



P160 Introduction to Christian Mission

3 credits. Prerequisites: *none*.

 Online Video

September 14 – December 18, 2026
Fall Semester

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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)*

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:* Explore 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; Explore the World Christian Lifestyle.
3. Communicate the gospel with contextual relevance.
 - *Assessment:* 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](#)

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

1. Video Lesson Discussions

Students can access the lecture videos through Populi under the “Syllabus” tab, in the “Links” section.

Students are required to watch and engage with all lecture content and in-class activities as outlined in the schedule below. Students will also submit a 2–3-minute video report each week that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.

- Day 1 Lectures & report due Saturday, Sept 19 at 11:59PM ET
 - Day 2 Lectures & report due Saturday, Sept 26 at 11:59PM ET
 - Day 3 Lectures & report due Saturday, October 3 at 11:59PM ET
 - Day 4 Lectures & report due Saturday, October 10 at 11:59PM ET
 - Day 5 Lectures & report due Saturday, October 17 at 11:59PM ET
- **Assignment length:** 30 hours.
 - **Due dates:** September 19, 26; October 3, 10, 17.

2. 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:** Monday, September 21, 2026, by 8pm ET.

3. Stiller Reading Summaries – 15%

From the text *From Jerusalem to Timbuktu: A World Tour of the Spread of Christianity*, please read Chapters 3, 4 and 6. Then, summarize the main point of the chapter and reflect on what that means for the church today in a 1-page report for each chapter.

- Chapter 3: The Power of Bible Translation; Due September 28, 2026, by 8pm ET
 - Chapter 4: Revolution of the Indigenous; Due October 2, 2026, by 8pm ET
 - Chapter 6: The Power of the Whole Gospel; Due October 5, 2026, by 8pm ET
- 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.

- Related learning outcome(s): #2.
- **Assignment length:** 1 page per chapter (3 pages total).
- **Due dates:** September 28, October 2, October 5 by 8pm ET.

4. *Presentation – Contextualization Exercise – 20%*

Students may collaborate with up to 2 other students or complete the assignment individually. Students will prepare a 15-minute PowerPoint presentation. 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:
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - 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. 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.

- Related learning outcome(s): #3.
- **Assignment length:** 15 minutes.
- **Due date:** Monday, October 19, 2026 by 8pm ET

5. *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, November 23, 2026 by 8pm ET

6. *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:** Monday, December 7, 2026, by 8pm ET

Estimate of Time Investment (individual time investments may vary)

1. Video Lesson Discussions	30 hrs	See above	Assignment Weighting
2. Explore the World Christian Lifestyle	5 hrs	Sept 21	10%
3. Stiller Reading Summaries	10 hrs	Sep 28; Oct 2, 5	15%
4. Presentation	10 hrs	Oct 19	20%
5. Biblical Exposition Paper	21 hrs	Nov 23	25%
6. Statement of the Mission of the Church	21 hrs	Dec 7	30%
Total =		97 hrs	

All assignments are due at 8pm ET, unless otherwise indicated.

Assessment Rubrics

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

Class Schedule

Day 1:

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.

Day 2:

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

Day 3:

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

Day 4:

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

Day 5:

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 December 14-18, 2026. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after Friday, December 18, 2026.

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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
			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
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

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