



Advancing God's Kingdom by Preparing Competent Christian Leaders for  
Spirit-Empowered Life and Ministry

## **P102 Introduction to Christian Mission**

3 credits. Prerequisites: *none*.

March 2 - 6, 2020  
Module D  
Mon – Fri (9am – 4pm)

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*We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you on Christ's behalf: Be reconciled to God  
(2 Corinthians 5:20)*

*Please note:* This course includes reading before and during the module.

### **Course Content and Goals**

#### **Course Description**

Because Christianity is by nature a missional faith, every Christian is called to participate in God's mission. This course explores the biblical and theological basis for mission, the missionary movements in history, issues in communicating the gospel with cultural relevance, and various missional strategies in church ministry models. Finally, students will gain insight into identifying and fulfilling their personal role in the Mission of God.

#### **Relationship to Horizon's Mission**

Horizon desires to prepare leaders for Christian life and ministry in a way that equips students to bring the knowledge of the gospel of Jesus Christ to their communities and beyond. This course will promote personal and spiritual growth by helping students to find their place in God's mission by applying biblical truth in prayer, by an introduction to the biblical theology of mission and the history of mission, and by developing awareness of contextualized approaches to evangelism and social concern.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Discuss key scriptures that define God's mission in the world, the role of the Church, and the student's personal role in this mission.
  - *Assessment:* Statement of the Mission of the Church

To demonstrate competency in *Contextual Awareness*, students will:

2. Describe historical developments in missions, noting paradigm shifts in missions' studies and the major challenges and issues faced by the church today in its fulfillment of God's mission.
  - *Assessment*: Essay, Reading Summaries, Two Reflective Essays
3. Communicate the gospel with contextual relevance.
  - *Assessment*: Class Presentation

To demonstrate competency in *Ministry Development*, students will:

4. Describe a plan for discipleship needed in one's life following conversion.
  - *Assessment*: Statement of the Mission of the Church

## Course Work

### Required Readings

Goheen, Michael W., *Introducing Christian Mission Today: Scripture, History and Issues*. Downers Grove: IVP Academic, 2014 (ISBN-13: 978-0830840472)

Stiller, Brian. *From Jerusalem to Timbuktu: A World Tour of the Spread of Christianity*. Downers Grove, IL, IVP Books, 2018. (ISBN: 978-0830845279)

*P102 Reading Package*. Available on Populi

### Course Assignments and Activities

**Portfolio Components.** *Statement of the Mission of the Church*. This assignment must be edited and submitted to the *Statements of Belief e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

## BEFORE THE MODULE

### 1. Essay.

You will write an essay on the topic "*A Paradigm Shift in Mission Studies Today*." Read the Introduction to the Goheen textbook (pp. 15-32). Using references to Goheen's material, give a 250-word response to **each** of the following two topics:

- a. Characterize the traditional view of mission. Why was this understanding and practice of mission important for its time? (250 words)
  - b. Discuss the factors that render a traditional approach to mission inadequate today. Which are most important? Are there others? (250 words)
- Related learning outcome(s): #2.
  - **Assignment Length**: 2 pages (500 words). **Due Date**: February 28, 2020.

## DURING MODULE WEEK

## 2. *Reading Summaries.*

Students will be expected to participate in class discussions based on reading assigned each day and submit a one-page summary on Tuesday, Wednesday, and Thursday.

- *Due Tuesday, March 3 at 9am:* Stiller – Chapter 3: The Power of Bible Translation
- *Due Wednesday, March 4 at 9am:* Stiller – Chapter 4: Revolution of the Indigenous
- *Due Thursday, March 5 at 9am:* Stiller—Chapter 6: The Power of the Whole Gospel
- Related learning outcome(s): #2.
- **Assignment Length:** 1 page per day (3 pages total). **Due date:** Tues., March 3 at 9am; Weds., March 4 at 9am; Thurs., March 5 at 9am.

## 3. *Class Presentation.*

In groups of three, students will prepare a 15- minute PPT presentation for Class on Friday, March 6. The assignment will consider: “How to make the gospel make sense to postmodern, multi-cultural Canadian youth with little or no background in Christianity.” Students need to consider the worldview and assumptions of Canadian youth today. Each student must participate in the class presentation. Use the “Hemorrhaging Faith” article from Populi as a point of reference and discussion.

Consider the following questions:

- *How do we present Christ to someone who finds the claims of truth offensive? Whose belief in tolerance makes the exclusive claims of Christ seem outrageous and arrogant?*
- *How do we break through apathy and the quest for materialism that can temporarily block the need for spiritual realities?*
- *How do we in the West faithfully, creatively proclaim the gospel in our age of relativity that denies the possibility of absolute truth – when the truth of any truth is under suspicion and the validity of gospel truth is either denied or ignored?*
- Related learning outcome(s): #3
- **Assignment Length:** 15 minutes. **Due Date:** March 6, 2020.

## **AFTER THE MODULE**

### 4. *Two Reflective Essays.*

Each student will choose two of the seven topics listed below from Goheen’s textbook and respond to with a three-page essay addressing the corresponding questions (see below). The learning objective for this assignment is to broaden awareness of contextual issues involved in expressing the mission of the Church.

**\*\*Choose two the following seven topics:**

- Historical Paradigms of Mission (Chp. 3)
  - Explain and illustrate why the distinction between mission and missions is important for telling the story of mission.

- What was the Christendom church’s paradigm mission and what can we learn from it?
    - The modern missionary movement has had its strong critics and ardent defenders. Evaluate the modern missionary movement in terms of its strengths and weaknesses.
  - An Emerging Ecumenical Paradigm of Mission (Chp. 4)
    - Choose any three of the elements of an emerging ecumenical paradigm of mission and discuss it. What historical factors have shaped this response? How would you evaluate this response?
    - Analyze one of the mission traditions (ecumenical, evangelical, Roman Catholic, Orthodox or Pentecostal) in terms of its insights and weaknesses.
  - Holistic Mission (Chp. 6)
    - Trace the twentieth-century debate between the ecumenical and evangelical traditions surrounding word and deed. What can we learn from it? How would you resolve it? Does it still affect our understanding of mission today?
    - How is introducing the theme of the kingdom of God into evangelism helpful? What are some ways to translate that theme into the twenty-first century?
  - Toward a Missiology of Western Culture (Chp. 8)
    - Briefly summarize the theological or ecclesial or cultural task of a missiology of Western culture and explain its importance for shaping a faithful church in the West today.
    - Today there is much discussion of the nature of the gospel. Evaluate the way the gospel is described in this chapter. How does our view of the gospel affect our understanding and practice of mission?
    - Why is it so important to understand the religious nature of culture? What is hindering this today?
  - A Missionary Encounter with World Religions (Chp. 9)
    - This chapter begins by suggesting that it is essential to start with the proper posture of a missionary encounter. What is a missionary encounter? Compare and evaluate other common ways of approaching the topic.
    - Pluralism is the majority view of Western people. Offer a critical analysis of pluralism from the standpoint of the gospel.
  - Urban Mission (Chp. 10)
    - Discuss the strategic importance of cities for the church’s mission today.
    - How would you define and describe an agenda for urban mission today?
- Related learning outcome(s): #2.
  - **Assignment Length:** 3 pages each (6 pages total). **Due date:** April 1.

##### 5. *Statement of the Mission of the Church.*

As a culmination to the course, each student will write a statement of the mission of the Church (hereafter “statement”). The learning objective of this assignment is to think through your own position on each of the key areas that theologians declare as comprising the

mission of the Church. You will be required to discuss key Scripture texts that define God’s mission in the world and the role of the Church throughout your statement.

- a. Your statement will be comprised of these five sections:
    - i. Worship
    - ii. Discipleship
    - iii. Outreach/Evangelism/Mission
    - iv. Church Planting
    - v. Social concern
    - vi. Conclude your statement with a section of personal reflections on one’s own responsibility as a disciple of Christ, your personal role in this mission, and a plan for discipleship that is needed in one’s life following conversion.
  - b. Your sources for this statement will be the Goheen and Stiller textbooks, and the Reading Package located on Populi. Students must read the entire package to equip themselves with the theological positions and vocabulary of this issue.
  - c. Your statement of faith should use the theological vocabulary of your sources, explain your beliefs with some detail, and use Scripture references in parenthesis rather than quotations. This assignment must also meet Level 1 Canadian Standard English.
- Related learning outcomes: # 1 and # 4.
  - **Assignment Length:** 6 - 8 pages. **Due date:** April 10, 2020.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	28 hrs	N/A
1. Essay	6 hrs	Feb 28, 2020
2. Reading Summaries	16 hrs	Mar 3, 4, 5, 2020
3. Class Presentation	5 hrs	Mar 6, 2020
4. Two Reflective Essays	18 hrs	Apr 1, 2020
5. Statement of the Mission of the Church	16 hrs	Apr 10, 2020
Total =	89 hrs	

**Assessment Rubrics**

Rubrics will be provided on Populi under the Lesson “P102 Assessment Rubrics.”

**Course Outline / Class Schedule**

Monday:

Introduction

- Course Objectives, Textbooks and Assignments
- Personal Engagement with the Mission of God

- Foundational Biblical Mission Texts
- Global Realities: Issues and Trends in Mission Today
- Review of Pre-Course Assignment.

#### Reading the Whole Bible for Mission

- Mission in the Old Testament
- Mission in the Gospels
- Mission in Acts
- Mission in the Letters

Tuesday:

#### Expansion of Christianity

- New Testament Church: AD 30 to 70
- Pre-Modern Era: AD 70 to 1500
- Era of Discovery and Colonialism: AD 1500 – 1900
- Evangelical and Pentecostal Growth: AD 1900 – 1980
- PAOC Mission History
- From Every Continent to Every Continent: AD 1980 – Present.
- Current PAOC Engagement in Mission
- Mission Canada.

#### Bible Translation Foundational to Mission Expansion

The Importance of Indigenization – The Three Self Principle

Wednesday: Community Immersion Encounter.

Thursday:

#### Making the Gospel Make Sense

- Principles of Contextualization
- Language Learning
- The Intolerance of Tolerance

#### Evangelism and Social Justice

- The Great Reversal
- Carl F. H. Henry, John Stott and The Lausanne Covenant
- Global Pentecostalism: The New Face of Social Engagement.
- Community Transformation – Bryant Myers: Walking with the Poor.

Friday:

Class Presentations for Assignment.

#### Spiritual Disciplines

- Prayer

- Spiritual Warfare
- Simplicity
- Peace-making

A Blueprint for Discipleship  
 The Call to Mentorship

- First submissions of assignments will not be accepted after **Friday, April 10.**

<b>Date</b>	<b>Revision Due</b>
Monday, April 13	Resubmissions of <i>Essay (as necessary)</i> Resubmissions of <i>Reading Summaries (as necessary)</i> Resubmissions of <i>Class Presentation (as necessary)</i>
Tuesday, April 14	Resubmissions of <i>Two Reflective Essays (as necessary)</i>
Wednesday, April 15	Resubmissions of <i>Statement of the Mission of the Church (as necessary)</i>
Thursday, April 16	Secondary Resubmissions ( <i>as necessary</i> )

- No resubmissions of assignment will be accepted after **Thursday, April 16.**

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are



drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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