



Online Course Syllabus

EMS 550 L1

History and Theology of Missions

Online Fall 2020 2nd 8 weeks

Contact Information

Instructor Name: J. Scott Bridger, PhD
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Course Description and Prerequisites

An advanced study and analysis of major missiological motifs. An examination of the biblical foundation for missions, theological ramifications of cross-cultural communication of the Gospel, strategies for applied missiology, and the historical expansion of Christian missions. The historical survey highlights the modern mission era and draws attention to trends shaping missionary activity in the twenty-first century. (Prerequisite may be taken concurrently: EMS 501)

Course Objectives

1. Construct a canonically shaped and biblically normed theology of mission.
2. Demonstrate mastery of the major concepts and terms used in the discipline of missiology.
3. Demonstrate knowledge of four major missional paradigms in the post-biblical history of missions.
4. Articulate the challenges involved in communicating the gospel across various boundaries—cultural, religious, linguistic, etc.
5. Demonstrate knowledge of select issues among majority world Christians in the emerging global theological discourse.

Required Textbooks

Moreau, A. Scott, Gary Corwin, and Gary B. McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. 2nd Edition. Grand Rapids, Mich.: Baker Academic, 2015. ISBN: 9780801049200.

Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church is Influencing the Way We Think about and Discuss Theology*. Grand Rapids, Mich.: Zondervan, 2007. ISBN: 9780310275114.

****Other chapters/articles/readings will be provided by the professor in the lecture notes****

Course Requirements and Assignments

- A. **READING QUIZZES (25%):** Students are required to read the assigned chapters from the Moreau book and complete a **20-question quiz** according to the assignment schedule and deadlines. The quizzes are **open-book**; however, you only have **30 minutes** to complete the quiz. Therefore, you need to have completed **all** the reading prior to taking it. Question formats include true/false, multiple choice, fill-in-

the-blank, short answer, and definitions.

- B. **DISCUSSIONS BOARDS (25%):** Students are required to read the assigned chapters from the Tennent book and answer the associated discussion board questions according to the assignment schedule and deadlines. The post is to be 150-200 words typed into Canvas. Students should then offer a 100-150 word response to **at least one classmate's post** by the end of the following session (the final response is due by the final exam date). See additional discussion board guidelines below.
- C. **MID-TERM EXAM (25%):** Students are required to complete a mid-term exam covering the first half of the course during the scheduled session. The mid-term is comprehensive and students will want to spend adequate time reviewing all the material covered during the first half of the course. It covers the Moreau book, lectures, and assigned Tennent chapters. The exam is **open-book** and **open-lecture**, but it must be completed within **120 minutes**.
- D. **FINAL EXAM (25%):** Students are required to complete a final exam covering the second half of the course during the scheduled session. The final is comprehensive and students will want to spend adequate time reviewing all the material covered during the second half of the course. It covers the Moreau book, lectures, and assigned Tennent chapters. The exam is **open-book** and **open-lecture**, but it must be completed within **120 minutes**.

Course/Classroom Policies and Information

Additional Discussion Board Guidelines (Maria Puzziferro):

- An acceptable post to the discussion board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.
- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity.
- Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing

learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,

- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

SESSION	DATES	ASSIGNMENTS (M=Moreau; T=Tennent)	DUE DATE
Session 1: Biblical Theology of Mission	Oct 12–Oct 18	<ol style="list-style-type: none"> 1. Read the Syllabus and Watch the Introductory Video 2. Read Lecture #1 “Biblical Theology of Mission” 3. Read M (Chs. 1–2); T (Foreword, Preface, Ch. 1) 4. Take Quiz #1 5. Answer Discussion Board #1 (150-200 words) 6. Respond to at least one classmate’s discussion board post (100-150 words) by the end of the following session. 	Midnight 10/18
Session 2: Biblical	Oct 19–Oct 25	<ol style="list-style-type: none"> 1. Read Lecture #2 “Biblical Theology of Mission” 2. Read M (Chs. 3–5); T (Ch. 2) 	Midnight 10/25

Theology of Mission		<ol style="list-style-type: none"> 3. Take Quiz #2 4. Answer Discussion Board #2 (150-200 words) 5. Respond to at least one classmate's discussion board post (100-150 words) by the end of the following session. 	
Session 3: Historical Paradigms	Oct 26–Nov 1	<ol style="list-style-type: none"> 1. Read Lecture #3 “Historical Paradigms” 2. Read M (Chs. 6–8); T (Ch. 3) 3. Take Quiz #3 4. Answer Discussion Board #3 (150-200 words) 5. Respond to at least one classmate's discussion board post (100-150 words) by the end of the following session. 	Midnight Nov 1
Session 4	Nov 2–Nov 8	Mid-Term Exam	Midnight Nov 8
Session 5: Historical Paradigms	Nov 9–Nov 15	<ol style="list-style-type: none"> 1. Read Lecture #4 “Historical Paradigms” 2. Read M (Chs. 9–11); T (Ch. 4) 3. Take Quiz #4 4. Answer Discussion Board #4 (150-200 words) 5. Respond to at least one classmate's discussion board post (100-150 words) by the end of the following session. 	Midnight Nov 15
Session 6: The Gospel and Culture	Nov 16–Nov 22	<ol style="list-style-type: none"> 1. Read Lecture #5 “The Gospel and Culture” 2. Read M (Chs. 12–15); T (Ch. 5) 3. Take Quiz #5 4. Answer Discussion Board #5 (150-200 words) 5. Respond to at least one classmate's discussion board post (100-150 words) by the end of the following session. 	Midnight Nov 22
FALL BREAK	Nov 23–Nov 29	Happy Thanksgiving!	
Session 7: Contemporary Global Christian Engagement	Nov 30–Dec 6	<ol style="list-style-type: none"> 1. Read Lecture #6 “Competing Metanarratives: Mission to Muslims” 2. Read M (Chs. 16–19); T (Ch. 10) 3. Take Quiz #6 4. Answer Discussion Board #6 (150-200 words) 5. Respond to at least one classmate's discussion board post (100-150 words) by the due date for the final exam. 	Midnight Dec 6
Session 8	Dec 7–Dec 13	Final Exam	Midnight Dec 13