Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: David Wesley Ph.D.
Office: (816) 268-5494
Email: dwwesley@nts.edu

Catalog Description
Theology of Mission explores a theological understanding of living into the *missio Dei* within the current global context. Special attention will be given to a Wesleyan theological perspective of the Trinity, the missionary mandate, call, methods, motives, missional ecclesiology and the theological challenges of Christian mission in the current global context.

Course Narrative & Rationale
In contemporary society there is a growing need for mission praxis that is explicitly connected to a theological basis. For the missions practitioner who leaves their passport culture to minister in a new culture as well as the pastor of the local church who ministers in a changing culture, a ministry which is focused on theological and biblical understanding is essential.

Degree Objectives
M.Div:
3. Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life, exhibited in the following outcomes; the student will:

   f. Apply theological convictions to personal and corporate life both in and beyond the church

5. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student/graduate will:

   a. Articulate the missional nature of the church b. Exegete the congregation c. Exegete aspects of society including ethnicity and culture d. Navigate the complexities of globalization expressed through pluralism, world religions, and other issues

MA/ICS
1. Fundamental knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions, exhibited in the following outcomes; the student will:

   c. Explain the core doctrines of the Christian faith that must find interpretation and application in every cultural expression of Christianity

2. Articulation of the biblical-theological understandings of the missio Dei in ways that assist the church’s response to God’s call to participate in that mission, exhibited in the following outcomes, the student will:

   a. Trace the missio Dei in the narrative of scripture through the lives of key people and through critical turning points

   b. Analyze current mission thought and practice in light of mission theology

   d. Recognize ways in which the missio Dei requires the church to consider the various cultural contexts
**Course Outcomes**
With the help of the Lord, at the end of this course students should:

1. Be able to articulate scriptural understanding of mission with an understanding of mission as central to the biblical narrative and which flows from the nature and action of the triune God. *(Assignments A, C, E)*
2. Gain an understanding or a clearer understanding of current issues in the theology of mission. *(Assignments A, C, E)*
3. Become familiar with authors and movements which have influenced current missiological thought. *(Assignments A, C, E)*
4. Acquire a deeper appreciation for the privilege of participation in God’s mission and the centrality of this participation to the purpose of the church. *(Assignments A, C, E)*
5. Be able to articulate a theological understanding of mission which influences mission praxis for a missioner within the Wesleyan theological tradition. *(Assignments C-E)*

**Required Texts & Course Materials**


**Course Outline**
See separate document “course map”

**Course Assignments & Requirements**

A. The books by Kirk, Goheen and Newbigin listed above are to be read as noted below. The following assignment corresponds to this reading:
1. Write a 3-4 page Interaction paper of each required reading book. (Course Outcomes: 1-4)
   a. These papers must be printed and turned in on the day that they are due (see course map).
   b. Each interaction paper should provide a thoughtful analysis of the book (3-4 pages). These are NOT book reports or simple summaries. Neither are they your random reflections after reading the books.
   c. The papers are to carefully analyze the book and provide critical evaluation. Papers should include four parts:
      - A brief statement of the argument/thesis/main idea of the book (less than a half page).
      - An evaluation of the sources used for the study (half to one page) – ask the question, “What sources did the author draw from to write this book?” and “is this valid to support their argument or main thesis?”
      - Several paragraphs tracing the development of the main idea throughout the book (one to one and a half pages).
   d. Note that I have also posted a sample book review on the course documents which uses this format. Please note that this is an example from a book which may be completely distinct from the book you will review, but it should give an idea of the format which you will need to use. See due dates on the course calendar.
   e. You will need to participate in an on-line discussion based on assigned readings. You will be graded on this participation as well. The discussion board will be provided on Moodle.

B. The Books by Hesselgrave and Tennent should be read/skipped and notes taken for class discussion. You will not need to hand anything in for these books, but you should read these books with the intent to explore ideas for your final paper and to facilitate class discussion. Please note that you should be familiar enough with the content to lead discussion.

C. Integrative paper (course outcomes 1-5)
   1. Students must submit in writing via email (dwwesley@nts.edu) a topic for their integrative paper and obtain the professor’s approval in writing no later than January 3rd. The topic may be selected from the list below (assigned on a first-come, first served basis). Please note that your selection should be a topic which you have not written about for prior or current classes. I would encourage you to read through the two conference websites (h) and explore other possible topics as well. The focus of this paper should be to integrate a current missiological issue with theological writings.
      (a) A biblical/theological assessment of the “frontier missions” (unreached peoples) approach to defining the task of mission.
      (b) Is the goal of missions and the great commission church planting or holistic mission?
      (c) The missionary “call”: How biblical is it?
      (d) The impact of migration and immigration on mission.
      (e) Incarnational living as a model of mission.
      (f) Implications of the rise of the non-Western Church.
(g) Can the book of Acts be used as a “handbook for mission”? Hermeneutical guidelines.

(h) The Uniqueness of Christ in a Theology of Mission.

(i) Some other ideas can be found from information from the Edinburgh conference or the Lausanne Conference, both held in 2010. See YouTube clips of Dana Robert discussing some key themes at: http://www.youtube.com/watch?v=tnA-YGa_ZrE&feature=related (click on the link “see all 18 videos” for all of the interviews with Dana Robert)

Or for Lausanne papers go to: http://www.lausanne.org/documents.html

In addition to these sites see the following for ideas:

http://www.mislinks.org/communicating/
http://www.gmi.org/links/discover/research/
http://www.strategicnetwork.org/index.php?loc=kb

The paper is to be 20-30 pages in length and must follow carefully the style and format found in Turabian, Kate L. A Manual for Writers of Research papers, Theses, and Dissertations. Revised by Wayne C. Booth, et al. 7th ed. Chicago: University of Chicago Press, 2007. (See NTS student handbook, page 15 for further information: http://nts.edu/Websites/nts/Images/pdfs/handbooks/Student%20Handbook%20Final%202008-2009.pdf) Be sure to read and understand the content and implications of the Plagiarism statement in the NTS Student Handbook as well. All assignments in this course are made with the expectation that the work you submit is your own work. Failure to adhere to these requirements will result in a failing grade for the course. The paper will be graded on the following basis:

- Accurate summary of the current debate or issue
- Use of relevant literature including journal articles
- Thorough analysis of the issues involved. This will include more than one side of the issues presented in a fair and balanced manner.
- Fair assessment and/or evaluation of the issue including theological and biblical argumentation.
- Statement and argumentation of the student’s own position on the issue.

Give careful attention to the use of Internet sources. While the Internet provides easy access to a wealth of resources, as with all other resources, Internet resources must be carefully selected and properly cited and referenced.

Before the module class begins, you should have a sufficient understanding of your topic that you can come to class with a tentative outline and bibliography of your topic. It should be developed enough that you can present it in class. The presentation will be followed by questions and discussion in order to help you focus your topic further before the end of the module. The presentation grade will be based on the didactic and coherent presentation of the issue and the response to questions. It is understood that your topic will be in the formative stage, but you should have enough grasp of the topic to present it in class. You are encouraged to allow your reading for this class to inform your final integrative paper (see chart below for due date).

D. Critique of a fellow student’s integrative paper proposal (course outcome 5)
Each student will be assigned to critique in writing on other student’s paper. The critique will be posted on Moodle by **January 31**. The written critique should be 2-5 pages (double spaced). The critique should address the paper’s strengths and give suggestions for improvement (don’t just summarize the proposal). The reviewer should especially assess the argumentation and use of the literature. (Good reviews often check the author’s sources and suggest further sources.) A late critique will not be accepted, and the student reviewer will receive zero credit for the assignment.

**E. Class participation (course outcomes 1-5)**

Students are expected to attend class and come well prepared to discuss.

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Module Hours</th>
<th>Module Hours</th>
<th>Post-Module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
<td><strong>36</strong></td>
<td><strong>42</strong></td>
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</tbody>
</table>

**Method for Submitting Assignments**

Use the assignments section of Moodle unless otherwise directed.

**Form and Style Expectations**

All writing assignments should follow Turabian citation and format guidelines.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Late work will not be accepted except in cases of severe illness requiring extended hospitalization, a note from the dean, or a death in the family.
Course Grading

100-91: A   90-81: B   80-71: C   70-60:D   59 or Below: F

Grade Descriptions

A. Excellent
A to A- This is work that is outstanding in every way, exceptional, marked by accuracy, creativity, scholarship, and/ or integrative thinking combined with good style.

B. Good to Very Good
B+ to B: This is work that is very good, accurately done, reflecting a proper grasp of the material, and done with interesting style.
B to B-: This is work that is good, but tends towards inaccuracy and imbalance, is written in a flat and un-engaging style, ideas are present, but not developed.

C. Fair
C+ to C: This is work that is marginally satisfactory because it is deficient in identifiable areas of accuracy, clarity, balance; ideas are vague and disorganized.
C to C-: This is work that is not far from being unacceptable, reflecting serious inadequacies in dealing with the material.

D. Unsatisfactory; Just Passable
This is work that has been submitted, but is not satisfactory. It has dealt with the material, but in such an inaccurate or incomplete way that it cannot be judged as acceptable work.

F. Failure
This is a grade assigned to a paper, exam, or course in which the student has not submitted the required work or who has so completely distorted the assignment that it bears no resemblance to what was required.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight for course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Book Reviews</td>
<td>See Course Map</td>
<td>45%</td>
</tr>
<tr>
<td>B. Integrative paper</td>
<td>March 14th</td>
<td>25%</td>
</tr>
<tr>
<td>C. Critique of fellow student’s paper</td>
<td>As assigned</td>
<td>10%</td>
</tr>
<tr>
<td>D. Additional course reading</td>
<td>See Course Map</td>
<td>10%</td>
</tr>
<tr>
<td>E. Class Participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

If a student is absent for 8 hrs of a one week or 9 hrs of a two week module or is absent (does not participate) four or more weeks of the pre/post module, the professor will automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar** *(note that this is the calendar for the pre-course work. A calendar for the day to day activities of the module will be provided before the course begins.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Assignments due before beginning of class</th>
</tr>
</thead>
</table>
| 12/16 | Pre-Course | Newbigin reading and integrative review due.  
On the Moodle discussion board post your insights of 100-150 words in response to your reading by Tuesday. This post should reflect one or two key concepts that you found in your reading. You will then need to post responses of 50 words or
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Assignments due before beginning of class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Merry Christmas!</em></td>
</tr>
<tr>
<td>12/23</td>
<td></td>
<td>No assignments</td>
</tr>
<tr>
<td>12/30</td>
<td>Pre-Course</td>
<td>Tennent reading should be completed. Note that nothing will need to be turned in for this.</td>
</tr>
<tr>
<td>1/6</td>
<td>Pre-Course</td>
<td>Goheen reading and integrative review due. <em>On the Moodle discussion board post your insights of 100-150 words in response to your reading by Tuesday. This post should reflect one or two key concepts that you found in your reading. You will then need to post responses of 50 words or less to two or three other students by Thursday.</em></td>
</tr>
<tr>
<td>1/13</td>
<td>Pre-Course</td>
<td>Kirk reading and integrative review due. <em>On the Moodle discussion board post your insights of 100-150 words in response to your reading by Tuesday. This post should reflect one or two key concepts that you found in your reading. You will then need to post responses of 50 words or less to two or three other students by Thursday.</em> Hesselgrave reading due. Note that an integrative review will not be required for this reading. Neither will there be on-line discussion. We will discuss this book in class.</td>
</tr>
</tbody>
</table>