

**Developing the Missional Church
Online
PM 742Z**

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Elective. *Three credit hours.*

Please be sure to read and familiarize yourself with ALL content in this syllabus and in the online classroom.

Welcome to the course, **Missional Church**. Although I can't give you a personal welcome, as I might do in my on-campus course, I do want to welcome you warmly to this vital learning experience. I want this course to be a significant and vital part of your seminary education. You are one of many students taking advantage of the alternative delivery of high quality theological education through our EDEN distance learning network. Please visit the online classroom at <http://eden.erskineseminary.net/>. Alternatively, if you are on campus, feel free to stop by my office in Reid Hall, room 14. I am available when you need me because we aren't limited by office hours or distance. I look forward to getting to know you better as we progress through the course materials. Anytime you experience difficulty or have a question about course content or course requirements, please use one of the communication means identified above to reach me. I pray God's wisdom as you expose yourself to the study of his Word.

Mission Statement

The mission of Erskine Theological Seminary is to "educate persons for service in the Christian Church."

Course Description

This course is an analysis of the Biblical theme of mission and its significance for the development of a missional ecclesiology of ministry. The course presents a missional church model of ministry that derived from a collaborative study of both Testaments as well as pertinent missional church studies. Implications of the missional church model for 21st century Church ministry in a variety of contexts are considered.

Course Learning Outcomes

1. Understand the theological and biblical concept of mission.
2. Explore the mission of God literature for common themes and rudimentary principles.
3. Examine the missional church model as a viable model of ministry for the 21st century church.

Course Textbooks

You may use [Erskine Seminary's Virtual Bookstore](#) to order your textbooks for this course.

The Mission of God: Unlocking the Bible's Grand Narrative (2006), Christopher J. H. Wright. Downers Grove: IVP. 0-8308-2571-1

Missional Church: A Vision for the Sending of the Church in North America (1998), Darrell L. Guder (ed). Grand Rapids: Baker. 0-8028-4350-6

Treasures in Clay Jars: Patterns in Missional Faithfulness (2004), Lois Y. Barrett, et al.. Grand Rapids: Eerdmans. 0-8028-2692-X

The professor will make selected articles available in the online classroom for this course.

Recommended Literature on the Missional Church

- *The Ministry of the Missional Church*, Craig van Gelder.
- *The Continuing Conversion of the Church*, Darrell L. Guder.
- *Transforming Mission*, David J. Bosch.
- *Shaped By God's Heart: The Passion and Practices of Missional Churches*, Milfred Minatrea.
- *Bible and Mission*, Wayne Stumme (ed).
- *On Mission with God*, Avery T. Willis, Jr & Henry T. Blackaby.
- *The Mission of the Church in the World*, Roger E. Hedlund.
- *Bible and Mission*, Richard Bauckham.
- *By My Witnesses*, Darrell L. Guder
- *The Missions of Jesus and the Disciples According to the Fourth Gospel*, Andreas J. Kostenberger.
- *Mission in the Old Testament*, Walter C. Kaiser, Jr.
- *The Earliest Christian Mission to All Nations in the Light of Matthew's Gospel*, James LeGrand.
- *Salvation to the Ends of the Earth: A biblical theology of mission*, Andreas J. Kostenberger & Peter T. O'Brien.

- *The Church's Mission to the Gentiles*, Naymond H. Keathley.
- *Christian Mission in the Modern World*, John R. W. Stott.
- *The Gospel to the Nations: Perspectives on Paul's Mission*, Peter Bolt & Mark Thompson (eds.).
- *The Meaning of "Fishers of Men,"* Wilhelm H. Wuellner.
- *Perspectives on the World Christian Movement* (Third Edition), Ralph D. Winter (ed.).
- *Discipling the Nations*, Richard R. DeRidder.
- *Early Christology and Jesus' Own View of His Mission*, Marinus de Jonge.
- *Yes, God of the Gentiles, Too: The Missionary Message of the Old Testament*, David Filbeck.
- *Jesus' Promise to the Nations*, Joachim Jeremias.
- *A Light Among the Gentiles*, Scot McKnight.
- *Canon and Mission*, H. D. Beeby.
- *From Every People and Nation: A biblical theology of race*, J. Daniel Hays.
- *The New Testament Concept of Witness*, Allison A. Trites.
- *New Testament Witness in Today's World*, Allison A. Trites.
- *Only to the House of Israel?*, T. W. Manson.
- *Gospel and Mission in the Writings of Paul*, P. T. O'Brien.
- *Where the Nations Meet: The Church in a multicultural world*, Stephen A. Rhodes.
- *The Missionary Nature of the Church: A survey of the biblical theology of mission*, Johannes Blauw.
- *The Salvation of the Gentiles: Studies in the Acts of the Apostles*, Jacques Dupont.
- *The People of God in the Old Testament*, H. J. Kraus.
- *Knowing Jesus Through the Old Testament*, Christopher J. H. Wright.
- *A Biblical Theology of Missions*, George W. Peters.
- *Out of Every Tribe and Nation*, Justo L. Gonzalez.
- "Be a blessing" or "So that you will be a blessing:" Implications for Old Testament Missiology, Andrew Bowling. Unpublished article.
- "Old Testament Missiology and the Eschatology of Bengt Sundkler and Joachim Jeremias," Andrew Bowling, ETS Regional Meeting, November 17, 1993.

Course Resources

Click on the links below for information relevant to seminary policies

[Writing Theological Papers](#)

[Style & Form Standards](#)

Course Grading Criteria and Scale

I will use the following criteria to assess student work for this course. In order for a student to earn an "A" for course work submitted, it must reflect exceptional skill and mastery above the minimum requirement of fulfilling the assignment as stipulated in the course syllabus.

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.*
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.*
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.*
- D Level Work = Inadequate and unexceptional ability to think cogently and clearly; insufficient ability to understand and comprehend subject matter; and an unsatisfactory ability to integrate and organize course concepts in a logical and coherent manner.*

Course FAQs

1. All assignments must be submitted via e-mail attachment (unless otherwise notified).
2. Please use Microsoft Word when submitting assignments electronically.
3. All assignments should be clearly marked on the e-mail subject line with the student's last name and assignment number.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website,

“Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities.” You will be provided with additional information concerning Moodle tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High-speed access to the Internet

Course Learning Experiences

Module I - Biblical and Theological Concept of Mission

Reading: During the first month of the course we will explore the biblical and theological concept of mission. Read through my material first (“Missional Church and Missional Hermeneutics”) found in the online classroom. This will orient you to the perspective of this course. Then begin reading Christopher Wright’s book, *The Mission of God*. The author divides his book into four sections:

Part I	The Bible and Mission
Part II	The God of Mission
Part III	The People of Mission
Part IV	The Arena of Mission

You will need to start reading immediately through each section in sequence since it is over 500 pages.

Your reading of these two resources will comprise the first month of the semester. Don’t get behind in your reading!

Reflecting: Once you have completed reading my material and Wright’s book write a two page Critical Reaction and Reflection summary. The first page entails Critical Reaction in which you assess and evaluate both pieces in regard to the concept of the Mission of God. The second page entails a Critical Reflection in which you consider ways in which both resources have caused you to think about the Mission of God.

Send me an email attachment of your assignment. Upload* another copy of your assignment to the Critical Reaction and Reflection Depot in the online classroom. You should also read one other student’s Reaction and Reflection paper and respond to it in the space provided (unless you are the only student). The paper is due last day of the first month of the course.

* Steps to upload your assignment:

1. Find the “Memo Depot” discussion forum in the online classroom.

2. Click on that link and you will find assignment listed there.
3. Click on “Add a new discussion topic” and this will take you to the upload area
4. Type in your name and reaction paper title (i.e. Joe Smith’s Memo paper) in the subject line.
5. Type a BRIEF explanation in the message section (i.e. Memo)
6. Click on the “browse” feature at the bottom of that paper and find your paper.
7. Double-click on your document and select “post to forum” shown at the bottom of the screen.

Steps to download (or read) others’ assignment:

1. Find the “Memo Depot” discussion forum in the online classroom.
2. Click on that link and you will find student postings listed there.
3. Click on the title of the student posting listed under Discussion.
4. Click on the Word document in that posting.
5. Select “open” to read the document instantly or “save” to save the document to your desktop folder.
6. Post your comments related to the paper by hitting “reply” on the discussion board. Enter your comments in message section. Hit “post to forum” when finished.

Responding: There will be a *Going Deeper* question for you to respond to in the online classroom. Your response to the *Going Deeper* question must be finished sometime during the first month of the course. No late or subsequent responses are accepted. If there are other students in the course, respond to at least one other student’s response to the *Going Deeper* question.

Module II – Exploring the Literature of Mission

Reading: During the second month we will explore the vast literature on mission currently available in English. You will select three articles of your own choosing from the list of articles provided in the online classroom.

Reflecting: Once you have read all three, write a two page critical reaction paper in which you seek to compare and contrast all of the articles around the theme of the Mission of God. Send me one copy of your paper as an email attachment. Upload another copy to the online classroom in the space provided under Module II. You will be required to read one other student’s critical reaction paper and provide feedback and comments. This assignment is due on the last day of the second month of the course.

Responding: There will be a *Going Deeper* question for you to respond to in the online classroom. Your response to the *Going Deeper* question must be finished sometime during the first month of the course. No late or subsequent responses are accepted. If there are other students in the course, respond to at least one other student’s response to the *Going Deeper* question.

Module III – Considering a Missional Ecclesiology

Reading: Read the *Missional Church* by Guder for this module in which we will explore the ecclesiology of mission as we move to the heart of the course. I want you to consider the implications of the missional perspective for the practice of church ministry and your view of the church. I want you to think about the theological components of a missional church view and master the chief characteristics of this perspective.

Reflecting: When you finish reading Guder, write a 3-5 page first draft entitled “My Emerging Ecclesiology of Mission.” I would expect to find references to the required texts and the articles you selected to read in Modules I and II. Attach an email copy of the paper to me and upload another copy to the online classroom for others to read and select one other to read written by another student. This assignment is due on the last day of the third month of the course.

Responding: There will be a *Going Deeper* question for you to respond to in the online classroom. Your response to the *Going Deeper* question must be finished sometime during the first month of the course. No late or subsequent responses are accepted. If there are other students in the course, respond to at least one other student’s response to the *Going Deeper* question.

Module IV – Implementing a Missional Model: Incremental and Transformational

Part 1: In this module we will wrestle with the practical applications and ministerial implications of the missional church model. To help us through this process we will read *Treasures in Clay Jars* which provides case studies of missional churches that are making a difference. How can one go about implementing a missional church perspective in an existing church and how can one use this model to plant a new church? In addition to reading *Treasures in Clay Jars*, you are to do an Internet search for missional churches to determine their approach and theology of mission.

- Select one as a representative model that you think best exemplifies a Missional church approach.
- Copy the link to the site and put it in the space provided in Module IV.
- If other students enroll in the course, visit one other student’s site and provide some feedback in the forum area provided in the online classroom.

Part 2: As your final assignment for the course which will function as your final exam, taking all of the information and insights you have gained from the course, write up a Ministry Plan for Implementing a Missional Church.

You can take one of two approaches: (1) you may think in terms of implementing missional elements into an existing traditional church; or (2) you may think in terms of planting a new church and start from scratch with a missional church model.

The Missional Ministry Plan should be between 7-10 pages in length and should give evidence of your exposure to missional church literature and concepts. This final paper is due the Friday of final exam week on campus.

A note about building community online ~

The learning environment for this course builds upon the assumptions of adult learning theory as espoused in the andragogical model of Dr. Malcolm Knowles and upon the biblical/theological premise of the priesthood of all believers. In practice, this means that the course will be highly interactive, collaborative, and participatory. You will experience this dimension of adult teaching and learning through your online participation in the *Going Deeper* sections for each week.

- Respond to each *Going Deeper* question or issue in the appropriate place in the online classroom for this course.
- React to other students and what they have written.

Upload all assignments to the online classroom as well as send me an email attachment. Be sure to put your name and course on the memo line of the email.

Relevant Institutional and Class Policies

(Please read carefully)

Conduct in Theological Discussions

1. **Language about God and Humanity:** Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").
2. **Registration:** Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate

signatures. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

3. **Late or Incomplete Work:** Any work not submitted by the due date will be assessed a late penalty. The final deadline for submitting all late work is noon on the Monday after the end of exam week. Any work not received by this deadline will be given a grade of "0," unless the student has made **prior** arrangements to take an incomplete for the course. Incomplete (I) marks will be handled in accordance with policy statements in the Catalog. In particular, one should note that the student does not automatically have the privilege of taking an incomplete. Rather, it is the professor's prerogative to give an incomplete, and only when the student has completed most of the work for the course and has been providentially hindered from completing the remainder. Note that there is a processing fee associated with "Incompletes," and that "Incompletes" must be completed by the stated deadline or they automatically become an "F." Only the Dean may approve extensions of deadlines for "Incompletes." **For further details, please read the current Seminary Catalog. The Seminary imposes a fee for Incomplete grades.**
4. My normal office hours are posted on my office door for each semester. However, there are times when I will not be in my office during those posted hours. If you need to see me or speak with me, please send me an email (slowe@erskine.edu) or leave me a voice mail on my office phone (864.379.8748).
5. Typically theologians prefer the Turabian or footnote style of citation. Educators as well as others in the social sciences prefer the American Psychological Association (APA) in-text citation style. The Seminary allows either at the graduate level. I allow students who use either style in my classes. My only requirement is that you do not mix the two citation styles. Choose either APA (my preference) or Turabian (the Seminary's preference).
6. Plagiarism, defined as the representation of the words or ideas of another as one's own in any academic exercise, is a clear violation of the Erskine Seminary Honor Code as set forth in the [Student Handbook](#) and *Seminary Catalog*. It is also a clear violation of the will of God in regard to taking something that belongs to someone else without his/her permission. The penalty for an infraction of the plagiarism policy is severe and may potentially result in the permanent dismissal of a student from the seminary. If you have any questions concerning the appropriate use of referenced sources, please contact me prior to submitting your work for grading.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html