

Instructor

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Required Texts

1. Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downer's Grove, IL: IUP Academic, 2008. ISBN 978-0-8308-2887-6.
2. Hesselgrave, David. *Planting Churches Cross-Culturally: North America and Beyond*. Grand Rapids, MI, 2000. ISBN 0801022223.

Course Description

Study of a biblical philosophy of missions and basic biblical strategies. Examination of major world views. Evaluation of theories of the mission process, and current trends in Protestant missions. Also covers missionary problems, current literature and a geographical survey of missions needs.

Learning Objectives

By the end of this course, you should be able to:

1. list and briefly explain key Old Testament passages that show God's concern for the salvation of Gentiles.
2. collate the Great Commission passages and explain the terms and the requirements laid upon believers.
3. explain Jesus' method of discipleship and some of the key characteristics of a true disciple.
4. list the steps required for biblical church planting.
5. show from the book of Acts the key elements of legitimate church growth.
6. show from the book of Acts both the message content for and the means of effective evangelism.
7. explain the two biblical models of missionary support: the tent-making model and the church-support model.
8. give a biblical explanation of how to pray for missions and missionaries.
9. give a theological response to unresponsive fields.

Course Activities

Reading

You must read any 100 pages in Hesselgrave and 150 pages in Schnabel. You will be asked at the beginning of class on Saturday what percentage of the reading you have done. That means that all of the reading assignments must be done by that time.

During the week of class, you will read Acts 13:1-21:19 ten times.

Book Review

The purpose is to give you a thorough acquaintance with seminal books in the field of missions.

Requirements:

- The review will be on either *Missionary Methods: St. Paul's or Ours?* by Roland Allen or *Let the Nations Be Glad* by John Piper.
- The review should be 1000-1500 words.
- It should be double-spaced and in 10-12 point font, preferably Times New Roman or Arial.
- It should have this format: page numbers and cover sheet with your name, the book's title and author, word count, and the course #.

Content. The review should include at least the following information:

- The overall organization of the book
- Any particularly helpful or odd teachings, philosophy, or practice (strengths and weaknesses)
- Positions on key texts and issues. Be sure to note weaknesses (there are some).
- Overall evaluation of the book

Project

The purposes are to have you establish a biblical foundation for your understanding of church growth and to have you think through the missionary's responsibility in unresponsive settings. You may choose to do either Project 1 or Project 2. We will lay some of the ground work for these projects in class.

The project should be 1500-2000 words. It should be double-spaced and in 10-12 point font, preferably Times New Romans or Arial.

- Project 1: Develop a theology of church growth from the book of Acts.

The student should locate, study, and collate for presentation in the report as many pertinent texts as he can find in Acts that pertain to church growth. He should focus especially on words and phrases such as "add," "God gives/grants," "spread," "increase," "multiply," "grow," "many," etc. Of course, the question to answer is why these things occurred (e.g., because of persecution? result of the Word being taught/preached? miracles? efficient church organization? believers' fervent witnessing? believers' joy? vibrant church life? God's judgment of sin?). Determining the answer will require the student to analyze the contexts. He should note whether numbers are important in New Testament churches. He should also note whether the New Testament puts any emphasis upon qualitative church growth (i.e., believers' personal growth in holiness). It will be helpful to consider what God does to further church growth and what man's responsibilities are for furthering church growth. The student should summarize his

findings by stating what a missionary can expect God to do and what the missionary himself should do to further biblically-sound church growth. The student may supplement his studies with information from other New Testament books, but the primary focus should be the book of Acts.

- Project 2: Develop a theology for handling unresponsive fields.

Develop a biblical theology of response to unresponsive fields. Ask questions and find answers to issues such as how God has dealt with unresponsive people, how Jesus and Paul dealt with such people (examine and apply the passages about shaking off the dust against a people), and how the concept of sowing before reaping applies. Using Old Testament texts and illustrations to inform your theology is also appropriate. In your conclusions, state how this information should be applied in modern missionary settings.

Final Exam

The final exam will cover material from the class lectures. It will not cover material from reading assignments unless the assignment is also discussed in class.

Course Schedule

Date	Topic	Assignment
Mon, Oct 3	The Foundations of Missions	Read twice Acts 13:1-21:19
Tues, Oct 4	The Commands of Missions	Read twice Acts 13:1-21:19
Wed, Oct 5	Evangelism and Discipleship in Missions	Read twice Acts 13:1-21:19
Thurs, Oct 6	Church Planting in Missions	Read twice Acts 13:1-21:19
Fri, Oct 7	The Support of Missions: 2 Models	Read twice Acts 13:1-21:19
Sat, Oct 8	Maintaining Missions: Issues and Strategies	Textbooks and Acts reading report due; Final Exam
October 22		Book Review due
October 29		Project due

Course Policies

Late papers will result in a lowering of the score by one letter grade for each week late. Papers short of the word count will be graded down a minimum of 5% (1/2 of a letter grade) and beyond that proportionally to the percentage of words short of the requirement.

Papers will be graded according to the rubric included in this syllabus.

Grading	
Item	Points
Reading from texts	250
Reading in Acts	150
Project	500
Book Review	250
Final exam	250
Total	1400

Scale	
A	90-100 %
B	80-89 %
C	70-79 %
D	60-69 %
F	0-59 %

RUBRIC FOR BIBLICAL STRATEGY OF MISSIONS PAPERS

Criteria	Exemplary – A	Good – B	Marginal – C	Unacceptable – D (or F)
1. Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
2. Content (3x weighted)	It is a balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of the assigned/chosen topic. Reader gains important insights.	Information provides reasonable support for central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
3. Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually linked clearly to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the writer intends.	The writing is not logically organized. Ideas frequently fail to make sense together. The reader cannot identify a line of reasoning and loses focus and interest.
4. Tone and Feel	Compelling writing that is consistently professional and appropriate in tone for an academic paper.	Generally engaging writing that is also generally professional in tone. For the most part, it is appropriate for an academic paper.	Writing is dull and unengaging and consistently projects an unprofessional or inappropriate tone for an academic paper.	Writing has little personality. Its tone is unprofessional and not appropriate for an academic paper.
5. Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased with some variety in length and structure. The flow from one sentence to another is generally smooth.	Some sentences are constructed awkwardly so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
6. Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
7. Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization)	Writing is free from errors.	The writing is almost free of errors.	There are occasional errors, but they do not represent a major distraction or obscure meaning.	The writing has many errors, and they distract the reader.
8. Length	Paper is the number of words specified in the assignment (plus or minus less than 10 percent).			Paper has more or fewer words than specified in the assignment.

Each vertically listed criterion represents 10% of paper's grade. Note that a 1 or 2 % loss of points may be assessed for failure to follow directions in writing, formatting, and submitting assignments.