Foundations of Mission

course # ICS1013-1 FA14
credit hours: 3
location: Campus Center 300
time: T-R 8:40-10:10
instructor(s): Matt Price

Contact:
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School of Theology
Office Hours TR 8:00-8:30
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Noah is found in the holy writings of Jews, Christians, and Muslims. Noah gathered a remnant of God’s creation into a sturdy ark in order to survive the watery chaos of divine judgment upon the earth that was “corrupt... [and] full of violence.” (Genesis 6:11). A dove was set free by Noah to search for dry land, the hope of restoration. The images of the prophet, ark, remnant, and even the dove stand as enduring symbols for how the Church responds to the missio Dei. The Church exists because of the mission—To be sent into a darkened and dying world with the Light of Jesus Christ and to become the hope of the Good News to all the nations.

Course Description
This course is an overview of the biblical and theological bases for missions. Topics include the biblical mandate, theological framework, and practical outworking of the missio Dei as well as the making of a Christian missionary in light of new strategic demands in a changing global context.

Course Textbooks (required)

http://www.gospeltruth.net/miss_methods.htm (free online, 1927 edition) (231 pages)


What’s in the syllabus?

Description & Textbooks p1
Outcomes & Assignments p2
Grades & Policies p3
Readings & Due Dates p4

Three Ways to Explore the Course Outcomes (James 1:2-8)

Skimmers show a tangential interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

Snorkelers will move beyond the shallows to probe below the surface, examine the concepts, make connections, and try to apply them. More than curious, but engaged, they will spend more time on the readings, ask more WHAT and HOW questions, and participate actively in class.

Deep divers will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking WHY questions, spending more time on each assignment going beyond the minimum.
Reading Assessments

Fish Bowl Discussions. (Course outcomes 1, 2, 3, 7). For each unit of study (approx. every two weeks), every student will prepare at least one page of notes from the assigned reading. Four students will be chosen randomly to be on the roundtable (each student will participate twice). They will take 20 minutes to discuss the main ideas, big questions, and practical implications gleaned from the unit’s reading assignments and class presentations (found in the Course Schedule). The rest of the class will take notes on what is discussed. The reading notes taken prior to class, and the notes taken during class will be submitted together at the conclusion of the class time. All of the students—the roundtable participants and the audience—will be graded on what they contribute or write down during the discussion, using this general rubric:

- Reading Notes = 30%
- Discussion Notes = 30%
- Quality of Critique/Questions = 40%

Midterm Exam Project. Missions Involvement in the Local Church: Discover & Report (Course Outcomes 1, 2, 3, 5). Find out how your local church participates in activities, promotions, services, trips, and ways to be involved in missions education, missions financing and missions prayer support. Look for evidence on bulletin boards, pre-service slides, newsletters, and web sites. Talk to three lay leaders involved with promoting missions and your pastor. If you really want to earn a good grade, talk to your district missions president (or his or her equivalent in your denomination) about his or her expectations for missions support among churches on the district. The outline of the paper should be: Why This Church Thinks Global Missions Is Important, How This Local Church Promotes Global Missions, Surprising Things I Learned. Submit the 1000 word report on Moodle.

Book Reflection Paper. (Course outcomes 2, 4, 7). Instructions and selected books for this assignment can be found on the last page of the syllabus.

Course Outcomes

1. Grasp the variety of problems, tensions and opportunities facing missionaries and sending churches and agencies.
2. Articulate the Church’s missional vocation (misio Dei) in biblical, theological and strategic context as well as the place of individuals and faith communities in fulfilling that task.
3. Compare and contrast the assumptions of theology and the social sciences in the development of mission strategy and practice.
4. Explore the various approaches to the missionary task through analysis of incarnational models of ministry and contemporary strategies for missions.
5. Evaluate intercultural communication and contextualization of God’s Message as a vital skill for accomplishing the missionary task.
6. Integrate personal and vocational life goals with a missional perspective in the world and missionary engagement within the global church and its local expressions.
7. Interact with available resources for learning from missionaries in the past as well as in the present day.

This course partially fulfills the educational requirements toward ordination for Nazarenes as well as other church denominations:
1. To acquaint the student with the Biblical and theological foundations of Christian missions.
2. To prepare the student for Christian service as a specialist or lay volunteer.
3. To develop an understanding and appreciation of the doctrines, tradition, and mission of the Church of the Nazarene.
4. To help the student grow in the knowledge of Jesus Christ as Redeemer, Sanctifier, and Giver of the Great Commission.

Course Projects

Crucial Issues Group Roundtables (Course Outcomes 1, 3, 4, 7). The class will be placed into groups with each group conducting a roundtable before the rest of the class. You will be graded on the notes students take on 1) Main Points, 2) Big Questions It Raises, 3) Controversies (pros/cons) within the topic, 4) Major Sources (Significant authors/practitioners, recurring books/articles related to subject). Work together in research, organization, and participation. If this was a true group presentation, consider this assignment as the organizational meeting you would have just prior to the presentation itself, but instead, it will take place in front of the class. Each roundtable must show integration of the topic with application to real-life experience. Cite at least five key sources.

- Group 1: Orality & Bible Storytelling (C.B.S. and JESUS Film)
- Group 2: Volunteer Teams—Helps or Hinders Long-term Missions?
- Group 3: Human Trafficking
- Group 4: Realities of Spiritual Warfare & Power Encounters
- Group 5: Necessity of Language Learning
- Group 6: Insider Movements

Final Exam Project. Deputation Service Report (Course Outcomes 1, 2, 3, 5, 7). Attend a deputation service featuring missionary speakers. Observe the missionary’s actions and attitudes while communicating with the audience and individuals before, during, and after the service. Submit a 1000 word reflection on the experience covering the following content. List the service’s details: date and time, name(s) of the missionary, their place of ministry, and the name and pastor or designated leader(s) at the church or location of the service. (Information from this bullet point does not count toward total word count for the assignment). In what ways did the content of the service and message affirm or challenge what I’ve learned in class? According to this particular service, what kind of effort does it take to be a missionary? Why should churches send missionaries? What are the key elements of a memorable missionary service?
Grading Rubric
A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.
B — Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors
C—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

Course Policies

Attendance Policy
1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips;
2) severe emergencies or death in the immediate family;
3) legal responsibilities;
or
4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).

Assignment Submissions
Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (TurnItIn) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors

Academic Integrity
MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.

Course Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Learning Hours</th>
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</thead>
<tbody>
<tr>
<td>Attendance (absences automatic 50 pt deduction for each absence)</td>
<td>(Minus 50 pts per unexcused absence)</td>
<td>39</td>
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<tr>
<td>Reading (~675/15 pph)</td>
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<td>45</td>
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<tr>
<td>Fishbowl Discussions (5x100 pts)</td>
<td>500</td>
<td>12</td>
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<tr>
<td>Midterm Project</td>
<td>150</td>
<td>12</td>
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<tr>
<td>Critical Issues Group Roundtable</td>
<td>100</td>
<td>12</td>
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<tr>
<td>Midterm Exam Project</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Book Reflection Paper</td>
<td>50</td>
<td>5</td>
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<tr>
<td>Final Exam Project</td>
<td>50</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>142</strong></td>
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Grading scale is:
- A 1000-930
- B+ 929-900
- B 879-830
- C+ 799-750
- C 749-720
- F 599+

One course learning hour equals . . .
- 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
- 15 pages of reading (2000 level) (300 page book = 20 learning hours)
- 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel
## Course Schedule—ICS1013-1—FALL 2014 (T-R) 8:40a-10:10a

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>What's Due</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>What's Due</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong> Trends and Tensions in World Mission</td>
<td>Sept 2 T</td>
<td>Case Study Intro &amp; Syllabus</td>
<td>Finish reading by class time</td>
<td>Nov 4 T</td>
<td>Church Planting Movements</td>
<td>Garrison article</td>
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<td></td>
<td>Sept 4 R</td>
<td>Course Projects &amp; Key Words</td>
<td>Nov 6 R</td>
<td>Compassionate Ministries</td>
<td>Deal article</td>
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<td></td>
<td>Sept 9 T</td>
<td>Key Words cont’d</td>
<td>Nov 11 T</td>
<td>Local Initiative: Dependency &amp; Generosity</td>
<td>Price article, Schwartz article</td>
<td>Allen, Pt 2 Finance</td>
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<tr>
<td></td>
<td>Sept 16 T</td>
<td>Trends &amp; Tensions cont’d</td>
<td>Nov 18 T</td>
<td>Calling &amp; Guidance</td>
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<td></td>
<td>Sept 18 R</td>
<td>Missiology as Theology &amp; Social Science</td>
<td>Nov 19 R</td>
<td>Nov 20 R</td>
<td>Raising Support</td>
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<td></td>
<td>Sept 23 T</td>
<td>GT Basis</td>
<td>Nov 25 T</td>
<td>North America as Mission Field / Planning Day</td>
<td>Book Reflection</td>
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<td></td>
<td>Sept 25 R</td>
<td>Cont’d</td>
<td>Nov 27</td>
<td>NO CLASS</td>
<td>Thanksgiving</td>
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<td></td>
<td>Sept 30 T</td>
<td>NT Basis</td>
<td>Dec 2 T</td>
<td>Groups 1, 2, 3</td>
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<td>Oct 2 R</td>
<td>Cont’d</td>
<td>Dec 4 R</td>
<td>Groups 4, 5, 6</td>
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<tr>
<td><strong>Unit 2</strong> Biblical Basis for the Missio Dei</td>
<td>Oct 7 T</td>
<td>Trinitarian Basis for Mission</td>
<td>Escobar, Preface, &amp; c1, c2, c3</td>
<td>Roundtable</td>
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<td>Oct 9 R</td>
<td>Religious Pluralism</td>
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<td>Oct 14 T</td>
<td>New Religious Movements</td>
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<td></td>
<td>Oct 16 R</td>
<td>Cont’d</td>
<td>Oct 21</td>
<td>NO CLASS</td>
<td>Midterm Break</td>
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<td></td>
<td>Oct 22 T</td>
<td>NO CLASS</td>
<td>Dec 9 T</td>
<td>7:50a-9:50a</td>
<td>“The Mission” Film &amp; Critique</td>
<td>Final Exam Project</td>
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<tr>
<td><strong>Unit 3</strong> Missio Dei in Theological Context</td>
<td>Oct 23 R</td>
<td>Proclamation &amp; Essential Gospel</td>
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<td>Oct 28 T</td>
<td>Power Encounter &amp; Deliverance</td>
<td>Hiebert article</td>
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<td>Oct 30 R</td>
<td>Persecution, Suffering &amp; Glory</td>
<td>Allen, Part 1, Part 2</td>
<td>Roundtable</td>
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<td><strong>Unit 4</strong> Incarnational Models for Mission</td>
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Recommended Books


Everts, Don with Doug Schaupp. I once was lost: What postmodern skeptics taught us about their path to Jesus. Downers Grove, Ill.: InterVarsity Press, 2008. (BT780 .E94)


Collateral reading options include the following fiction novels with characters that are missionaries:

- Cather, Willa. 1927. *Death Comes for an Archbishop*.

**Guidelines for a Book Reflection Paper**

After reading a recommended book from the syllabus or bibliography of a textbook, the student will write a four-page (1000-word max) book reflection. Include the following parts **Summary, Critique, and Application** of this book into your personal and/or ministry experience. Be sure to cite the book throughout your reflection. Think of the reflection paper as a conversation between your life and the ideas encountered in the book. Three (3) points will be deducted for each error in spelling, grammar, and style (It helps to use spell check AND read it aloud before submitting it). Use proper MLA citation (MVNU Library home page has a link for further guidance on MLA citations). Include a Works Cited page if necessary. Submit it to Moodle, name the file: ICS1013 Book Reflection YourFirstInitialLastName

You may use the following format for the paper:

**Name:**

ICS1013 — Fall 2014

**Date:**

Book Reflection—*Title by Author*

(1) **Summary (100 words)** — What is this book about? What are some unique characteristics about the author? Why do you think the author wrote the book?

(2) **Critique (600 words)** — What does this book say specifically about the biblical and theological basis for missions, mission structures, and missionary practices? In what ways do you agree or disagree? How has the author defined missions and mission Dei compared to other sources? What does this book say specifically about the theory of intercultural missions? In what ways do you agree or disagree? What does this book say specifically about missions and the mission Dei in the life of the church? In what ways do you agree or disagree? What are some connections between the course presentations, discussions and readings and what you’ve read from the author? How has the author helped you understand the global nature of the missional task of the church?

(3) **Application (300 words)**. In what ways has the author challenged your previous thinking about the missions especially as you seek to incorporate these ideas and practices into your personal life and your present or future role in the church? How might you change your mind and possibly your life in response to what you’ve read?