



P160 Introduction to Christian Mission

3 credits. Prerequisites: *none*.

 Saskatoon & Mississauga Campuses  Livestream  Video on Demand

March 2 - 6, 2026

Module D

Monday-Friday; 9am-4pm SK (10am-5pm ET)

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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 and MCS's Mission

Horizon and MCS desire 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:* The World Christian Lifestyle; 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:* Stiller Reading Assignments; The World Christian Lifestyle.
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

Stiller, Brian. *From Jerusalem to Timbuktu: A World Tour of the Spread of Christianity*. Downers Grove, IL: InterVarsity Press, 2018. ISBN: 978-0830845279.
DTL: <https://thedtl.on.worldcat.org/oclc/1025361255>

Explore the World Christian Lifestyle Fayetteville, AR: Via Nations, 2024. In the Reading Package.

P160 Reading Package. Available on Populi.

Recommended Resource Textbooks. These are excellent references for your future.

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: 978-1540963628.

Tatlock, Mark and Chris Burnett (Eds) *Biblical Missions: Principles, Priorities, and Practices*. Nashville, TN: Thomas Nelson. 2025. ISBN:978-0310158226.

**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.

Course Assignments and Activities

BEFORE THE MODULE

1. *Explore the World Christian Lifestyle* – 10%

You will read Lesson 1 from the text *Explore the World Christian Lifestyle* and respond to all the questions in the “Discuss” section and the first question in the “Live” section.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon & MCS Format Guide.
- Related learning outcome(s): #1 and #2.
- **Assignment length:** 2- 3 pages (750 words).
- **Due Date:** Friday, February 27.

DURING MODULE WEEK

2. *Stiller Reading Summaries* – 15%

Students will be expected to participate in class discussions based on reading assigned each day. In addition, please summarize the main point of the chapter and then reflect on what that means for the church today. Confirm your completion of the required reading each day on Populi.

- *Due Tuesday, March 3 at 9am SK (10am ET): Stiller – Chapter 3: The Power of Bible Translation*
- *Due Wednesday, March 4 at 9am SK (10am ET): Stiller – Chapter 4: Revolution of the Indigenous*
- *Due Thursday, March 5 at 9am SK (10am ET): Stiller – Chapter 6: The Power of the Whole Gospel*
- To succeed in this assignment, students will follow these guidelines:
 - Follow the Horizon & MCS Format Guide.
 - 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 3 at 9am SK (10am ET); Weds., March 4 at 9am SK (10am ET); Thurs., March 5 at 9am SK (10am ET)

3. *Class Presentation – Contextualization Exercise – 20%*

In groups of three, students will prepare a 15-minute PowerPoint presentation for class on Friday, March 6. 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 and contribute equally to the preparation of the material.

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 succeed in this assignment, students will follow these guidelines:
 - Present to the class with PowerPoint
 - 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 6.

AFTER THE MODULE

4. *Biblical Exposition Paper – 25%*

Choose one of the biblical texts below (or another of your choice, but this must be 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 – 1

- Luke 4: 16 – 21
- Romans 10: 13 – 15
- 1 Corinthians 9: 19 – 23
- 2 Corinthians 5: 18 - 21

a. Structure your paper to include about three pages of exegesis of the text and explains the place of the text in a biblical theology of mission, and three pages of application and reflection.

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.

c. The *application* section should include both personal application and ecclesial application. Be willing to state personal experiences or approaches that you will think about or approach differently in the future because of the biblical missional text. Delineate the way your approach to ministry is being confirmed or challenged because of the biblical text. Analysis of contemporary church approaches to evangelism, discipleship and church programs against the biblical text is essential. Don't be hesitant to use personal observations or church experiences.

- To succeed in this assignment, students will follow these guidelines:
 - Follow the Horizon & MCS Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.

• Related learning outcome: #1.

• **Assignment length:** 6 pages.

• **Due date:** Monday, March 23

5. *Statement of the Mission of the Church* – 30%

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 *Lausanne Covenant* and 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 & MCS Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
- Related learning outcomes: #1 and #3.
- **Assignment length:** 6 pages.
- **Due date:** Wednesday, April 8.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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:
 - Explore the World Christian Lifestyle: due Feb 27
 - Stiller Chapter 3 Reading Summary: due Mar 13 (please complete this assignment before watching the Day 2 Lectures)
 - Stiller Chapter 4 Reading Summary: due Mar 20 (please complete this assignment before watching the Day 3 Lectures)
 - Biblical Exposition Paper: due Mar 23
 - Stiller Chapter 6 Reading Summary: due Mar 27 (please complete this assignment before watching the Day 4 Lectures)
 - Class Presentation: due April 1 (please complete your presentation before watching Day 5 Lectures)
 - *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. VOD students may collaborate with up to 2 other VOD students. However the presentation is recorded, the video should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the*

completed video submitted on Populi. There is no need to share this video publicly.

- Statement of the Mission of the Church: due April 10
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due Saturday, March 7.
 - Day 2 Lectures and Report due Saturday, March 14.
 - Day 3 Lectures and Report due Saturday, March 21.
 - Day 4 Lectures and Report due Saturday, March 28.
 - Day 5 Lectures and Report due Saturday, April 4.
- According to the schedule above, VOD students will submit a 2-3 minute Padlet 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	
1. Explore the World Christian Lifestyle	5 hrs	Feb 27	10%
2. Stiller Reading Summaries	10 hrs	Mar 3, 4, 5	15%
3. Class Presentation	10 hrs	Mar 6	20%
4. Biblical Exposition Paper	21 hrs	Mar 23	25%
6. Statement of the Mission of the Church	21 hrs	April 8	30%
Total =	97 hrs		

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
- A Third of Us – So that all may hear
 - Joshua Project
 - Maps
 - PAOC strategic focus
- Foundational Biblical Mission Texts
- Review of Pre-Course Assignment
- Key terms, definitions, and language in mission studies

- The Discipline of Missiology or Mission as Central to Theology
- Ralph Winter – Sodality v Modality
- Global Trends
- Pressure Points: Global Challenges to Mission Today
 - Cultural Challenge (Colonialism)
 - Theological Challenge (Universalism)
 - Access Challenge (Political and Religious)
- Global Shifts
 - Polycentric Missions
 - Collaboration – Plethora of Partnership Opportunities
 - Global Professional.
 - Business for Transformation
 - Social Engagement (Chapter 6 in Text)
- CPMs and DMMs
- The Call
- Is there a Missionary Call.

Tuesday:

Devotional Thought: The Supremacy of God in Mission

Bible Translation Foundational to Mission Expansion – Review Reading Assignment

Reading the Whole Bible as God's Story and 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
 - The Book of Jonah
- Mission in the Gospels
 - The Mission of Jesus
 - Incarnation as central to Mission
 - Signs and Wonders – Essential to Mission
 - Mission: Power and Spiritual Warfare
 - Prayer – Essential to Mission
- Encountering Mission in the Early Church
- Mission in the Letters

Wednesday:

Devotional Thought: Psalm 107 and Rev. 7:9

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

Principle of Indigenization

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

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

- Revision week is April 13-17. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after Friday, April 17.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions.

Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS 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
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
		Student demonstrated excellent achievement of the learning outcomes.	A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all 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 and MCS. 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 one or more 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in

a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming with their camera on. 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 and MCS encourage 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 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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