>Online Lesson Eleven</td>
</tr>
<tr>
<td>Thanksgiving Holiday, November 25-27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 1 (Week 13)</td>
<td><em>Missionary Vocation</em> Chapter 9</td>
<td>Company of the Committed: Moore &amp; Crossman 375-380</td>
<td>Online Lesson Twelve</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Encountering Theology of Mission (ETM) Reading Report Due (5%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Prayer for the Nations – Missions Prayer Report Due (10%)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NO Final Paper Due December 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NO Final Exam December 10-11, 14-15</td>
</tr>
</tbody>
</table>
Personal Student Information

Please complete and email this information directly to Dr. Childers at schilders@rts.edu

Name:

Preferred Email Address:

Spouse name (if married):

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS-Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like Dr. Childers to be remembering in prayer for you this semester?

---

Course Objectives Related to MDiv Student Learning Outcomes

Course: Introduction to Missions, 2MS518
Professor: Dr. Steven L. Childers
Campus: Orlando

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
</table>

Reformed Theological Seminary, Orlando Fall 2015

Dr. Steven L. Childers
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Strong</th>
<th>Moderate</th>
<th>Minimal</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
<td>Moderate</td>
<td>Minimal</td>
<td>N/A</td>
</tr>
<tr>
<td>Scripture</td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reformed Theology</td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctification</td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire for Worldview</td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winsomely Reformed</td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Minimal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

Please limit your report to one typed page (single spaced). Write approximately one paragraph per topic (Overview, Critique, and Application).

Complete Bibliographic Reference

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

I read the entire book thoughtfully (not merely skimmed)? Yes ___ No ___ % Read (0-100%) ___
READING REPORT EXAMPLE

Missions Student Name
Missions (2MS518)
Dr. Childers
October 4, 2018


Overview—Give a brief overview of the book, including its theme, perspective and approach.

Piper seeks to present a case for God-centered passionate commitment from God’s people to the global mission of bringing the gospel to the lost. He divides the book into three sections. In the first section he challenges us to see the supremacy of God in global missions in regards to the ultimate purpose of missions (worship), the power of missions (prayer) and the price of missions (suffering). In the second section Piper discusses the necessity and nature of the task of missions, addressing the Scriptures testimony to the need of Christ-centered saving faith for salvation, and clarifying the Scripture’s call to bring the gospel to every nation and people-group. In the final section, Piper calls his readers to a love for men’s souls through the writings of Jonathan Edwards.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Generally I liked the book. I do, however, think that Piper is such a passionate, zealous preacher that he sometimes is prone to hyperbole. I found myself wondering if some balance to his view of missions and missionaries may be in order. His examples always seem to be some superhero missionary who endures prison or death or some other amazing feat. He doesn’t discuss the humdrum life of many missionaries, or their doubts and struggles, not even of the some of the big name examples he lists. Exalting missionaries as super-Christians can, I think, discourage both the average believer and the missionaries themselves.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

I think the section on prayer was the most challenging. As a typical American Christian, prayer is one of my weak points. I’m so geared to do things and not to depend on God to work. But God is calling me to trust him, not myself. Prayer is a deep expression of that, and I hope to have a deeper recognition of that in my prayer life.

Best Quote—Be sure to include the page number where the quote can be found.

Missions is not the ultimate goal of the church. Worship is. Missions exists because worship doesn’t. Worship is ultimate, not missions, because God is ultimate, not man… worship abides forever. (35)

I read the entire book thoughtfully (not merely skimmed)? Yes _X_ No ___ % Read (0-100%) _100_