Introduction to Missions 2MS518 (June 8-12, 2015)

I. Purpose

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

II. Objectives

A Mind for Truth: Deepening 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 (Missio Dei).
• 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 extensive 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: Developing Your Skills

• 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 is designed with three major components: 1) Pre-class assignments, 2) Classroom lectures and learning exercises on campus June 8-12, 2015 (8:30am – 4:00pm), 3) Post-class assignments. The student workload for this course (including total lecture hours) will be the same as the 13-week Fall semester on the RTS-O campus. Classroom sessions will include lecture (including guest lecturers), class interaction, student presentations and reports, video presentations, self-study exercises, and small group interaction. Individual and small group work sessions will be conducted during class time. Outside of class, students are required to watch course lectures online and complete online quizzes, make discussion forum entries, etc.

A Hybrid Course with Required Use of Social Media: Because of the hybrid nature of this course, combining online and classroom learning, students are required to own (or have access to) a laptop computer and have access to the internet in order to work on assignments before, during, and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and managing PDF documents.

Teaching Assistant: Your teaching assistant is Chris Simmons. Contact Chris first, before Dr. Childers, for all issues regarding the course: Christopher@PathwayLearning.org

IV. Texts

Required:


Recommended (*Highly Recommended):


**Islamic Studies Resources:**


V. Course Requirements

A. Attendance, Participation, & Class Notes/Applications (10% Grade)

This course requires attendance and participation at all daily class sessions: Monday – Friday 8:30am – 4:00pm. Lectures and discussions will be based on the assumption that you have completed all of the assigned readings by the required dates. Class will begin promptly at 8:30am. Tardiness, unexcused absence and lack of class participation will impact your final grade.

Your personal class notes must be dated and typed for every class session you attend. There are normally four (4) class sessions for each day of class—2 in the morning and 2 in the afternoon. These class session notes will serve as a record of your attendance at each session and be submitted for a significant part of your course grade. NOTE: You may cut and paste text from the instructor’s lecture notes (to be provided as Word documents online) into your class notes. Designate the daily class sessions you attend according to the example below. If you miss one of the class sessions, list the day, class number (4 sessions each day) and write the word “Absent” next to the entry.

Example: Monday, June 8, 2015 (Day 1 of 5 = 20 Total Class Sessions)

Monday, June 8, 2015: Class One
--Your notes (Write 3-4 (minimum) sentences of reflection and application)

Monday, June 8, 2015: Class Two
--Your notes (Write 3-4 (minimum) sentences of reflection and application)

Monday, June 8, 2015: Class Three
--Your notes (Write 3-4 (minimum) sentences of reflection and application)

Monday, June 8, 2015: Class Four
--Your notes (Write 3-4 (minimum) sentences of reflection and application)

Important Note: Please do not ask the professor or teaching assistant for approval to miss a daily class session. Record in writing your reason for missing that class session in your class notes for that particular day and class session, e.g. “Wednesday, June 10, Class Four.” Your grade deduction will be determined later—during the final grading process.

B. Reading Assignments (25% Grade)

   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 found toward the end of this syllabus.

2. *Encountering Theology of Mission (ETM)* by Craig Ott, et al. (10%)
   You are required to read selected chapters from this book (see Section VII: Course Reading Assignments) 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.

3. *Pathways to Global Understanding* by Meg Crossman, ed. (Part of Final Examination) (2.5%)
   You are required to read selected articles from this book weekly (one article per week—see Section VII: Course Assignment Due Dates). You will be asked on the Final Examination to indicate in writing the percentage of these articles you have read thoughtfully (not merely skimmed). There may also be a question on the Final Examination taken from these articles.
4. *Muslims Next Door* by Shirin Taber (Graded as part of *Final Examination*) (2.5%)
   You are required to read this entire brief, very accessible, and practical book (134 pages).
   You will be asked on the *Final Examination* to indicate in writing the percentage of this book
   you have read thoughtfully (not merely skimmed). There may also be a question on the *Final
   Examination* taken from this book.

**VERY IMPORTANT:** All reading reports must be dated on or before the due date in order to
receive full credit. To maximize the 5-day on campus learning experience, you are required to read
the entire Goheen book and all the selected chapters in Ott’s *Encountering Theology of Mission* (see
Section VII: Course Reading Assignments) BEFORE the first day of class.

1. Goheen Reading Report Due: Monday, June 8—First day of class (10% of grade)
2. Ott Reading Report Due: Monday, June 8—First day of class (5% of grade)

C. Prayer for the Nations (15% of Grade)
You are required to pray for 30 consecutive days for the *Unreached People Groups* of the world
before **July 31, 2015**, using *Operation World: The Definitive Prayer Guide to Every Nation* website
(http://www.operationworld.org/today) or the book Johnstone, Patrick, *Operation World, 21st
Century Edition* as a guide (or a comparable prayer guide). In addition, you must complete a *Mission
Prayer Report* by **July 31, 2015**. While there are no minimum page requirements this report must
consist of the 3 components below.

**Mission Prayer Report Components:**

- **Mission Prayer Plan:** developed in advance, determining which people group(s) you
  will pray for on each of the 30 days. This plan (NOT the report) must be completed no
  later than **June 8, 2015**. Your *Prayer Plan* is to be dated and submitted on the first day
  of class by emailing the PDF file to the Teaching Assistant no later than that first day.

- **Mission Prayer Journal:** for each of the 30 days. The 30 written journal entries must
  also be dated and consist of a minimum of 2 or 3 sentences indicating something
  similar to, “Today (today’s date and time listed) I prayed for the Thai people who are
  in the midst of cultural shift. I prayed that the government would become active in
  solving the morality problems in Bangkok and that Christians would be a part of that
  solution.”

- **Mission Prayer Reflection:** After you complete your 30 days of prayer write a brief
  reflection on the ways in which this season of prayer has helped you to grow spiritually
  and in your commitment to prayer for the Nations.

**NOTE:** Students are strongly encouraged to fulfill this assignment by praying with others
(friends, family, classmates, etc.), rather than merely praying alone.
Prayer for the Nations (Sample Prayer Plan and Prayer Journal)

<table>
<thead>
<tr>
<th>Oct.</th>
<th>Days</th>
<th>Time</th>
<th>Nation</th>
<th>Prayer Journal Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>1</td>
<td>9:00am</td>
<td>Syria</td>
<td>I prayed for the Sunni Arab Majority, the Alawites, the Druze people, the Kurds, the Bedouin people, the Turkmen, and the Gypsy minorities. I prayed for political and religious freedom, and that the Alawite minority regime would lose power. Finally, I prayed for Protestants to have more opportunity to witness and for more conversions from Islam to Christ.</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>10:00am</td>
<td>Tajikistan</td>
<td>I prayed for the un-reached peoples of Tajikistan, including: the Uzbeks, the mountain peoples of Pamira, and the other 133 ethnicities that haven’t been reached. I prayed for a Tajik Bible translation, the success of the Jesus film, and Christian radio there as well.</td>
</tr>
</tbody>
</table>

- The Prayer Plan (left side: “Month / Days / Time / Nation”) is due Monday, June 8, 2015 (plan must show 30 consecutive dates/days)
- The Prayer Journal entries (right side: “Prayer Journal Entries”) will be added daily for 30 consecutive dates/days
- The Prayer Reflection will be your written reflections/insights/lessons AFTER the 30 days.

D. Mission Biography Reading & Report (10% of Grade)
You are required to read eleven chapters (your choice) from parts I-III of Ruth Tucker’s From Jerusalem to Irian Jaya (a biographical history of Christian missions). You are then required to write a report (three pages, single-spaced, 12 pt font) on the selected reading detailing which chapters you read, why you read those chapters, and the most significant personal insights you gained from your reading. The Mission Biography Report is due July 31, 2015.

E. Mission Project Paper (20% of Grade)
Complete one of the following mission projects and submit a 10-15 page paper (not including appendices), double-spaced, 12 point font, 1 inch margins, by July 31, 2015. The Mission Project must give evidence of the integration and application of course readings and lectures.

1. Develop a mission course for a Sunday School class.*
You have just been invited to teach a 12-week mission course in your local church Sunday School. You have been selected because of your commitment to missions, your growing expertise in the field and your teaching abilities. You may choose the format in which it is presented, but it should include the following:
- A one-paragraph course description.
- A brief set of course objectives (knowing, being and doing objectives).
- A detailed outline for each class period (listing main and sub-points, including Scripture, assume a 45-minute class period).
- A list of teaching resources (books, tapes, etc.).
2. Design a mission program for a local church.*
Design a missions program for a church. You may choose the format in which it is presented, but it should include the following:

- A description of the church—urban/rural, independent/denominational, new/old, etc.
  (You may assume any reasonable church model, real or hypothetical.)
- A statement of mission vision, philosophy of ministry, values, strategy, etc.
- A description of the organizational oversight of the program (e.g., staff, elders, etc.).
- Key components of the program—giving evidence of options and/or creative approaches.
- Missions conference basic program outline.
- A list of the resources you consulted.

3. Develop a philosophy of mission statement.
Write a paper in which you interact with the material in the course lectures and readings. You will need to evaluate (not merely summarize) the material read and show how this class and various authors contributed to your understanding of missions. The emphasis should be on stating your personal philosophy of missions, citing the course lecture notes and reading materials as the basis for your conclusions.

4. Conduct a cross-cultural interview with a non-Christian.
Interview a non-Christian from a different culture than your own (such as an international student). Develop your own interview questions focusing on the topic of cultural barriers, practices, and religion. Keep a record of your questions, responses, and observations to include as part of the written report. Do the necessary research to provide a written summary of this person’s unique religious history, beliefs, worldview, etc. Include a list of the resources you consulted.

*These assignments are from William David Taylor’s Introduction to Missions course.

5. Study a mission-minded local church (case study).
Conduct a case study analysis of a local mission-minded church, including an onsite visit and interview with a missions leader of the church. Describe the church’s mission vision, philosophy, values, and strategy. Evaluate the strengths and weaknesses of the mission policy/program in light of the concepts learned in this course. List practical ways/reasons the church has supported the cause of global evangelization. Describe how the church could strengthen its present missions program.

6. Study a local international mission agency (case study).
Conduct a case study analysis of a local international mission agency, including an onsite visit and an interview with a mission agency leader. Describe the mission agency’s vision, philosophy, values, and strategy. Evaluate the strengths and weaknesses of the mission policy/program in light of the concepts learned in this course. List practical ways/reasons the agency has supported the cause of global evangelization. Describe how the agency could strengthen its present missions program.

7. Develop a theology/philosophy of missionary calling.
Do research and write an essay on the concept of missionary calling and guidance as these relate to knowing the will of God for one’s life vocation. How does God call or direct people into missionary service today? Give a biblical basis for your conclusion and scriptural explanations for the process involved. Include a practical response to the question, “How can I know if God is calling me into full-time career missionary service?” List your resources.

8. Propose a Mission Project.
- Be creative! (For example, “The use of the internet in world missions: web resources, support, etc.”)
- Submit the proposal to the TA in writing with a description similar to the others.
F. Final Examination (20% of Grade)

The Final Exam will be comprehensive and essay in format, including all class reading assignments and lectures.

Location of Final Exam: For RTS resident students, the Final Exam (3 hours max) will be proctored by the RTS Library Staff at the student’s resident campus (Jackson, Orlando, Charlotte, Wash. D.C., Atlanta) and must be taken in the campus library no later than July 31, 2015. Students unable to take the exam at one of the RTS resident campuses should contact the course Teaching Assistant.

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.

Late Assignments Policy

Please do not ask my teaching assistant or me for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing the assignment on time (such as a death in the immediate family), turn in a written request for waiving the late penalty with the assignment. No assignments will be received after July 31, 2015.

Introduction to Missions Grading Percentages

Course Participation & Notes/Applications (10%)

Reading Assignments (25%)

• Goheen Reading Report: Due June 8—First day of class (10%)
• Ott Reading Report: Due June 8—First day of class (10%)
• Worldwide Perspectives Reader (Questions on Final) (2.5%)
• Missions Issues Reader (Questions on Final) (2.5%)

Mission Projects (45%)

• Mission Biography Report: Due July 31 (10%)
• Mission Prayer Plan: Due July 31 (15%)
• Mission Project Paper: Due July 31 (20%)

Final Examination (20%)

• Due by July 31 (20%)
## VII. MS518 Summer 2015 Course Reading

Pathways Readings: *Pathways to Global Understanding* by Meg Crossman, ed.

<table>
<thead>
<tr>
<th>ETM Readings</th>
<th>Pathways Readings</th>
<th>Assignments Your Dates</th>
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<tbody>
<tr>
<td><strong>Theology of Mission: Intro</strong></td>
<td><em>God is a Missionary</em></td>
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<td></td>
<td>God: Stott 21-26:</td>
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<tr>
<td><strong>God &amp; Nations in Old Testament: Chapter 1</strong></td>
<td><em>Let Nations be Glad! (OT)</em>: Piper 17-20</td>
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<tr>
<td><strong>God &amp; Nations in New Testament: Chapter 2</strong></td>
<td><em>Let The Nations Be Glad! (NT)</em>: Piper 76-78</td>
<td></td>
</tr>
<tr>
<td><strong>Justification of Mission: Missio Dei: Chapter 3</strong></td>
<td><em>As the Waters Cover the Sea</em>: Blinco 99-110</td>
<td></td>
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<tr>
<td><strong>Purpose &amp; Nature of Mission: Chapter 4</strong></td>
<td><em>4 Men, 3 Eras, 2 Transitions</em>: Winter 125-134</td>
<td></td>
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<tr>
<td><strong>The Task Pt. 1 Convictions &amp; Controversies Chapter 5</strong></td>
<td><em>The Task at Hand</em>: Dayton 161-166 (Update Stats)</td>
<td></td>
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<tr>
<td><strong>The Task Pt. 2 Convergence &amp; Conclusions Chapter 6</strong></td>
<td>The Apostle Paul’s Task: Glasser 82-88</td>
<td></td>
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<tr>
<td><strong>The Church &amp; Mission Chapter 8</strong></td>
<td>The Poor &amp; Development: Myers, Pikkett &amp; Hawthorne 242-249</td>
<td></td>
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<tr>
<td><strong>Contextualization and Mission Chapter 11</strong></td>
<td>Culture &amp; Cross-Cultural Differences: Hiebert 276-285</td>
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<tr>
<td><strong>Spiritual Dynamics &amp; Mission Chapter 10</strong></td>
<td>Culture, Worldview &amp; Contextualization: Kraft 292-296</td>
<td></td>
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<tr>
<td><strong>The Motivation for Missions Chapter 7</strong></td>
<td>Messianic Mosques: Ali, Woodberry 408-410</td>
<td></td>
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<tr>
<td><strong>Missionary Vocation Chapter 9</strong></td>
<td>Company of the Committed: Moore &amp; Crossman 375-380</td>
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</tbody>
</table>
## Course Objectives Related to MDiv Student Learning Outcomes

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></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>
</tr>
<tr>
<td><strong>Scripture</strong></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>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></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>
</tr>
<tr>
<td><strong>Preach</strong></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>
</tr>
<tr>
<td><strong>Worship</strong></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>
</tr>
<tr>
<td><strong>Shepherd</strong></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><strong>Minimal</strong></td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td><strong>Moderate</strong></td>
</tr>
</tbody>
</table>
READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

Please limit your report to one to two typed pages (single spaced). Write approximately one to two paragraphs 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 3, 2016


**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-Christs 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_
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?