

**Course:** IC – 111 E(N) (Blended) Introduction to Christian Missions  
**Credit:** 3 Semester Hours  
**Semester:** Fall 2020, Cycle 3, (10/19-12/11)  
**Time:** Thursday 6:00-9:00 p.m. (Langmade) Online through Canvas  
**Instructor:** Joshua Paxton, [Joshua.paxton@calvary.edu](mailto:Joshua.paxton@calvary.edu), Joshua.paxton@avmi.org  
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## I. DESCRIPTION

An introductory study of the biblical basis of intercultural studies, the history of missions, current strategies for intercultural studies, the preparation for intercultural studies, and the role of the local church in intercultural studies. (\*Interdisciplinary Bible Course)

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. OBJECTIVES

### A. General competencies to be achieved:

1. Gain familiarity with the Christian world missionary enterprise and be conversant with broad outlines of missionary philosophy, theology, history, global, and religious contexts, as well as strategies and contemporary trends and issues. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Realize that the Christian world missionary movement is a strong and successful enterprise that is consistent with the extraordinary growth of the church of Jesus Christ around the world. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Appreciate the primacy of missions and world evangelism in God's purpose and program. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
4. Gain a passion for personal involvement in missions. (PLO 1, 2) (A 1, 2, 3, 4, 5, 6, 7)

### B. Specific competencies to be achieved:

1. Give evidence of a comprehension of biblical and theological foundations for world missions, missionaries, and mission agencies, and how these relate to the church. (PLO 2, 3) (A 2, 3, 4, 5, 7)
2. Demonstrate an understanding of the integrated elements that comprise missionary life and ministry, and evaluate personal compatibility for missionary service. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 7)
3. Trace the modern missionary movement and its success historically and geographically from the 17<sup>th</sup> century to the present. (PLO 2) (A 1, 2, 3, 6, 7)
4. Identify the great religions of the world, the contemporary theological and missiological issues that impact worldwide missions, and some of the twenty-

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- first century trends in missions. (PLO 2, 3) (A 1, 2, 3, 6, 7)
5. Identify and explain some of the major problems, issues, questions, and missions principles that relate to an understanding of world-wide missionary outreach. (PLO 2, 3) (A 1, 2, 3, 6, 7)
  6. Communicate the thrust and purpose of missions outreach as a motivating dynamic within the church. (PLO 1, 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
  7. Understand the missionary call and engage others in terms of missions outreaches and endeavors. (PLO 1, 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
  8. Demonstrate an understanding of the local church's role and responsibility in world evangelism. (PLO 1, 2, 3) (A 1, 2, 3, 4, 5, 6, 7)

### **III. REQUIREMENTS**

#### **1. Reading**

Read through the designated sections of *What in the World is God Doing?* Report this reading in CANVAS according to the tentative schedule.

- Reading 1 – Part One
- Reading 2 – Part Two
- Reading 3 – Part Five
- Reading 4 – Part Four

Read through *Let the Nations be Glad!* For this reading you will write a 5 page interaction with Piper's main points in the book. Do you agree/disagree with his premise that missions exists solely for God's glory? Discuss the primary motivation for missions, is it God's glory or the fallen condition of man? (Non-research Turabian format)

#### **2. Study Questions**

Answer the study questions found in Canvas, they can also be found in the back of the textbook *What in the World is God Doing?* (Seventh Updated Edition, pages 362-367).

#### **3. Forum Discussions**

This is a blended course with some students participating in the classroom and others participating through Canvas. In order to track online attendance and be sure that all students are involved, every lecture session will include a discussion question. The discussion question is to be answered through the forum in Canvas. You must post your own reply before you can see others and it will be graded. Each response is worth 25 points. This will require online students to watch the video of class in order to know the discussion question. Students must also comment on the response of two other students in order to receive Full Credit.

#### **4. Missionary Interview**

Based on the questions included at the end of the syllabus, conduct an interview of a missionary (active career missionary, mission rep, or retired missionary are all acceptable, MK's are not).

- Conduct an interview with a missionary.
- Write a 5 page (minimum) paper about the missionary's call into missions, the organization with which they serve, and the work that they do based on all to the data gathered in the questionnaire. Also, interact with the answers personally, what was interesting to you, what do you think God might be using in your life, what do you think about their organization and area of service? What questions about missions were brought up or you had answered as a result of this interview?
- This paper is not to be a transcript of the interview but rather your interaction with the responses.
- Research paper Turabian format

#### **5. Pastoral Interview**

Based on the questions included at the end of the syllabus, interview a Senior Pastor (or the Missions Director) whose church actively supports missions. Youth Pastors are not acceptable,

- Conduct an interview with a pastor.
- Write a 5 page (minimum) paper about the pastor's role in missions in his church and how the church handles its responsibility for missions. Include your personal opinion on how good of a job they are doing in the area of world missions.
- This paper is not to be a transcript of the interview but rather your interaction with the responses.
- Research paper Turabian format

#### **6. Supplemental Videos**

Given the limited "in-class time" for this course the professor will occasionally upload videos to Canvas on varying topics from documentaries to current issues in Missions. Videos will be posted in Discussion Forums, students are expected to watch the video and then post a reaction to its contents. Students must post their own reply before seeing others and comment on the response of at least one other student in order to receive Full Credit.

#### **7. Exams**

There will be two "take home" exams, a "midterm" and a "final". They will be given through Canvas, the student is to take them on their own apart from class time, according to the tentative schedule. Exams are open notes, Bible and brain and consist of essay questions. There is no time limit.

**IV. METHODS**

- A. In-class methods:** listening to lectures, participating in class discussions, writing, and taking tests.
- B. Out-of-class methods:** reading, writing, research, and studying for tests.

**1. Grading:**

	<b>Points</b>
1. "What in the World" Reading.....	100
2. Piper reading and paper.....	50
3. Forum Questions.....	200
4. Midterm.....	100
5. Final.....	100
6. Missionary Interview.....	100
7. Pastoral Interview.....	100
8. Supplemental Videos.....	50
9. Study Questions.....	<u>200</u>
<b>Total</b>	<b>1000</b>

**2. "See Grading Scale in the university catalog"**

- C.** The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- D.** All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Unless otherwise indicated book reports and study questions may be in non-research format, interviews and other research papers should be in research paper format. A copy of the Turabian Style Guide is available on the Clark Academic Center page of Calvary's website.
- E. Late Assignments:** Assignments will be lowered **15%** if not turned on in on the due date. Assignments that are more than one week late will be assigned a zero (0) grade unless prior arrangements have been made with the professor.
- F. Plagiarism:** *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.* Any assignment that includes plagiarism will receive a zero (0) grade. Students should note that papers will be submitted in Canvas via "Turn-It-In". This program automatically gives the students work a plagiarism score, students should strive for a score less than 20.
- G. Disabilities:** *Students with disabilities have the responsibility of informing the DSS Coordinator ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.*

- H.** The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CBC and CTS students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- I. Attendance Policy** – Calvary has no official attendance policy, the attendance policy of the professor is as follows.
- a. Students have one unexcused absence per cycle.
    - i. For In-class students - attendance is tracked by being in class.
    - ii. For online students - attendance is tracked through involvement in discussions and submitting assignments.
  - b. For each unexcused absence after the first the student's final grade will be deducted by one letter grade per absence.
  - c. Occasionally situations arise which may result in a student missing class, in this event the student should contact the professor prior to the class period to request an excused absence.

**V. REQUIRED MATERIALS**

The Bible (Instructor will use NASB)

C. Gordon Olson. 2013. *What in The World is God Doing? The Essentials of Global Missions*. 7<sup>th</sup> Updated ed. Lynchburg, VA: Global Gospel Publishers. ISBN-13: 978-0962485084. (Retail \$24.00, Amazon \$17.77, Kindle \$9.95)

Piper, John. 2010. *Let the Nations Be Glad: The Supremacy of God in Missions*. Grand Rapids: Baker. ISBN-13: 978-0801036415. (Retail \$16.99, Kindle \$9.34)

**VI. TENTATIVE CLASS SCHEDULE**

\*A schedule will be posted in Canvas prior to the start of class\*

**VII. Missionary Questionnaire**

1. Doctrinal and spiritual
  - a. What circumstances guided them into missions?
  - b. What is their view of the call into ministry?
  - c. Is the agency they serve with denominational, non-denominational, Baptist, etc.?
  - d. What is their personal position on speaking in tongues? Does their agency allow the private usage of speaking in tongues?
2. Goals and strategy
  - a. How large is their agency? How many missionaries?
  - b. How many countries does their agency work in?
  - c. What objective does their agency target? (10/40 window; Jewish or Muslim ministries; less than 2% evangelized; 14/40; etc.)
  - d. What specific ministries do they do on the field?
  - e. How do they train national leaders to serve in the church?
  - f. How often do they have to send in ministry reports, and to whom are they sent?
  - g. How many times a year does the home office send someone to the field to check up on them?
  - h. When a missionary has a problem on the field, who is the person immediately above them that they must consult with their problems? Is that individual on the field or back home?
  - i. Do they have an exit strategy?
3. Missionary applicants
  - a. What are the educational requirements for missionaries, and how much Bible does a person need?
  - b. What kind of orientation program does their agency have for new missionaries?
  - c. Does their agency accept nationals as missionaries?
  - d. Does their agency accept divorced people?
  - e. Does the applicant get to choose the country where they want to serve?
4. Missionary benefits
  - a. What kind of structure do they have for the use of the finances that come in? Are the funds divided equally among all the missionaries, as in a pool system, or does each individual missionary have his own separate account?
  - b. Did they have to have 100% of their minimum support in order to go to the field?
  - c. How much of what they raise in monthly support is kept by the mission for support of the administrative personnel?
  - d. How long is a term on the field?
  - e. How long is a furlough?
  - f. What kinds of plan does the mission have for emergencies? (war, terrorism, kidnapping, sickness, death, etc.)

**VIII. Pastoral Questionnaire**

1. Doctrinal and spiritual
  - a. What is the obligation of the church for world evangelization?
  - b. What exposure has he personally had in missions? (courses, Short-term, periodicals, friends who are missionaries)
  - c. What is his favorite missionary biography?
  - d. What is his view of the missionary's call into ministry?
  - e. Has he ever experienced God's call into missions and what would he say if God were to call him into missions?
2. Goals and strategy
  - a. How many missionaries does his church support?
  - b. What percentage of the missionary's support does his church seek to take on?
  - c. Does he have any missionaries sent out from his congregation?
  - d. What objective does his church target? (10/40 window; Jewish or Muslim ministries; less than 2% evangelized; 14/40; etc.)
  - e. What is his view on the support of national missionaries?
  - f. What is his view on the support of retired missionaries?
  - g. How does he train potential missionaries who serve in his church?
  - h. Does he ever write the missionaries his church supports?
3. Thoughts and opinions
  - a. What would he like to see done in reaching the world with the gospel?
  - b. Does his church have a strategy for targeting the needs of the world?
  - c. What is his personal position on speaking in tongues? Would his church support a missionary who serves with an agency that allows the private usage of speaking in tongues?
  - d. What is his opinion about supporting nationals as missionaries?
  - e. What is his opinion about supporting divorced people as missionaries?
  - f. What is his opinion about supporting American missionaries who face a cost of living that is above the standard of living in the United States?
  - g. What effect does it have on missions when the most influential person in missions, the pastor, changes churches every couple of years?
4. Practical application
  - a. How often does he preach about missions related topics? (from never-yearly, as it comes up in the passage)
  - b. Would he get to recommend the country where his prospective missionary might serve?
  - c. What is the process for missionaries on furlough to visit his church to report on their work?
  - d. How does his church care for the missionaries besides the support checks they send?
  - e. Does his church have a missions' policy?