



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

THE790 – Readings in Missional Theology Fall 2010

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 at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

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

Instructor Information

Co- Instructors: David Wesley and Dean Blevins

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Catalog Description

CED790 SEMINAR IN THEOLOGY (3 HOURS) A study of selected topics in theology. Repeat credit will be allowed for non-duplicated seminar subjects. **Subject Topic:** This course examines the theoretical underpinnings of Missional theology via readings within the discipline.

Course Narrative & Rationale

Harkening to the works of Leslie Newbigin, David Bosch and the Gospel in our Culture Network, a new theological movement has surfaced addressing Missional perspectives within local as well as global contexts. However, many ministers remain uncertain about the definitional limits of the term “Missional.” In addition, Congregations taking seriously the *Missio Dei* still struggle to define and respond according to this missional mandate of God. What are the theological and theoretical underpinnings of Missional theology? How do they engage with other contemporary theological movements and cultural expressions? A readings course, this class explores these themes through the writings of several leaders in the Missional theology movement.

One caution: the class assumes some working knowledge of contemporary theological movements or current ecclesiologies. Syllabus includes recommended readings to assist the student and should prove widely representative of these approaches. As a readings course, students are expected to invest considerable time for advance reading as class time will involve active discussion of the assigned texts.

Course Outcomes

At the end of this course the student will be able to:

- 1) Articulate a working definition for Missional theology
- 2) Assess the theological framework that guides this theology
- 3) Synthesize the movement's emphases with other contemporary theological currents and cultural movements
- 4) Articulate the relationship between Wesleyan and Missional theologies

Required Texts & Course Materials

- Bosch, David *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll NY: Orbis Books 1991. ISBN: 0883447193 (587 pp)
- Meeks, Douglas M. *Our Calling to Fulfill: Wesleyan Views of the Church in Mission*. Abingdon. 2009. ISBN 9781426700491. (178 pp)
- Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Brazos, 2007. ISBN 9781587431944. (335 pp)
- Van Gelder, Craig. *The Missional Church and Denominations: Helping Congregations Develop a Missional Identity*. 2008. Orbis Books. ISBN: 978080286358 (282 pp)
- Van Gelder, Craig. *The Missional Church in Context: helping Congregations Develop Contextual Ministry*. 2007. Eerdmans. ISBN 9780802845672 (243 pp)
- Weston, Paul (Comp.) *Lesslie Newbigin, Missionary Theologian: A Reader*. Grand Rapids: Wm. B. Eerdmans, 2006. ISBN 0-8028-2982-1 (277 pp)

Additional readings will also be assigned during the class.

Recommended Texts & Course Materials

- Barrett, Lois Y. *Treasure in Clay Jars: Patterns in Missional Faithfulness*. Grand Rapids: Wm B. Eerdmans, 2004 (172 pp) ISBN 0-8028-2692-X
- Grenz, Stanley J. *Revisioning Evangelical Theology: A Fresh Agenda for the 21st Century*. Downers Grove, InterVarsity Press, 1993. ISBN 0-8308-1772-7
- Guder, Darrell L. (Ed.) *Missional Church: A Vision for the Sending of the Church in North America* Grand Rapids: Wm B. Eerdmans, 1998 ISBN 0-8028-4350-6
- Guder, Darrell L. *The Continuing Conversion of the Church* Grand Rapids: Wm B. Eerdmans, 2000. (222 pp) ISBN 080284703X
- Hempton, David. *Methodism: Empire of the Spirit*. New Haven CT: Yale University Press, 2005 (205 pages) ISBN 0-3001-1976-3
- Hunsberger, George R. and Craig Van Gelder (eds) *The Church between Gospel and Culture: The Emerging Mission in North America*. Grand Rapids: Wm. B. Eerdmans 1996 (388 pp) ISBN: 978-0-8028-4109-4
- Karkkainen, Veli-Matti. *An Introduction to Ecclesiology*. Downers Grove: InterVarsity Press, 2002 ISBN 0-8308-2688-2
- Keel, Tim *Intuitive Leadership: Embracing a Paradigm of Narrative, Metaphor and Chaos*. Grand Rapids: Baker Books 2007 ISBN 0-8010-6813-4
- Smith, James K. A. *Who's Afraid of Postmodernism* Grand Rapids: Baker Academic 2006 ISBN 0-8010-2918-X

Gospel in our Culture Website <http://www.gocn.org/main.cfm>

Allelon Website <http://www.allelon.org/main.cfm>

There are a variety of blogsites related to current missional development:

<http://www.edstetzer.com/>

http://tallskinnykiwi.typepad.com/tallskinnykiwi/#h_708#p_home

<http://missionaltribe.org/activity/feed>

<http://www.roxburghmissionalnet.com/index.php>

Course Outline

- 1) Engaging/Exploring Missional Theology
- 2) Missional Antecedents to Contemporary Missional Theology
- 3) Contemporary Expressions and Conversation Partners
- 4) Research in Missional Theology

Course Assignments & Requirements

1) **Class participation: (200 points)** students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community.

Moodle Discussion Component: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included. Students will be asked to post initial insights for assigned readings by 11:59 pm Saturday evening to Moodle discussion forums prior to class.

2) **Critical Book Reviews (200 points):** Students will submit critical reviews (750-100 words each) of two of the assigned texts (Bosch and Meeks) using the guidelines at the end of the syllabus:

Bosch - **October 11th**

Meeks- **November 8th**

3) **Missional Theology Research Paper and Presentation (400 pts):** Students will submit a 3000-3500 word (**twelve-fourteen pages**) research paper investigating some aspect of Missional theology. Students will be asked to submit a topic with bibliography no later than Friday, 11:59 pm prior to Reading and Research work. This paper should include references, where appropriate, using Turabian form and style.

4. **Comprehensive essay (100 points).** At the end of the semester the student will write a summative essay 1250-1750 word (5-7 pages) giving their own approach to missional theology that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student's synthesis of the material presented in class.

5. **Oral Final (100 points):** Students will be asked to participate in an oral final examination discussing aspects of the class. The professor will initiate the conversation but students will be asked to sustain the conversation. In addition students will be asked to provide assessment of the course (oral and written).

Method for Submitting Assignments

Submit all assignments through the assignment section of Moodle as scheduled

Policy Regarding Late Work & Missed Exams

We do not accept late work except in cases of severe illness or extreme situations. In the event of this type of situation an alternate due date may be scheduled with the instructors.

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

Rubrics provided for major assignments and posting, these provide further information on assessment.

Distribution of Student Learning Hours

SUMMARY

	hours
Face-to-face Class sessions	42
Reading	65
Writing	31
Other Assignments and Learning Activities	0
Exams & Quizzes	3
TOTAL	141

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, which have been beneficial for the student in the past.

Course Calendar

Date	Class	Assignments due before beginning of class
9/13	Preliminary definitions of Missional and Missional Theology	Introduction to class and overview of syllabus
9/20	The Missional Church	Reading due: <i>The Missional Church in Context: helping the Congregation Develop a Missional Identity.</i>
9/27	Missional Antecedents: The influence of Lesslie Newbigin on missional theology	Reading Due: <i>Leslie Newbigin, Missionary Theologian: A Reader, pages TBD</i>
10/4	Missional Antecedents: <i>Leslie Newbigin (2)</i>	Reading Due: <i>Leslie Newbigin, Missionary Theologian: A Reader, pages TBD</i> <i>Supplemental Reading on Newbigin</i>
10/11	Missional Antecedents: The influence of David Bosch on missional theology	Reading Due: <i>Transforming Mission Paradigm Shifts in Theology of Mission.</i> Pages TBD <i>Critical Book Review of Transforming Mission due in class.</i>
10/18	Reading and Research	
10/25	Missional Antecedents: David Bosch (2)	Reading Due: <i>Transforming Mission:Paradigm Shifts in Theology of Mission.</i> Pages TBD <i>Supplemental Readings on Bosch</i>
11/1	Contemporary Expressions and Conversation Partners	Reading Due Craig Van Gelder. <i>The Missional Church and Denominations: Helping Congregations Develop a Missional Identity.</i>
11/8	Contemporary Expressions and Conversation Partners	Reading Due: <i>Bryan Stone Evangelism after Christendom: The Theology and Practice of Christian Witness.</i>
11/15	Conversation Partners: A Wesleyan perspective of Missional theology	Reading Due: Doug Meeks, <i>Our Calling to Fulfill: Wesleyan Views of the Church in Mission.</i> <i>Critical Book Review of Our Calling to Fulfill due due in class.</i>
11/22	Conversation Partners: Translating Missional Theology to Laity	Readings TBD from NTS draft
11/29	Research in Missional Theology	Research Presentations Round Table Research Paper due Friday 11:59 pm
12/6	Revisiting Missional Theology	Debriefing Comprehensive Essay due Friday 11:59 pm
12/13	Final Exams	

Guidelines for writing a Critical Review

Critical reviews normally run 750-1000 words (3-4 pages) and include the following:

- Each interaction paper should provide a thoughtful analysis of the book. More than simple summaries, they should contain more than random reflections after reading the books.
- 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 (apx 125 words or less).
 - Several paragraphs tracing the development of the main idea throughout the book (250-375 words).
 - An evaluation of the sources used for the study (apx 125 words) - 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?”
 - Provide your own evaluation of the book (did the book demonstrate the thesis? What type of questions does this book raise in relation to the larger issues of missional theology?, etc. - 175-250 words).
 - **PLEASE NOTE:** in multi-authored texts reviews may “cluster” chapters as points of argument by the editor, not each writer. In this circumstance clear attention must be given to the motivation of the compilation as well as the collective “voice” of the authors.
- Note that we will post a sample book review under 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.
- These papers must be posted on Moodle by 11:59 pm CT on or before the day that they are due.

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
Totals				

Grading Rubric for Reading and Research

Student _____

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	Surprise Factor						
Total point/ percentage							