

## Global Missions Department

“Shaping Servant-Leaders to Reach all Peoples”

— Syllabus —

|   |  |
|---|--|
| <p><b>COURSE NUMBER and TITLE:</b> BTH-MHT 501<br/><i>Mission of God and Contemporary Context</i><br/><b>CREDIT HOURS:</b> 3<br/><b>SEMESTER:</b> Fall 2018<br/><b>COURSE DAY/TIME:</b> Weekend Class<br/>Sept. 7-8, Oct. 5-6, Nov. 9-10<br/>Fridays 2-5pm and 6-9:30pm<br/>Saturdays 9am-Noon and 1-5pm<br/><b>LOCATION:</b> ROOM #229</p>   | <p><b>INSTRUCTORS:</b> DeLonn Rance Ph.D. and Valerie Rance Ph.D.<br/><b>PHONE:</b> 417.865.2815 EX 8868<br/><b>OFFICE:</b> AGTS<br/><b>EMAIL:</b> <a href="mailto:ranced@evangel.edu">ranced@evangel.edu</a> and <a href="mailto:rancev@evangel.edu">rancev@evangel.edu</a></p> |
| <p><b>REQUIRED TEXTS:</b><br/>Bauckham, Richard. <i>Bible and Mission: Christian Witness in a Postmodern World</i>. Grand Rapids, MI: Baker Academic, 2003. <b>ISBN-10:</b> 0801027713 <b>ISBN-13:</b> 978-0801027710 Print 126 pp.</p> <p>Glasser, Arthur F.; Van Engen, Charles E.; Gilliland, Dean S.; and Redford, Shawn B. <i>Announcing the Kingdom: The Story of God’s Mission in the Bible</i>. Grand Rapids, MI: Baker Academic, 2003. <b>ISBN-10:</b> 0801026261, <b>ISBN-13:</b> 978-0801026263 Print 400 pp.</p> <p>Johnson, Alan R. <i>Apostolic Function in 21<sup>st</sup> Century Missions</i>. Pasadena, CA: William Carey Library, 2009. <b>ISBN-10:</b> 0878080112 <b>ISBN-13:</b> 978-0878080113 Print 258 pp.</p> <p>Kaiser, Walter C. <i>Mission in the Old Testament: Israel as a Light to the Nations</i>. Grand Rapids, MI: Baker Books, 2000. <b>ISBN-10:</b> 0801022282, <b>ISBN-13:</b> 978-0801022289 Print 101 pp.</p> <p>Van Engen, Charles. <i>God’s Missionary People: Rethinking the Purpose of the Local Church</i>. Grand Rapids, MI: Baker Book House, 1991. <b>ISBN-10:</b> 0801093112, <b>ISBN-13:</b> 978-0801093111 Print 194 pp.</p> <p>Wright, Christopher J. H. <i>The Mission of God’s People: A Biblical Theology of the Church’s Mission (Biblical Theology for Life)</i>. Grand Rapids, MI: Zondervan, 2010. <b>ISBN-10:</b> 0310291127 <b>ISBN-13:</b> 978-0310291121 Electronic and Print 304 pp.</p> <p>York, John V. <i>Missions in the Age of the Spirit</i>. Springfield, MO: Logion, 2000. <b>ISBN-10:</b> 0882434640 <b>ISBN-13:</b> 978-0882434643 270 pp.<br/><i>Personal choice of a Missionary Biography (see addendum one for observations and recommendations).</i></p> |  |

For information of textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

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

### **ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:**

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

As a graduate-level educational institution within the evangelical and Pentecostal tradition, the seminary affirms the Bible as God's written Word, the inspired, infallible and authoritative rule for faith and conduct. Affiliated with The General Council of the AG, the seminary's doctrinal commitment is found in the Statement of Fundamental Truths.

### **EVANGEL UNIVERSITY MISSION:**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

### **DEPARTMENT MISSION:**

*The purpose of the Global Missions Department (GMD) is to offer personal and professional preparation for intercultural ministry by forming leaders with a thorough understanding of God's mission for the Church and intercultural communication skills essential for productive ministry in cross-cultural settings. Global Missions Department goals include equipping the intercultural minister to meet the challenges of missions in the modern world. Studies within the department keep the student current with contemporary developments in the discipline of missiology. Courses are practical in orientation and emphasize the Pentecostal contribution to Christian missions. Interdisciplinary studies in the department include courses in the following fields: missions history and theology, cultural studies and religion, intercultural communication, and missions strategy.*

### **CATALOG 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 PREREQUISITES:**

*There are no prerequisites.*

## **COURSE PURPOSE:**

To help students understand the mission of God as revealed in both the Old and New Testaments and their part in that mission.

## **COURSE REQUIREMENTS:**

This is a weekend course. Course resources and specifications can be found in COURSE COMMONS.

- Faithful attendance to class and participation in discussions/groups.
- All assignments are due on the date and time specified on the Course Outline and the assignment drop boxes in COURSE COMMONS (not via email).
- All students are expected to communicate with the instructor any concerns, technical difficulties, and/or questions they may have via email, phone call, or face-to-face appointment.
- Students are expected to have daily access to:
  - a computer
  - the Internet
  - Evangel email.
- All assignments need to be submitted Microsoft Office format.
  - MS Word file extension: .docx or .doc format. **Not** PDF.
  - MS PowerPoint 2013, 2016 or Show, file extension: .pptx or .ppsx
  - The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at:  
<https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->
- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T8-SBL2 Academic Style. <sup>1</sup>

## **ATTENDANCE:**

Your participation in the discussions of this class is very important to your success as a student.

## **COURSE OUTCOMES:**

| <b>Course Learning Outcomes<br/>Upon completion of this course, the student<br/>will be able to:</b> | <b>Program<br/>Learning<br/>Outcomes<sup>2</sup></b> | <b>EU20<sup>3</sup></b>                 | <b>Faith, Work<br/>&amp;<br/>Economics<br/>Integration<sup>4</sup></b> |
|--|--|---|--|
| 1. Articulate God's plan for the universe from a biblical perspective.                               | MAIS<br>#1,2,5,6<br>MATS<br>#1,2<br>MLM              | C 1,2,3<br>E 2, 4<br>I 1,4<br>G 1,3,4,5 | Outcomes<br><br>1,2,3,4,5,6  |

<sup>1</sup> This is the official, agreed-upon set of options of AGTS's faculty based on the 8<sup>th</sup> ed. of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from T8 in the *Society for Biblical Literature Guide for Contributors*, 2<sup>nd</sup> ed. Full details are found in COURSE COMMONS, the AGTS website, and The Write Place. [Add hyperlinks when available.]

<sup>2</sup> See addendum one for program learning outcomes, EU20 outcomes, and FWE outcomes.

<sup>3</sup> See addendum one for EU20 outcomes.

<sup>4</sup> See addendum one for FWE outcomes

|   |   |  |                             |
|---|---|--|-----------------------------|
|   | #4<br>MDIV<br>#1,2,5,6,9  |  |                             |
| 2. <i>Recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.</i>                    | MAIS<br>#2,5,6<br>MATS<br>#1,2<br>MLM<br>#4<br>MDIV<br>#1,2,5,6,9     | C 1,2,3<br>E 2,4<br>G 1,3,4,5                | Outcomes<br><br>1,2,3,4,5,6 |
| 3. <i>Analyze the Christological paradigm for missions revealed in Scripture.</i>   | MAIS<br>#2,5,6<br>MATS<br>#1,2<br>MLM<br>#4<br>MDIV<br>#1,2,9         | C 1,2,3<br>E 2,4<br>G 1,3,4,5                | Outcomes<br><br>1,2         |
| 4. <i>Understand the need for doing theology in light of the unreached in specific contexts.</i>  | MAIS<br>#2,5<br>MATS<br>#1,2,4,8<br>MLM<br>#3,4<br>MDIV<br>#1,2,5,6,9 | C 1,2,3<br>E 2,3,4<br>I 1,4<br>G 1,3,4,5     | Outcomes<br><br>1,2,4       |
| 5. <i>Evaluate contemporary and alternative missiological strategies, philosophies, and issues (theologies) in light of a biblical theology of mission.</i> | MAIS<br>#2,3,4,5<br>MATS<br>#1,2<br>MLM<br>#3,4<br>MDIV<br>#1,2,5,6,9 | C 1,2,3,4,5<br>E 2,4<br>G 1,3,4,5            | Outcomes<br><br>1,2,3,4,5,6 |
| 6. <i>Identify Pentecostal distinctives and contributions to missiology and the fulfillment of the Great Commission.</i>                                    | MAIS<br>#2,5<br>MATS<br>#1,2<br>MLM<br>#3,4<br>MDIV<br>#1,2,5,6,9     | C 1,2,3<br>E 2,4<br>G 1,3,4,5                | Outcomes<br><br>1,2         |
| 7. <i>Understand and respond in a personal way to the needs of the world and the challenge of missions.</i>   | MAIS<br>#1,2,5,6<br>MATS<br>PLOs #4,8<br>MLM<br>PLOs #3<br>MDIV       | C 1,2,3,4,5<br>E 2,4<br>I 1,4<br>G 1,2,3,4,5 | Outcomes<br><br>1,2,3,4,5,6 |

|  |   |  |                             |
|--|---|--|-----------------------------|
|  | PLOs<br>#1,2,5,6,9  |  |                             |
| 8. Perceive the role of prayer in mission  | MAIS<br>#1,2,5,6<br>MATS<br>#1,2,8<br>MLM<br>#3<br>MDIV<br>#1,2,5,6,9         | C 1,2,4<br>E 2,4<br>I4<br>G 1,2,3,4,5                | Outcomes<br><br>1,2,4       |
| 9. Recognize both the hardships and the rewards of missionary service and be open to God's call and direction in missions. | MAIS<br>#1,2,5,6<br>MATS<br>#1,2,8<br>MLM<br>#3<br>MDIV<br>#1,2,5,6,9         | C 1,2,5<br>E 2, 4<br>I4<br>G 1,2,3,4,5               | Outcomes<br><br>1,2         |
| 10. Integrate course materials into life and ministry.   | MAIS<br>#1,2,3,4,5,6<br>MATS<br>#1,2,4,8<br>MLM<br>#3,4<br>MDIV<br>#1,2,5,6,9 | C 1,2,3,4,5<br>E 2,4,5<br>I 1,2,3,4,5<br>G 1,2,3,4,5 | Outcomes<br><br>1,2,3,4,5,6 |

### **COURSE ASSIGNMENTS:**

All assignments have specific due dates that are listed on the attached course outline. Assignment instructions can also be found in modules on COURSE COMMONS. **Unless otherwise directed by the instructor, all assignments are submitted to drop boxes on COURSE COMMONS. No assignments will be accepted via email.**

1. Faithful **attendance** to class and participation in discussions and group activities.
2. Reading of the required **textbooks**. A Canvas online open book "Quiz" must be completed for each text and for a missionary biography (see addendum two for observations and recommendations). Kaiser **Due Sept. 7**, York **Due Sept. 14**, Johnson **Due Sept. 21**, Wright **Due Sept. 28**, Glasser **Due Oct. 5**, Bauckham **Due Oct. 12**, Van Engen **Due Oct. 19**, Missionary Biography **Due Oct. 26**.
3. The submission of a **missions sermon** that you have preached or will preach. The missionary disciplines of Go, Give, and Pray should be integrated throughout the message. The paper should be 3-4 pages in length presenting the sermon title, scripted introduction, stories/illustrations, and conclusion/application. The major points with the accompanying Scripture references may be presented in outline form. **Due Nov. 16**.
4. **Research paper**. In 15-20 pages, demonstrate your mastery of the content of this course by writing a paper on a particular topic in the area of biblical missiology. You can write on something you are interested in and look at it through the mission of God

lens. (e.g. church planting and missions, chaplaincy and missions, women in missions, short term missions, children in missions, immigration and missions, technology and missions). The paper should:

- a. Apply the principles of biblical theology taught in the class;
- b. Demonstrate a comprehensive knowledge of missio Dei as found in the biblical witness, including appropriate biblical references. Be sure to demonstrate a clear contextual (exegetical) understanding of all texts that are discussed.
- c. Integrate and cite class lectures, assigned readings, and other scholarly sources.
- d. After presenting your understanding of a particular topic in biblical missiology, **apply your current sense of God's unique calling on your life to your understanding of the topic and indicate what the Holy Spirit is leading you to do in response to your learning (i.e. present a personal plan for missional praxis).**

This should be a section in your paper. This section can be written in first person.  
**Due Nov. 30.**

**\*\* Note: All formal papers** (unless otherwise specified by the instructor) are to be formatted according to **AGTS's T8-SBL2 Academic Style.**<sup>5</sup>

**\*\*All work must be submitted electronically as Word Document attachments to Valerie Rance on Canvas. PLEASE INCLUDE YOUR LAST NAME AND FIRST INITIAL 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 copies of all graded work until you have received a final grade for the course.** If you have any questions or concerns, please do not hesitate to ask.

**\*\*See addendum three 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 four for "Tips for Writing Better Papers."**

### **ASSESSMENT:**

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing prior to assignment submission. Percentages for each assignment and the grading scale for the course are shown below.

### **GRADING SCALE:**

|    |             |    |             |
|----|-------------|----|-------------|
| A  | 94 to 100%  | C  | 74 to < 77% |
| A- | 90 to < 94% | C- | 70 to < 74% |
| B+ | 87 to < 89% | D+ | 67 to < 70% |
| B  | 84 to < 87% | D  | 64 to < 67% |
| B- | 80 to < 84% | D- | 61 to < 64% |
| C+ | 77 to < 80% | F  | 0 to < 61%  |

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<sup>5</sup> This is the official, agreed-upon set of options of AGTS's faculty based on the 8<sup>th</sup> ed. of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from T8 in the *Society for Biblical Literature Guide for Contributors*, 2<sup>nd</sup> ed. Full details are found in COURSE COMMONS, the AGTS website, and The Write Place.

**GRADING POLICY:**

|   |                     |     |
|---|---------------------|-----|
| Class Participation   |                     | 10% |
| Canvas online open book "Quizzes" on Required Reading (Wednesdays) (8 @ 5%) |                     | 40% |
| Kaiser  | <b>Due Sept. 7</b>  |     |
| York  | <b>Due Sept. 14</b> |     |
| Johnson   | <b>Due Sept. 21</b> |     |
| Wright  | <b>Due Sept. 28</b> |     |
| Glasser   | <b>Due Oct. 5</b>   |     |
| Bauckham  | <b>Due Oct. 12</b>  |     |
| Van Engen   | <b>Due Oct. 19</b>  |     |
| Missionary Biography  | <b>Due Oct. 26</b>  |     |
| Missionary Sermon Outline   | <b>Due Nov. 16</b>  | 10% |
| Research Paper  | <b>Due Nov. 30</b>  | 40% |

**\*NOTE:** Professor reserves the right to modify course requirements and grading percentages if deemed necessary. **ANY ASSIGNMENTS SUBMITTED AFTER NOV. 30 WILL AUTOMATICALLY RECEIVE A ONE LETTER GRADE REDUCTION.**

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://www.agts.edu/academics/forms.html>. The approved Incomplete request will extend the due date for up to ninety days, may include a grade reduction, and will be assessed a grade change fee. Students may not register for courses in a new term if carrying more than two IP or I grades.

**COURSE OUTLINE:**

*This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class through COURSE COMMONS announcements.*

| Date             | Class Topics/Activities  | Assignments                  | Due Dates       | Points   |
|------------------|--|------------------------------|-----------------|----------|
| Aug. 27-31       |  | Read Kaiser                  |                 |          |
|                  |  |                              |                 |          |
| Sept. 3-7        |  | Kaiser Quiz                  | <b>Sept. 7</b>  | <b>5</b> |
| <b>Sept. 7-8</b> | <p><b>Gather for the Weekend Module</b><br/> <b>Introduction:</b><br/>                     Definitions, the Bible as a missionary book, Contemporary Issues - Majority World missions, Make disciples/local church<br/> <b>Biblical Theology of Missions:</b><br/>                     Christological Paradigm, Doing theology, Contemporary Issue – Global Hermeneutics<br/>                     Movie “Peace Child”<br/> <b>God’s Plan for the Universe:</b><br/>                     The three-fold ministry of the church. Contemporary Issue – Priority of Gospel Communication, Bifurcation of Social Justice and preaching. Piper video</p> |                              |                 |          |
|                  |  |                              |                 |          |
| Sept. 10-14      |  | Read York<br>York Quiz       | <b>Sept. 14</b> | <b>5</b> |
|                  |  |                              |                 |          |
| Sept. 17-21      |  | Read Johnson<br>Johnson Quiz | <b>Sept. 21</b> | <b>5</b> |
|                  |  |                              |                 |          |
| Sept. 24-28      |  | Read Wright<br>Wright Quiz   | <b>Sept. 28</b> | <b>5</b> |
|                  |  |                              |                 |          |
| Oct. 1-5         |  | Read Glasser<br>Glasser Quiz | <b>Oct. 5</b>   | <b>5</b> |
| <b>Oct. 5-6</b>  | <b>Gather for the Weekend Module</b><br><b>Missions in the Old Testament:</b>  |                              |                 |          |



|                  |  |   |                |           |
|------------------|--|---|----------------|-----------|
|                  | <p>Genesis, Exodus<br/> Contemporary Issues – Violence, Fear<br/> Movie “The Mission”<br/> <b>Missions in the Gospels:</b><br/> The harvest<br/> Contemporary Issue – Neo Universalism,<br/> Wrath of God</p>  |   |                |           |
| Oct. 8-12        |  | <p>Read Bauckham<br/> Bauckham Quiz</p>                           | <b>Oct. 12</b> | <b>5</b>  |
| Oct. 15-19       |  | <p>Read VanEngen<br/> VanEngen Quiz</p>                           | <b>Oct. 19</b> | <b>5</b>  |
| Oct. 22-26       |  | <p>Read a<br/> Missionary bio.<br/> Missionary bio.<br/> Quiz</p> | <b>Oct. 26</b> | <b>5</b>  |
| Oct. 29-N2       |  |   |                |           |
| Nov. 5-9         |  |   |                |           |
| <b>Nov. 9-10</b> | <p><b>Gather for the Weekend Module</b><br/> <b>Missions in Acts/Paul:</b><br/> Antioch, Indigenous Church<br/> Contemporary Issue – Signs and<br/> Wonders<br/> Movie “Beyond Gates...”<br/> <b>Missions in Revelation:</b><br/> Contemporary Issue – Eschatology and<br/> missions.<br/> <b>Missions in the Local Church:</b><br/> Contemporary Issue – No indigenous<br/> church, technology, satellite churches<br/> overseas<br/> York, Brogden, Rance videos</p> |   |                |           |
| Nov. 12-16       |  | <b>Submit Sermon</b>  | <b>Nov. 16</b> | <b>10</b> |
| Nov. 19-23       |  | <p>Prepare Final<br/> Research Paper</p>                          |                |           |

|            |  |                                    |                |           |
|------------|--|------------------------------------|----------------|-----------|
|            |  |                                    |                |           |
| Nov. 26-30 |  | Submit Final Research Paper        | <b>Nov. 30</b> | <b>40</b> |
|            |  |                                    |                |           |
| Dec. 3-7   |  | Receive feedback on Research Paper |                |           |

### **ACADEMIC INTEGRITY:**

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

### **ELECTRONIC DEVICES IN THE CLASSROOM:**

*It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*

- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.*

### **DISABILITY ACCOMMODATIONS:**

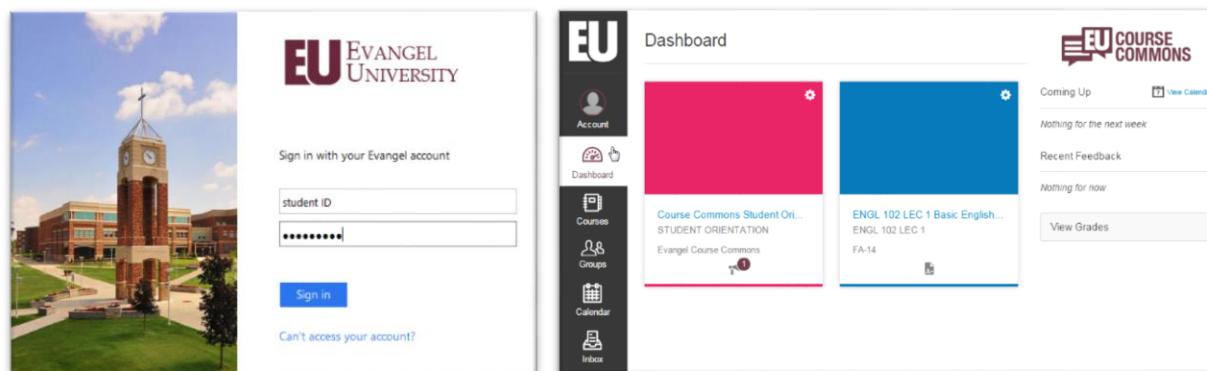
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be

arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

— COURSE COMMONS Information —

This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.

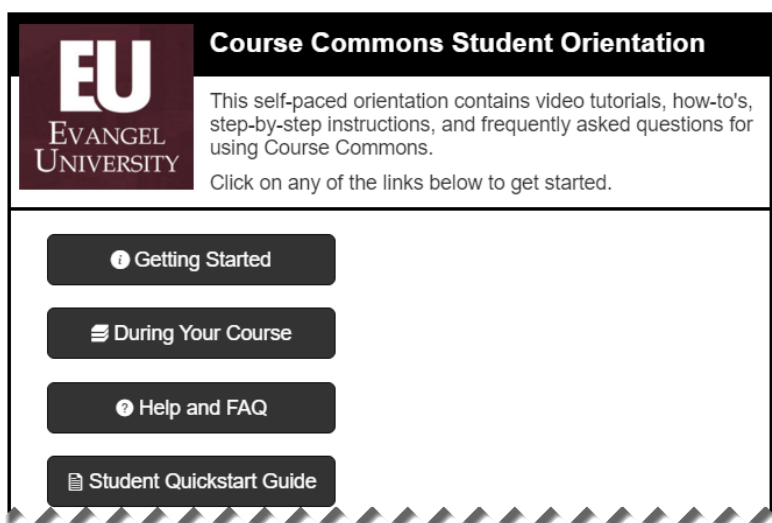


**Use your  
Evangel**

**username and password to login.**

### **COURSE COMMONS STUDENT ORIENTATION**

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to *COURSE COMMONS* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



### **ACCESSING THE COURSE IN COURSE COMMONS**

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

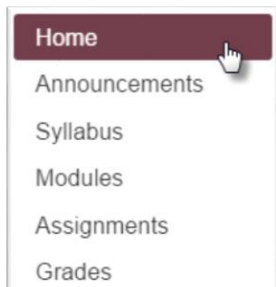
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in *COURSE COMMONS* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

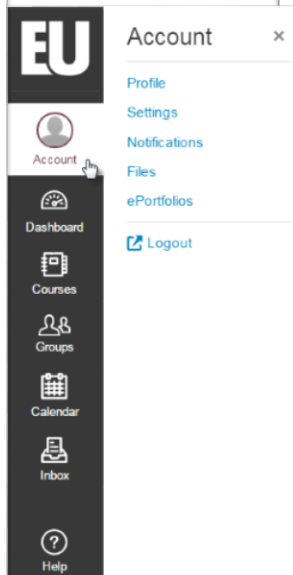
## **ACCESSING COURSE CONTENT IN COURSE COMMONS**

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.



All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

## **ACCESSING GRADES IN COURSE COMMONS**

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#).

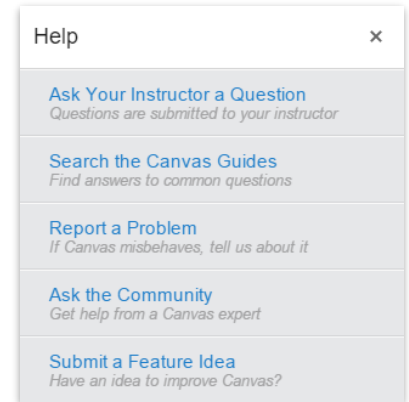
## **HOW TO GET HELP WITH COURSE COMMONS**

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



## **COURSE COMMONS TROUBLESHOOTING**

***Do you have a question about a quiz, an assignment, or another item in the course?*** Contact your professor.

***Are you having technical problems with COURSE COMMONS?*** Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

***Are you having trouble with your Evangel account (username and password)?*** Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu)

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Moreau, A. Scott, Gary R. Corwin and Gary B. McGee eds. Introducing World Missions: A Biblical, Historical, and Practical Survey. Grand Rapids, MI: Baker Academic, 2004. 352 pp.

Ott, Craig and Stephen J. Strauss with Timothy C. Tennent. Encountering Theology of Mission: Biblical Foundations, Historical Developments, and Contemporary Issues. Grand Rapids MI: Baker Academic, 2010. 383 pp.

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Van Engen, Charles. Mission on the Way: Issues in Mission Theology. Grand Rapids, MI: Baker Books, 1996. 304 pp.

Van Rheenen, Gailyn. Missions: Biblical Foundations and Contemporary Strategies. Grand Rapids, MI: Zondervan Publishing House, 1996. 251 pp.



**SPECIFIC DATA**

*Prepared by DeLonn Rance, Ph.D. July 5, 2018.*

## **ADDENDUM 1**

### *LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT, EVANGEL UNIVERSITY 20, AND FAITH, WORKS, AND ECONOMICS*

#### **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 (MAIS SLO # 1)*
- 2. develop biblical theology of missions which addresses the contemporary missional context (MAIS SLO # 2)*
- 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 (MAIS SLO # 3)*
- 4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings (MAIS SLO # 4)*
- 5. articulate a Spirit driven missiology and praxis (MAIS SLO # 5)*
- 6. identify, exemplify and foment biblical leadership (MAIS SLO # 6)*

#### **EVANGEL UNIVERSITY: EU20 OUTCOMES BY ETHOS THEME**

##### **CHRIST-CENTERED THEME**

- C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.
- C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.
- C3. Biblical Interpretation: Employ sound interpretive practices when reading Scripture.
- C4. Ethical Decision-making: Apply biblical principles to ethical decision-making so as to distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.
- C5. Christian Stewardship: Identify opportunities for and engage in stewardship of resources based on biblical principles.

##### **EXPLORATORY THEME**

- E1. Reading & Imagination: Demonstrate analytical reading skills and engage imaginatively with literary texts.
- E2. Critical Reasoning: Recognize, follow, and construct logical arguments.
- E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.

- E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.
- E5. Technological Proficiency: Use current technology to search and communicate information and enhance professional practice.

## **INTEGRATIONAL THEME**

- I1. Integrational Philosophy: Articulate the integration of faith, learning, and life.
- I2. Artistic Expression: Identify and/or perform a variety of artistic expressions and analyze their value as reflections of the human condition.
- I3. Health & Fitness: Participate in health and fitness activities and explain their importance in maintaining a strong intellectual, emotional, and spiritual life.
- I4. Strengths & Callings: Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of their callings.
- I5. Science & Faith: Relate Christian faith to the concepts, theories, and practices of science.

## **GLOBAL THEME**

- G1. Effective Communication: Employ effective communication appropriate to audience, context, and purpose.
- G2. Healthy Relationships: Recognize and demonstrate healthy relationships in civic and personal life.
- G3. Global Cultures: Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.
- G4. Worldview Awareness: Articulate his or her own worldview and respect, understand, and evaluate the worldviews of other individuals and people groups, historic and contemporary.
- G5. Service & Witness: Articulate a personal Christian testimony and demonstrate compassionate, hospitable service in a manner appropriate for the social and cultural context.

## **FAITH, WORK AND ECONOMIC (FWE) LEARNING OUTCOMES**

### **FWE Outcome 1: Integrated lives**

Demonstrated excellence in articulating how pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.

### **FWE Outcome 2: Stewardship of God’s world**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people live as stewards of God’s world, responsible to work with integrity for its flourishing—individually and collaboratively in communities.

### **FWE Outcome 3: Value creation**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people discern and support systems and practices that promote value creation while challenging systems and practices that extract value from others or borrow it from the future instead of creating it.

### **FWE Outcome 4: Recognize the poor & marginalized**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God's plan, cultivating trust and economic opportunity rather than division and dependency.

### **FWE Outcome 5: Economic flourishing**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.

### **FWE Outcome 6: Pursuing justice and mercy**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities—energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

## **ADDENDUM 2**

### OBSERVATIONS AND RECOMMENDATIONS ON THE MISSIONARY BIOGRAPHY

The purpose for including a missionary biography in the reading (besides being great inspirational fun) is that research indicates that the more followers of Christ engage missionary stories whether through personal testimony or biographies, the more likely they will be committed to obedience to God's mission in the world. The reason that I have not specified a particular biography is simply because I want you to choose something that strikes your interest or helps in the fulfillment of your call (e.g. if you feel called to the Muslim world, find a missionary biography of a missionary that has worked among Muslims, or someone from your faith tradition). What follows are some missionary classics along with a few personal favorites, but let the Spirit guide you to the story that will impact your future. (I used Amazon to facilitate this short list in somewhat random order, but the library has many more options.)

- *Peace Child: An Unforgettable Story of Primitive Jungle Treachery in the 20th Century* by Don Richardson
- *Through Gates of Splendor* by Elisabeth Elliot
- *Bruchko: The Astonishing True Story of a 19-Year-Old American, His Capture by the Motilone Indians and His Adventures in Christianizing the Stone Age Tribe* by Bruce Olson
- *Strategy of the Spirit: J. Philip Hogan and the Growth of the Assemblies of God Worldwide* by Everett A. Wilson
- *Afghanistan: My Tears* by David Leatherberry
- *High Adventure in Tibet* by David V. Plymire
- *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions* by Ruth Tucker
- *The Life and Diary of David Brainerd* by David Brainerd
- *Hudson Taylor's Spiritual Secret* by Hudson Taylor
- *Hudson Taylor and Maria* by John Pollock
- *King of The Cannibals: The Story of John G. Paton, Missionary To The Hebrides* by Jim Cromarty
- *William Carey and the Missionary Vision* by Daniel Webber
- *To the Golden Shore: The Life of Adoniram Judson* by Courtney Anderson
- *C. T. Studd: Cricketer & Pioneer* by Norman P. Grubb
- *The Cambridge Seven: The true story of ordinary men used in no ordinary way* by John Pollock
- *Lottie Moon: Giving Her All for China (Christian Heroes: Then & Now)* by Janet Bengé

- *Eric Liddell: Pure Gold: A New Biography of the Olympic Champion Who Inspired Chariots of Fire* by Dave McCasland
- *Henry Martyn: Pioneer Missionary to India and Islam* by Jesse Page
- *A Chance to Die: The Life and Legacy of Amy Carmichael* by Elisabeth Elliot
- *End of the Spear* by Steve Saint
- *The triumph of John and Betty Stam* by Geraldine Taylor
- *Hudson Taylor and the China Inland Mission: The Growth of a Work of God* by Dr. & Mrs. Howard Taylor
- *Shadow of the Almighty: The Life and Testament of Jim Elliot (Lives of Faith)* by Elisabeth Elliot
- *Out of the jaws of the lion* by Homer E Dowdy
- "An Interesting Account of the Christian Martyrs of the Congolese Simba Rebellion in the 1960s"
- *Jungle Pilot* by Russell T. Hitt "A Personal and Very Human Account of the Life and Martyrdom of Nate Saint, One of the Five Men Martyred in Ecuador in 1956"
- *Raymond Lull, first missionary to the Moslems* by Samuel Marinus Zwemer
- *Lillian Trasher: The Greatest Wonder in Egypt (Christian Heroes: Then & Now)* by Geoff and Janet Bengé
- *Mission Legacies: Biographical Studies of Leaders of the Modern Missionary Movement (American Society of Missiology)* by eds. Gerald H. Anderson, Robert T. Coote, James M. Phillips
- *Robert Moffat: the missionary hero of Kuruman* by David J Deane
- *Robert Morrison: A master-builder (The modern series of missionary biographies)* by Marshall Broomhall
- *The Life and Diary of David Brainerd* by David Brainerd and Jonathan Edwards
- *Cameron Townsend: Good News in Every Language (Christian Heroes: Then & Now)* by Geoff and Janet Bengé
- *David Livingstone: Africa's Trailblazer (Christian Heroes: Then & Now)* by Geoff and Janet Bengé

### ADDENDUM 3

#### 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 |
|--|---|---|---|---|---|
| <b>A. TOPIC SELECTION/RATIONALE FOR STUDY 10%</b>  |   |   |   |   |   |
| 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>B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%</b>   |   |   |   |   |   |
| 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%                                   |   |   |   |   |   |
| <b>C. CRITICAL THINKING SKILLS 30%</b>   |   |   |   |   |   |
| 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% |  |  |  |  |  |
| <b>D. BASIC WRITING SKILLS 20%</b>   |  |  |  |  |  |
| 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 4**

### 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 usually overworked. Regular active verbs make stronger sentences. If in doubt about a long sentence construction, break into two or more sentences.
8. 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.
9. 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.
10. 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.
11. 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