



Nazarene Theological Seminary

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

ICS510 — Congregational Mission Block Fall 2011

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>

- NTS Mission Statement & Purpose and 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

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Catalog Description

Congregational Mission focuses on the convergence of the ecclesiological and missiological aspect of the local congregation. This course will explore historical, theological, biblical, and contemporary dimensions of the church's participation in the missio Dei. Emphasis will be given to the role of pastoral leadership in leading the church to participate in a holistic understanding of the missio Dei.

Course Narrative & Rationale

God is a missionary God and the church as his body reflects His mission nature in all that it does. Communication and understanding of the churches role in the mission of God to all people is essential for anyone in ministry leadership. This course addresses the mission of God as a

central element of Wesleyan Theology and Biblical Understanding. Practical aspects of understanding culture as well as the local churches involvement in Short Term Mission, local mission, as well as healthy partnerships with those who are involved in long term missions will be developed through readings, interactive dialogs, active involvement with individuals of other cultures and research projects.

Degree Objectives

MAICS (Please see the NTS Catalog page 52 for the full program objectives.)

1. Graduates will participate in God's mission and the ministries of the global Church from a Wesleyan/Holiness missiological perspective.
2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
3. Graduates will demonstrate sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.

MDIV (Please see the NTS Catalog page 42 for the full program objectives.)

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.

Course Outcomes

1. Our class will work together as a community of learners to **gain theological, historical, theoretical and practical insight** into the Churches involvement in the missio Dei. (Assignments A, C, D)
2. We will be a community of learners exploring ways to **be actively involved in the global Church** by studying a variety of venues for congregational mission. (Assignments B, D)
3. We will be a community of learners exploring ways to **be actively involved in the missio Dei within the context of a local congregation.** (Assignments B, D)
4. Students in this course will develop a four part approach toward a missional congregation. (Assignments B, D)

Church of the Nazarene COSAC Competencies

COMPETENCY

MINISTRY EMPHASIS (Christian Education)

CP25	Ability to prepare, organize and deliver a biblically sound basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways
CP26	Ability to develop and utilize existing age appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness
CP27	Ability to assess and implement emerging age appropriate ministry approaches to ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

CONTEXT

Anthropology and Cross-Cultural Communication

CX 5	Ability to describe and interpret the relationship between culture and individual behavior
CX 6	Ability to understand, appreciation, and work sensitively to explain the nature of cultures and sub-cultures
CX 7	Ability to identify and apply the principles of cross-cultural communications

Missions

CX10	Ability to understand and articulate the biblical, historical, and theological bases for Christian mission
CX11	Ability to describe basic missiological principles and to apply them to the development of ministry in the local church

Required Texts & Course Materials

- Ammerman, Nancy. 1998. Studying congregations: a new handbook. Nashville: Abingdon Press.
- Guder, Darrell L. 1998. Missional Church: A Vision for the Sending of the Church in North America. Grand Rapids: Wm. B. Eerdmans Publishing Co.
- Livermore, David A. 2006. Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence. Grand Rapids: BakerBooks.
- Marin, Andrew. 2009. Love Is an Orientation: Elevating the Conversation with the Gay Community. Downers Grove: InterVarsity Press.
- Wright, Christopher J. H. 2010. The Mission of God's People: A Biblical Theology of the Church's Mission. Grand Rapids: Zondervan.

Articles: approximately 100 pages of article reading will be included for community learning activities in class.

Course Outline

This course will be divided into four units. The units are listed below.

- **Unit 1 –Exegeting the congregation**
- **Unit 2- Understanding the Congregation within Biblical and Theological Perspective of Mission.**
 - Missio Dei
 - The Missional Church
 - Biblical and Theological Basis for Mission
- **Unit 3 – Understanding the Missional Church in History.**
- **Unit 4- Understanding the Cultural and Ethnic Context of Mission**
 - Understanding Culture
 - Basis for Intercultural Communication

- Four Pillars of Culture
- **Unit 5 – The Congregation as Christian Witness in Context**
 - Contemporary Issues which affect Missions
 - Globalization
 - The Southern Church
 - The missional church and “others”
 - Congregational expressions of mission
 - Connecting Local and Global Mission
 - Healthy partnerships for Global Missions
 - Local mission

Course Assignments & Requirements

A. Integrative Book Reviews: Guder, Livermore, Marin, and Wright

(Course Outcome 1; COSAC Competency CX10, CX11)

1. Write a 3-4 page Interaction paper.
 - a. This paper must be submitted on the day (or before the day) that it is due (see course calendar)
 - b. This paper should provide a thoughtful analysis of the book (3-4 pages). This is NOT a book report or simple summary. Neither is it your random reflections after reading the book.
 - c. The paper is to carefully analyze the book and provide critical evaluation.

Papers should include four parts:

1. A brief statement of the argument/thesis/main idea of the book (less than a half page).
2. An evaluation of the sources used for the study (half to one page) – ask the question, “What sources did the author draw from to form the thesis of this book?” and “is this valid to support their argument or main thesis?”
3. Several paragraphs tracing the development of the main idea throughout the book (one to one and a half pages).
4. The last section asks the question “so what?” What are the implications of this book? This last section should also include your personal reflection of the book-half to one page).

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 date on the course calendar.

B. Mission Project for the local church *(Course Outcomes 2, 3, 4; COSAC Competency CP25, CP26, CP27)*

Each student will develop a comprehensive plan for a missional church which will have application for a local congregation. This will be an integrative project which should integrate lectures, reading and projects of this course into a practical application. The final draft of this plan will be your final exam. Ideally this will be an actual plan that you develop in a real local

church. If that option is not possible for you, you will need to discuss with the professor the option of developing a model which could be implemented in a local church. The plan should include the following elements:

- 1) An assessment of the congregation and its mission trajectory. This section should follow the process of Ammerman and should be 4-5, double spaced pages in length.
- 2) An outline of a sermon or teaching series of four to six sermons/lessons which focus on the Missio Dei and how that is expressed both locally and globally by the local church. This series should take the resources from this class into consideration. Each sermon/lesson should include the sermon/lesson title, a one paragraph description of the central focus of the sermon/lesson and a brief outline of the sermon/lesson itself.
- 3) A plan for systematic mission education through the existing structures in the congregation or possibly through implementation of new methods. This plan should reflect the focus of the sermon or teaching series and could include age level projects as well as interaction with global missionaries.
- 4) A Short Term (or partnership) Mission plan: This may be a local or an international activity. It will need to include a rationale for the focus which demonstrates how the activity is a part of the long term mission of the local church, rationale for the selection of the project itself, selection of team members (what criteria do you use in deciding who will go?), pre trip preparation, a day by day devotional guide to be used while on the trip, and a post trip plan.

To facilitate this assignment, students will work in small group for support, direction and sharing of ideas. Each section will undergo a peer review by members of your small group. This peer review must include the following elements:

- A brief statement of the strengths of the submitted project. (one paragraph)
- A list of “things that would make this project stronger”. (at least two suggestions)
- After each student receives the peer reviews, they will have opportunity to make changes and corrections to their project before submitting the final paper.

C. Cross Cultural Interviews (*Course Outcomes 1; COSAC Competency CX5, CX6, CX7*)

Meet with two persons who would be considered “other” to the average congregational context. This could include: a) people who are of a faith other than Christian. b) People who are from a passport culture other than that of your own who was either born or has lived the majority of their lives outside of the U.S. and who are not a part of your congregation. c) People with different sexual identities (e.g. same-sex orientation). d) People who are openly agnostic or atheist.

Your report of these interviews should include:

- 1) Background reading that you have done to inform your questions and your understanding of the person.
- 2) The interview questions themselves and how they were formed. Think through your questions well. Make sure that you are using cultural intelligence and that you are asking open ended questions which allow a person to freely express themselves.
- 3) An overview of the encounter itself.
- 4) Your observations after the encounter.

The goal of this is for you to learn something of the other person’s culture and values. The purpose is not to argue with them or to convince them of anything. If you build a relationship with someone of another faith, your role is to learn about their faith and the individual’s perspective of their faith.

These reports will be evaluated based on the following criteria:

- 1) Were the questions formed in an intentional manner which reflects the reading and objectives of this course?
- 2) Did the questions allow for the interviewer to learn about the values and perceptions of the person being interviewed?
- 3) Did the interview give the person being interviewed space to discuss things which were not on the list of questions?
- 4) Did the interview seem to show genuine concern for the person being interviewed?

Note: This interview is to learn about them so DO NOT ask questions which reflect back on you such as “what do you think of Americans?” or “what do you think of Christians?” The goal is for you to learn about them and their culture.

D. Weekly Class Participation (*Course Outcomes 2, 3, 4*)

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	39
Reading	55
Writing	42
Other Assignments and Learning Activities	10
TOTAL	146

Method for Submitting Assignments

Please use the assignment links in Moodle to submit your assignments. Once you click on an assignment link you will be prompted to upload your assignment. Once you do that, click on **Send for marking**. You will then be asked to confirm that you intend to send this file for the professor’s grading. Click **Yes**. Once you do this, your assignment will be submitted and you will no longer be able to update it.

Form and Style Expectations

It is expected that writing assignments will be submitted in good style and format, and will be free from grammatical, spelling, and typographical errors. The quality of your written work will have an impact on the grade you receive. You may format your essays in accordance with the conventions of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, or the *Chicago Manual of Style*. All written assignments should be double spaced and use a standard 12 point font.

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

I do not accept late work except in cases of severe illness requiring extended hospitalization, a note from the dean, or a death in the family.

Course Grading

Assignment	Due Date	Weight for course grade
A. Integrative Book Reviews	See Course Calendar	40%
B. Mission Project for the local church	See Course Calendar	30%
C. Cross Cultural Interviews	See Course Calendar	20%
D. Weekly Class Participation	See Course Calendar	10%
TOTAL		100%

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 unengaging 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.

Class Attendance

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 four or more weeks of the semester, the professor may 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.

Course Calendar

A course calendar will be available on the first day of class.