

**WORLD MISSIONS WME 101 (3 hours)  
Canadian Bible College  
Fall Semester 2003**



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**COURSE DESCRIPTION**

This introductory missions course gives a broad overview of several major areas of study in missiology and intercultural studies, including the biblical foundation for the mission of the Church, the history of God's ongoing activity down through the centuries, and the various contexts, challenges and nature of the task, with special consideration of the role each believer plays in God's global agenda.

**COURSE OBJECTIVES**

**1. Cognitive domain (what the learner should know and understand):**

The learner should be able to:

- a) describe some of the contextual issues and challenges confronting the 21<sup>st</sup> century missions enterprise
- b) identify characteristics of an individual who is a "World Christian"
- c) trace the biblical and theological basis for missions in both the Old and New Testaments
- d) summarize the major events in the history of missions and identify key missions personalities and their place of service
- e) articulate the significance of globalization and urbanization for world missions
- f) identify some principles for discerning vocational direction in missions
- g) outline a responsible process for getting from one's home culture to another culture, with all the challenges that represents

**2. Affective domain (what the learner should feel and appreciate):**

The learner should be able to:

- a) value God's gracious disposition toward fallen humanity and esteem the saving work of Christ on its behalf

- b) appreciate the role played by past generations of missionaries in God's ongoing global enterprise and desire to be a part of it all
- c) nurture a concern for people from other cultural contexts than one's own and recognize the challenges facing them when they come to God through Christ
- d) appreciate the need to live one's life responsibly before God and others, recognizing that one's attitudes have global significance

### 3. **Experiential domain** (what the learner should do and live):

The learner should be able to:

- a) become an active World Christian regardless of the vocation to which God calls him or her
- b) demonstrate a lifestyle that manifests a commitment to living either cross-culturally outside North America or counter-culturally at home
- c) tackle intelligently the challenges of contextualizing the gospel
- d) develop the ability to communicate the missions imperative and help others in their understanding of God's concern for the peoples of the earth.

## **COURSE REQUIREMENTS**

### 1. **Reading (10%)**



Two required texts:

OLSON, C. Gordon

2003 *What in the World is God Doing? (fifth edition)*

Cedar Knolls, NJ: Global Gospel Publishers

SJOGREN, Bob and Bill & Amy Stearns

1995 *Run With the Vision*

Minneapolis: Bethany House Publishers

First reading deadline (5%)

- Olsen pages 1-180
- Sjogren/Stearns pages 1-144
- due Thursday, October 23, 2003 (mid-term exam)

Second reading deadline (5%)

- Olsen pages 181-368
- Sjogren/Stearns pages 145-265
- due at final exam time

Reading summaries: A brief summary (one paragraph) for each chapter read will be submitted for the appropriate sections on the due dates for the first and second reading deadlines.

## **2) Missionary Biography/Autobiography (15%)**

The learner is required to select and read one missionary biography or autobiography found in our library. (I recommend the "Jaffray Series of Missionary Portraits," but you are free to choose whatever (auto)biography you like.) *Examine the book to make sure that it is the life story of an individual and not a documentary of his or her mission enterprise.* Submit a five-page (5) analysis of the book:

- Include a presentation and evaluation of the historical-environmental factors that influenced the individual's background, personal development, attitudes and service.
- Describe the person's particular ministry and the results (if any).
- Make note of the individual's strengths, weaknesses and abilities. Also note where they found strength for coping with the daily grind, what motivated them to serve God, etc.
- Make personal application from the principles or lessons evidenced in the life of the individual. How might those principles or lessons translate into your life?

Section 1 (Last name A-K) Missionary Biography/Autobiography is due on Thursday, October 9, 2003 at the beginning of class time.

Section 2 (Last name L-Z) Missionary Biography/Autobiography is due on Tuesday, November 18, 2003 at the beginning of class time.



### 3) Missions Research Paper (25%)

Each learner will be required to research and write one ten-page (10) paper on one aspect of the missionary enterprise, with the goal of increasing his or her awareness of the *Global Mission of the Church*. The paper should reflect comprehensive research and understanding of the topic presented, from the following choices:

- How Every Christian Can Be Involved in the Task of World Mission
- Urban Evangelism
- Tentmaking: Issues and Options for Today
- Muslim Evangelism
- Reaching the Unreached People Groups of the World
- Reaching Nomadic Peoples
- The MK Issue: Developments and Trends in MK Education
- The Renewed Issue of World Communism: A Case Study on China
- Power Encounter: Signs, Wonders & Evangelism
- Missionary Lifestyle: Issues and Answers
- The Gospel and Culture: Contextualization
- Ethics: Cross-Cultural Questions
- Holistic Mission: Toward a Balanced Ministry
- The Growing Cost (\$) of Missions
- The Missionary: An Honest Profile for the 21<sup>st</sup> Century
- Keeping Your Church Missionary
- Prayer: A Crucial Issue in World Mission
- A Topic of Your Choice (with instructor's approval—come and talk to me!)

Papers will be evaluated according to the following criteria:

- A. Content: Does it fulfill the stated purpose?
- B. Evidence of Research & Sources (footnotes, bibliography, etc.)
- C. Organization/Structure of the Paper
- D. Coherence of ideas/Flow/Readability/Clarity
- E. Format: College standards of spelling, grammar, sentence structure, etc.  
(style guide is forthcoming)

Section 1 (Last name A-K) Research paper is due on Tuesday, November 18, 2003 at the beginning of class time.

Section 2 (Last name L-Z) Research paper is due on Thursday, October 9, 2003 at the beginning of class time.

#### 4) Mid-Term Exam (20%)

A mid-term exam will be given approximately half-way through the semester, on Thursday, October 23, 2003 for both sections. Classroom input will serve as basic resource material for the exam.

#### 5) Final Exam (30%)

A final exam will be given during exam week at the end of the semester. The assigned reading and classroom input of the second half of the semester will serve as basic resource material for the exam. In general, what is included in the mid-term will not be in the final; HOWEVER, the professor RESERVES THE RIGHT to include key important highlights that she deems are worthy of recall.

### COURSE GRADING

Reading	10%
Biography/Autobiography	15%
Research Paper	25%
Mid-Term Exam	20%
Final Exam	<u>30%</u>
	100%

### GENERAL INFORMATION



1) Late Work. For each 24-hour period late, there will be a drop of a letter grade (ie. B+ will drop to B). All work is due at the beginning of the class session on the designated day. The student is expected to anticipate overlap with other courses and their requirements and to plan ahead. All assignments must be completed regardless of how late they are submitted, in order to pass the course.

2) Course Revisions. The instructor reserves the right to modify any part of the course if she deems it necessary and advantageous.

3) Attendance Policy. It is expected that you will attend all classes.

4) **Academic Integrity**. This community "is committed to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integrally connected with other essential beliefs foundational to this community: 1) all individuals, being in the image of God, are to be respected for their intellectual contributions; 2) the development of one's God-given talents is the responsibility of every individual, and excellence brings glory to God; and 3) relationships within our community are to be nurtured in an environment of trust.

"Therefore, any form of plagiarism and cheating will not be condoned within this community. Plagiarism, whether unintentional or direct, gives the impression that the words or ideas in one's writings are one's own, even when some reference to the original source is made in the footnotes or bibliography. Cheating is an expression of fraud and deception, giving the impression that the person's performance is better on quizzes or exams than they deserve.

"Any participant who breaks the standard of academic integrity by cheating or plagiarism, will be dealt with severely by the professor involved and will be reported to the Academic Dean. This may result in a failure of the course, expulsion from the institution, or revocation of a degree . . ." (TEDS Handbook 1997, pg. 27).

