



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 4 -8, 2024
Module D
Monday-Friday; 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 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 Package. Available on Populi.

**While students have the benefit of accessing many of 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

BEFORE THE MODULE

1. *Understanding the Times Essay* – 10%

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 1.1) 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Related learning outcome(s): #2.
 - **Assignment length:** 3 pages (750 words).
 - **Due Date:** Friday, March 1.

DURING MODULE WEEK

2. *Stiller Reading Summaries* – 10%

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. Confirm your completion of the required reading each day on Populi.

- *Due Tuesday, March 5 at 9am:* Stiller – Chapter 3: The Power of Bible Translation
- *Due Wednesday, March 6 at 9am:* Stiller – Chapter 4: Revolution of the Indigenous
- *Due Thursday, March 7 at 9am:* Stiller – Chapter 6: The Power of the Whole Gospel
- To complete this assignment, students will follow these guidelines:
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Confirm the completion of the reading and summaries for each day on Populi.
- Related learning outcome(s): #2.
- **Assignment length:** 1 page per day (3 pages total).
- **Due dates:** Tues., March 5 at 9am; Weds., March 6 at 9am; Thurs., March 7 at 9am.

3. *Class Presentation – Contextualization Exercise – 15%*

In groups of three, students will prepare a 15- minute PowerPoint presentation for class on Friday, March 10. 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 and 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?*
- To complete this assignment, students will follow these guidelines:
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Each student must participate in the presentation.
- Related learning outcome(s): #3
- **Assignment length:** 15 minutes.
- **Due Date:** Friday, March 8.

AFTER THE MODULE

4. *Biblical Exposition Paper – 25%*

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
 - Matt. 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 also include a minimum of four additional scholarly sources.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Use one of the biblical texts listed in the syllabus or another text approved by the instructor.
 - Use lectures, textbooks, and a minimum of four additional scholarly sources.
 - Include two pages of exegesis, two pages of biblical theology of mission, and two pages of application.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
- Related learning outcome: #1.
 - **Assignment length:** 6-8 pages.
 - **Due date:** Friday, March 22.

5. *Critical Reading Assignment* – 15%

Please read *The Cape Town Commitment* found in the Reading Package. Summarize this document and then offer a personal reflection. Take three pages to summarize the document and one page to reflect on the paper. In the summary, include a description of the history behind the document.

- 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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include approximately three pages of summary and one page of reflection.
 - Cite all 5 documents in the Reading Package.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome: #2.
- **Assignment length:** 4 pages.
- **Due date:** Thursday, March 28.

6. *Statement of the Mission of the Church* – 25%

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, plus a conclusion (vi):
 - 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 the Reading Package located on Populi. In particular, make use of the *Cape Town Commitment* to assist you with drawing out your conclusions. Students must read the entire package to equip themselves with the theological positions and vocabulary of this issue (confirm this on your Title Page).
 - 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Use the structure described in the assignment description.

- Use the textbooks and the Reading Package, including The Cape Town Commitment.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Indicate that you have read the Reading Package on the title page.
- Related learning outcomes: #1 and #4.
 - **Assignment length:** 6-8 pages.
 - **Due date:** Wednesday, April 10.

Video-on-Demand (VOD) Student Requirements

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

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

1. Understanding the Times Essay	8hrs	Mar 1	10%
2. Stiller Chapter 3 Reading Summary	2hrs	Mar 12	3.3%
3. Stiller Chapter 4 Reading Summary	2hrs	Mar 19	3.3%
4. Biblical Exposition Paper	18hrs	Mar 22	25%
5. Stiller Chapter 6 Reading Summary	2hrs	Mar 26	3.3%
6. Class Presentation*	8hrs	Apr 3	15%
7. Critical Reading Assignment	8hrs	Apr 5	15%
8. Statement of the Mission of the Church	18hrs	Apr 12	25%

*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.

- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due Monday, March 11.
 - Day 2 Lectures and Report due Monday, March 18.
 - Day 3 Lectures and Report due Monday, March 25.
 - Day 4 Lectures and Report due Monday, April 1.
 - Day 5 Lectures and Report due Monday, April 8.
- VOD students will submit a 2-3 minute Flip 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 are 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	30hrs	N/A	
1. Understanding the Times Essay	8hrs	Mar 1	10%
2. Stiller Reading Summaries	6hrs	Mar 5, 6, 7	10%
3. Class Presentation	8hrs	Mar 8	15%
4. Biblical Exposition Paper	18hrs	Mar 22	25%
5. Critical Reading Assignment	8hrs	Mar 28	15%
6. Statement of the Mission of the Church	18hrs	Apr 10	25%
Total =	96hrs		

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

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, definitions, and language in mission studies
- Global Realities: Mission Issues and Trends and Paradigm Shifts (Chapter 17 in the Moreau Textbook)
- Pressure Points: Global Challenges in Mission Today
- A Third of Us – So that all may hear
- Theology of Mission – (Chapter 5 in the Moreau Textbook)

Tuesday:

Bible Translation Foundational to Mission Expansion – Review Reading Assignment
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 (tentative): Community Immersion Encounter – Visit to Mosque

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 (tentative): Community Immersion Encounter. Visit to the Bridge

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 12.**
- Lunch at a Restaurant. (Perhaps South Asian Food)

Date	Revision Due
Monday, April 15	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 16	Resubmissions of <i>Biblical Exposition Paper</i> (as necessary) Resubmissions of <i>Critical Reading Assignment</i> (as necessary)
Wednesday, April 17	Resubmissions of <i>Statement of the Mission of the Church</i> (as necessary)
Thursday, April 18	Additional Resubmissions (as necessary)

- No resubmissions of assignment will be accepted after **Thursday, April 18**.

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by

assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health

conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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.

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