



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

P160 Introduction to Christian Mission

3 credits. Prerequisites: *none*.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

March 7-11, 2022
Module D
Monday-Friday; 9am-4pm

Rev. D. Murray Cornelius, MCS
Murray.Cornelius@paoc.org
www.paoc.org

*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 Goals

Course Description

Because Christianity is by nature a missional faith, every Christian is called to participate in God's mission in the world. 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 and mission models. Finally, students will gain insight into identifying, integrating 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, by increasing their awareness of trends and strategies in 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. Explain how the Bible is the all-encompassing story of God's mission in the world, while describing key scriptures that define God's mission, the role of the Church, and the student's personal role in this mission.

- *Assessment:* Biblical Exposition Paper, 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:* Understanding the Times Essay, Stiller Reading Summaries, Critical Reading Assignment

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 to ensure that one integrates God's purpose for them into their every-day life in practical and personal ways.

- *Assessment:* Statement of the Mission of the Church

Course Work

Required Readings

Moreau, A. Scott, Gary R. Corwin and Gary B. McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. 2nd edition. Grand Rapids, MI: Baker Academic, 2015. (ISBN: 9781540963628)

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

P160 Reading Packages 1 & 2. Available on Populi.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

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. *Understanding the Times Essay*

You will read Chapter 1 “Missions in the Modern World” of the Moreau text and then write a brief essay (3 pages) in which you will answer the following two questions.

- a. What are two significant challenges faced by the church in the fulfillment of its mission in the world?
 - b. Presler (see sidebar) uses the term “mission companion” to describe the work of someone “sent” by God. In looking at the description, are all of us, as followers of Jesus, in some sense missionaries? Explain your answer.
- Related learning outcome(s): #2.
 - **Assignment Length:** 3 pages (750 words).
 - **Due Date:** Friday, March 4.

DURING MODULE WEEK

2. *Stiller 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 8 at 9am:* Stiller – Chapter 3: The Power of Bible Translation
 - *Due Wednesday, March 9 at 9am:* Stiller – Chapter 4: Revolution of the Indigenous
 - *Due Thursday, March 10 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 dates:** Tues., March 8 at 9am; Weds., March 9 at 9am; Thurs., March 10 at 9am.

3. *Class Presentation – Contextualization Exercise*

In groups of three, students will prepare a 15- minute PowerPoint presentation for class on Friday, March 11. The assignment will consider: “How to make the gospel make sense to...!” (a) “Postmodern, multi-cultural Canadian youth with little or no background in Christianity” **or** (b) “New immigrants to Canada of Islamic background.” Students need to consider the worldview and assumptions of either Canadian youth today or the new Islamic immigrants. Each student must participate in the class presentation.

Consider the following questions for (a)

- *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 faithfully, creatively proclaim the gospel in our age of relativity that denies the possibility of absolute truth – when claims of any truth are under suspicion and the validity of gospel truth is either denied or ignored?*

Consider the following questions for (b)

- *What points of contact or common ground can we find with Islam?*
 - *What potential stumbling blocks to communication can be avoided?*
 - *How do we introduce Jesus and what place does repentance play in our witness?*
-
- Related learning outcome(s): #3
 - **Assignment Length:** 15 minutes.
 - **Due Date:** March 11.

AFTER THE MODULE

4. *Biblical Exposition Paper*

Choose one of the biblical texts below (or another of your choice but approved by the instructor) and provide a 6-page exposition of the text that places the text within the whole context of the biblical mission of God and provide both personal application and application for the church today.

- Acts 13:1-3
- Acts 26:15-18
- Jonah 4:10-11
- Luke 4:16-21
- Genesis 12:1-3
- Romans 10:13-15
- 1 Chronicles 16:24
- Revelation 14:6
- Matthew 28:18-20
- Acts 1:8
- 2 Corinthians 5:18-21

- a. Structure your paper to include about two pages of exegesis, two pages of biblical theology of mission, and two pages of application.
- b. Make sure to reference significant insights from the lectures and textbooks in support of your work as well as other significant writings related to your text. Your reference list should include a minimum of four additional scholarly sources.

- Related learning outcome: #1.
- **Assignment Length:** 6-8 pages.
- **Due date:** March 25.

5. *Critical Reading Assignment*

Read all five documents found in the Lesson “Reading Package 1” on Populi, paying particular attention to *The Cape Town Commitment*. Summarize *The Cape Town Commitment* and then offer a personal reflection. Write three pages for your summary and one page for reflection. In the summary, include a description of the history behind the document by answering the questions below. In your answers, you will need to reference all five documents in Reading Package 1.

- What issues from the history of missions are addressed by the Lausanne Movement?
- Who were the key players in the development of not only the Cape Town Commitment but the Lausanne Covenant and the Manila Manifesto?

In your reflection on the paper, assess whether the commitment captures the full mission of the church.

- Is it motivational for you?
- Does it call for a commitment to the things that you think are important for the church?
- Are there particular sections of the Commitment that are of great interest to you?

Allow the reflection section of your paper to assist you with your *Statement of the Mission of the Church*. In light of the content of the *Cape Town Commitment*, seek to define the mission of the church. Allow your personal reflection to shape your thoughts about the mission given to you personally and by extension to the church.

- Related learning outcome: #2.
- **Assignment Length:** 4 pages.
- **Due date:** April 1.

6. *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. This exercise is to help you integrate the truths of this course in practical and personal ways in your everyday life.

- b. Your sources for this statement will be the textbooks and Reading Packages 1 & 2 located on Populi. In particular, make use of *The Cape Town Commitment* (found in Reading Package 1) to assist you with drawing out your conclusions. Students must read the entirety of Reading Packages 1 & 2 to equip themselves with the theological positions and vocabulary of this issue. Students will be required to indicate that they have read both Reading Packages on the title page of the assignment.
 - c. Your statement of mission should use the theological vocabulary of your sources, explain your beliefs with some detail, and use Scripture references in parenthesis rather than quotations. As a portfolio assignment, this assignment must also meet Level 1 Canadian Standard English.
- Related learning outcomes: #1 and #4.
 - **Assignment Length:** 6-8 pages.
 - **Due date:** April 13.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have **different** assignment due dates than in-class students. VOD due dates are as follows:

1. Understanding the Times Essay	8 hrs	Mar 4, 2022
2. Stiller Chapter 3 Reading Summary	2 hrs	Mar 15, 2022
3. Stiller Chapter 4 Reading Summary	2 hrs	Mar 22, 2022
4. Biblical Exposition Paper	18 hrs	Mar 25, 2022
5. Stiller Chapter 6 Reading Summary	2 hrs	Mar 29, 2022
6. Class Presentation*	8 hrs	Apr 6, 2022
7. Critical Reading Paper	8 hrs	Apr 8, 2022
8. Statement of the Mission of the Church	18 hrs	Apr 15, 2022

*The Class Presentation should be submitted as a video. Students may choose to record their videos directly in PowerPoint, or they may record their videos in Zoom while sharing their screen.

- Including the module week, each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module.
- By Monday at 11:59pm each week, VOD students will submit a 2-3 minute FlipGrid video that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Understanding the Times Essay	8 hrs	Mar 4, 2022
2. Stiller Reading Summaries	6 hrs	Mar 8, 9, 10, 2022
3. Class Presentation	8 hrs	Mar 11, 2022
4. Biblical Exposition Paper	18 hrs	Mar 25, 2022
5. Critical Reading Paper	8 hrs	Apr 1, 2022
6. Statement of the Mission of the Church	18 hrs	Apr 13, 2022
Total =	96	

Assessment Rubrics

Rubrics will be provided on Populi under the Lesson “P160 Assessment Rubrics.”

Class Schedule

Monday:

Introduction

- Course Objectives, Textbooks and Assignments
- Personal Engagement with the Mission of God: Blessed to be a Blessing
- Top Line Blessing: Bottom Line Blessing. Gen 12: 1-3
- Foundational Biblical Mission Texts
- Review of Pre-Course Assignment
- Key terms and language in mission studies
- Global Realities: Mission Trends and Paradigm Shifts (Chapter 17 in the Moreau Textbook)
- Global Currents in Mission Today
- Theology of Mission – (Chapter 5 in the Moreau Textbook)

Tuesday:

Bible Translation Foundational to Mission Expansion

Reading the Whole Bible as God’s Story and Mission

- The Supremacy of God in Mission
- Mission in the Old Testament
 - Creation and the Fall
 - The Call of Abraham
 - The Exodus
 - The Mission of Israel: The purpose of God’s people.
 - Election, Redemption and Covenant
- Mission in the Gospels
 - Jesus as Messiah
 - Incarnation as central to Mission
 - Signs and Wonders – Essential to Mission
 - Prayer – Essential to Mission
- Encountering Mission in the Early Church

Tuesday Afternoon: Community Immersion Encounter (COVID Permitting)

Wednesday:

Review of Reading: The Importance of Indigenization – The Three Self Principle

Expansion of the World Christian Movement

- 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 Everywhere to Everywhere: AD 1980 – Present.
- Current PAOC Engagement in Mission
- Mission Global and Mission Canada.

Wednesday Afternoon: Community Immersion Encounter. (COVID Permitting)

Thursday:

Review the Reading: The Power of the Whole Gospel

Making the Gospel Make Sense

- Principles of Contextualization
- Language Learning
- The Early Church as a model of counter-culture living

Chapel

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.
- Defining Social Justice

Friday:

Class Presentations for Assignment

Spiritual Disciplines

- Prayer in Frontier Mission
- Mission Power and Spiritual Warfare
- Simplicity
- Peace-making as Central to the Mission of God

A Blueprint for Discipleship

- First submissions of assignments will not be accepted after **Friday, April 15.**

Date	Revision Due
Monday, April 18	Resubmissions of <i>Understanding the Times Essay</i> (as necessary) Resubmissions of <i>Stiller Reading Summaries</i> (as necessary) Resubmissions of <i>Class Presentation</i> (as necessary)
Tuesday, April 19	Resubmissions of <i>Biblical Exposition Paper</i> (as necessary) Resubmissions of <i>Critical Reading Assignment</i> (as necessary)
Wednesday, April 20	Resubmissions of <i>Statement of the Mission of the Church</i> (as necessary)
Thursday, April 21	Additional Resubmissions (as necessary)

- No resubmissions of assignment will be accepted after **Thursday, April 21**.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 exceeded competency requirements for more than 40% of the 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 met competency requirements for all learning outcomes and may have exceeded in 40% or less.	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 beginning to meet competency requirements for any one or more 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 not yet meeting competency requirements for one or more 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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.

Bibliography

Adeney, Miriam. *Kingdom Without Borders: The Untold Story of Global Christianity*. Downers Grove, IL: IVP Books, 2009.

Allen, Roland. *Missionary Methods: St. Paul's of Ours?* Grand Rapids, MI: Eerdmans, 1962.

Bosch, David. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991.

Bowler, Arnold. *I Sat Where They Sat*. Pickering, ON: Castle Quay Books, 2011.

Butrin, JoAnn. *From the Roots Up: A Closer Look at Compassion and Justice in Missions*. Springfield, MO: Roots Up Publishers, 2010. ISBN: 9780736104333.

Cook, Matthew, Rob Haskell, Ruth Julian, and Nathee Tanchanapongs, eds. *Local Theology for the Global Church: Principles for an Evangelical Approach to Contextualization*. Globalization of Mission Series. Littleton, CO: William Carey Publishing, 2010.

Corbett, Scott and B. Fikkert. *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor and Yourself*. Chicago, IL: Moody Publishers, 2009. ISBN: 9780802457059.

Dempster, Murray, Byron Klaus, and Doug Petersen, eds. *The Globalization of Pentecostalism: A Religion Made to Travel*. Carlisle, UK: Regnum Books International, 1999. ISBN: 1870345290.

Escobar, Samuel. *The New Global Mission: The Gospel from Everywhere to Everyone*. Downers Grove, IL: IVP, 2003.

Goheen, M. W. *Introducing Christian mission today: Scripture, history and issues*. Downers Grove, IL: IVP, 2014.

Goheen, M. W. and J. Mullins. *The symphony of mission: Playing your part in God's work in the world*. Grand Rapids, MI: Baker Academic, 2019.

Henry, Carl. F. H. *The Uneasy Conscience of Modern Fundamentalism*. Grand Rapids, MI: Eerdmans, 2003.

Hesselgrave, David J. *Paradigms in Conflict: 10 Key Questions in Christian Missions Today*. Grand Rapids, MI: Kregel Academic and Professional, 2005.

Hiebert, Paul G. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Academic, 2008.

- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York, NY: Oxford Press, 2002. ISBN: 978-0195168914.
- Johnstone, Patrick. *The Future of Global Christianity: History, Trends and Possibilities*. Colorado Spring, CO: Biblica Publishing, 2011.
- Juelich, Frank. *Fearfully and Wonderfully Made: The Life of a Living Epistle with a few pages missing*. Nagpur, IN: Self-published, 2012.
- Lynn, John and Edna Lynn. *Africa, Land of our Calling*. Kelowna, BC: Self-published, 2003.
- Mandryk, Jason. *Operation World: The Definitive Prayer Guide to Every Nation*. Colorado Springs, CO: Biblica Publishing, 2010.
- Miller, Donald and Tetsunao Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, CA: University of California Press, 2007. ISBN: 9780520251946.
- Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books, 1999. ISBN: 9781570752759.
- Newbigin, Lesslie. *The Open Secret: An Introduction to the Theology of Mission*. Grand Rapids, MI: Eerdmans, 1978.
- _____. *A Word in Season: Perspectives on Christian World Missions*. Grand Rapids, MI: Eerdmans, 1994.
- Pocock, Michael, Gailyn Van Rheenan, and Douglas McConnell. *The Changing Face of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker, 2005.
- Samuel, Vinay and Chris Sugden, eds. *Mission as Transformation: A Theology of the Whole Gospel*. Oxford: Regnum Books, 1999. ISBN: 9781606084021.
- Stott, John and Christopher Wright. *Christian Mission in the Modern World*. Downers Grove, IL: IVP Books, 2015.
- Satyavrata, Ivan. *Pentecostals and the Poor: Reflections from the Indian Context*. Baguio City: Asia Pacific Theological Seminary Press, 2017.
- Stiller, Brian, Todd M. Johnson, Karen Stiller, and Mark Hutchinson, eds. *Evangelicals Around the World: A Global Handbook for the 21st Century*. Nashville, TN: Thomas Nelson, 2015.
- Tennant, Timothy. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-First Century*. Grand Rapids, MI: Kregel, 2010.

Tizon Al. *Transformation after Lausanne: Radical Evangelical Mission in Global Local Perspective*. Eugene, OR: Wipf and Stock, 2008. ISBN: 9781606081099.

Walls, Andrew F. and C. Ross. *Mission in the Twenty-First Century: Exploring the Five Marks of Global Mission*. Maryknoll, NY: Orbis, 2008.

Wright, Christopher. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP, 2006.

_____. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids, MI: Zondervan, 2010.