Introduction to Missions 2MS518 (Fall 2014)

I. Purpose
This course is designed to give you an introductory overview of the world missionary enterprise. The emphasis will be on equipping you to become a world missions leader by developing perspectives that inspire and motivate you to action on behalf of world missions. We will study biblical, historical, strategic, and cultural perspectives relative to world missions.

II. Objectives

A Mind for Truth: Transforming Your Understanding
- To understand and articulate a biblical theology of world missions.
- To understand the priority of world missions in Christian life and ministry.
- To understand the biblical nature and mission of the Church, especially as it relates to starting, growing and reproducing churches as a vital part of the mission of God.
- To understand the biblical, theological, historical, and cultural roots from which contemporary missions have developed.
- To be aware of the varied models and structures used today for the advancement of cross-cultural evangelism.
- To be acquainted with the literature relating to the world missionary enterprise and to think through how it can be used in your life and ministry.
- To understand critical issues and trends in contemporary missions.

A Heart for God: Transforming Your Affections
- To be a World Christian and have a broken heart for the lost, especially for the unreached people groups (nations), the poor, and the persecuted of the world.
- To develop a life-long commitment to pray for missionaries and for the lost.
- To be motivated to take personal action—giving time, talents and treasures, sacrificially and joyfully—toward the advancement of the cause of world missions.

A Life for Ministry: Transforming Your Behavior
- To lay a strong foundation for further study and personal involvement in cross-cultural missions, especially for those planning to become cross-cultural missionaries.
- To lay a strong foundation for understanding, guiding, and promoting missions from a local base, especially for those planning to assume leadership roles in a local church.
- To obtain a set of criteria for evaluating modern missions programs, issues, trends, proposals, and organizations.
III. **Format**

The course will be taught in 13 three-hour sessions (9:00am-12:00pm) beginning Thursday, August 28, 2014, and ending Thursday, December 4, 2014. Classroom sessions will include lecture (including guest lecturers), class interaction, student presentations and reports, video presentations, self-study exercises, and small group interaction. Individual and small group work sessions will be conducted during the class time. Group study outside of class is required.

**Required Use of Social Media:** Because of the nature of this course, students are required to own (or have access to) a laptop computer in order to work on assignments during and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading, etc.), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and managing PDF (Adobe) documents.

**Office Hours:** You can schedule an appointment with Dr. Childers through his administrative assistant, Joyce Sisler, at 407-278-4552 or jsisler@rts.edu. Appointments are normally scheduled on Tuesday from 1:15pm-3:00pm and Thursday from 4:15pm-5:45pm. Additional times may be arranged by contacting Joyce. Your teaching assistant is Brandon Velez (brandonevel@gmail.com). Please contact Brandon first for all issues regarding the course. He will refer you to Dr. Childers if necessary.

IV. **Texts**

**Required:**


**Recommended (*Highly Recommended)*:**


**Islamic Studies Resources:**


V. Requirements

A. Attendance, Participation & Notes/Blogs (Reflections)

This course requires attendance and participation at all class sessions. Class lectures and discussions will be based on the assumption that you have completed all of the assigned readings by the required dates. Class will begin promptly at 9:00 am. Tardiness, unexcused absence and lack of class participation will impact your final grade.

Your personal class notes must be dated and typed for every class session you attend. There are normally three class sessions for each day of class. These class session notes will be included as a significant part of your electronic Missions Portfolio (20% of your course grade). NOTE: You may cut and paste text from the instructor’s lecture notes (to be provided as Word documents online) into your class notes, but you must also include your personal notes for full credit. Designate the weekly class sessions you attend as such: August 28—Class One, September 4—Class Two, September 11—Class Three. If you miss one of the class sessions (e.g. September 4—Class Two), just omit an entry for that class session.

Example: Week 2 (Next Week)
September 4—Class One
Your notes (Write 3-4 (minimum) sentences of reflection and application)
September 4—Class Two
Your notes (Write 3-4 (minimum) sentences of reflection and application)
September 4—Class Three
Your notes (Write 3-4 (minimum) sentences of reflection and application)

Blog Page Option (Extra Credit): Students may write one lengthier (equivalent to 3 paragraphs/1 page) reflection on the whole class (all class sessions), similar to writing a blog post in response to the concepts learned in class. If you choose this second option you must still indicate in writing on the blog post all of the class sessions you attended that day. Extra Credit is given to students who post their blogs every week (not missing one week).

B. Reading Assignments & Reports (20%)

1. A Light to the Nations: The Missional Church & the Biblical Story by Michael Goheen (Due October 2) (5%)
   You are required to read this entire book and write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report found toward the end of this syllabus. Warning: If you read this book carefully and apply the concepts to your life, it will significantly alter how you understand God, the Bible, and your life-calling.

2. From Jerusalem to Irian Jaya (a biographical history of Christian missions) by Ruth Tucker (Due November 6) (5%)
   You are required to read any seven chapters (your choice) from Parts I-III of this book. You are then required to write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report found toward the end of this syllabus.

3. Encountering Theology of Mission (ETM) by Craig Ott, et al. (Due December 16) (10%)
   You are required to read selected chapters from this book weekly (one chapter per week—see Section VII: Course Assignment Due Dates) and write a 1-page reading report
(single spaced, 12 pt. font) using the format found in the Reading Report found toward the end of this syllabus.

4. **Pathways to Global Understanding** by Meg Crossman, ed. (Graded as part of Final Examination) (Due December 16)
   You are required to read selected articles from this book weekly (one article per week—see Section VII: Course Assignment Due Dates).
   You will be asked on the Final Examination to indicate in writing the percentage of these articles you have read thoughtfully (not merely skimmed). There may also be a question on the Final Examination taken from these articles.

5. **Muslims Next Door** by Shirin Taber (Graded as part of Final Examination) (Due December 16)
   You are required to read this entire brief, very accessible, and practical book (134 pages). You will be asked on the Final Examination to indicate in writing the percentage of this book you have read thoughtfully (not merely skimmed). There may also be a question on the Final Examination taken from this book.

**IMPORTANT:** These reading reports above will not be turned in on the due dates but must be dated on or before the due date (and included in the student’s electronic portfolio due on the last day of finals week) in order to receive full credit. To maximize the weekly class learning experience, you are expected to read the assigned weekly readings in: 1) *Encountering Theology of Mission* (ETM) and 2) *Pathways to Global Understanding* before attending class each week (see Section VII: Course Assignment Due Dates).

C. **Prayer for the Nations (20%)**
   You are required to pray for 30 consecutive days for the Unreached People Groups of the world before December 4, using Operation World: The Definitive Prayer Guide to Every Nation website (http://www.operationworld.org/today1) or the book Johnstone, Patrick, Operation World, 21st Century Edition as a guide (or a comparable prayer guide). In addition, you must complete a Mission Prayer Report by December 4 While there are no minimum page requirements this report must consist of the 3 components below.

**Mission Prayer Report Components:**

- **Mission Prayer Plan:** developed in advance, determining which people group(s) you will pray for on each of the 30 days. This plan (NOT the report) must be completed no later than October 23. Your Prayer Plan is to be dated and submitted to your portfolio (with the other two sections below) on the due date.

- **Mission Prayer Journal:** for each of the 30 days. The 30 written journal entries must also be dated and consist of a minimum of 2 or 3 sentences indicating something similar to, “Today (today’s date and time listed) I prayed for the Thai people who are in the midst of cultural shift. I prayed that the government would become active in solving the morality problems in Bangkok and that Christians would be a part of that solution.”

- **Mission Prayer Reflection:** After you complete your 30 days of prayer write a brief reflection on the ways in which this season of prayer has helped you to grow spiritually and in your commitment to prayer for the Nations.
NOTE: Students are strongly encouraged to fulfill this assignment by praying with others (friends, family, classmates, etc.), rather than merely praying alone.

Prayer for the Nations (Sample Prayer Plan and Prayer Journal)

<table>
<thead>
<tr>
<th>Oct.</th>
<th>Days</th>
<th>Time</th>
<th>Nation</th>
<th>Prayer Journal Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>1</td>
<td>9:00am</td>
<td>Syria</td>
<td>I prayed for the Sunni Arab Majority, the Alawites, the Druze people, the Kurds, the Bedouin people, the Turkmen, and the Gypsy minorities. I prayed for political and religious freedom, and that the Alawite minority regime would lose power. Finally, I prayed for Protestants to have more opportunity to witness and for more conversions from Islam to Christ.</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>10:00am</td>
<td>Tajikistan</td>
<td>I prayed for the unreached peoples of Tajikistan, including: the Uzbeks, the mountain peoples of Pamira, and the other 133 ethnicities that haven’t been reached. I prayed for a Tajik Bible translation, the success of the Jesus film, and Christian radio there as well.</td>
</tr>
</tbody>
</table>

- The **Prayer Plan** (left side: “Month / Days / Time / Nation”) is due **October 23** (plan must show 30 consecutive dates/days)
- The **Prayer Journal** entries (right side: “Prayer Journal Entries”) will be added daily for 30 consecutive dates/days
- The **Prayer Reflection** will be your written reflections/insights/lessons **AFTER the 30 days**.

D. Group Discussions (30%)

On the first day of class the students will sign up to be in a discussion group. Two to three (2-3) times during the semester each group will lead a class discussion (using PowerPoint slides) on the reading assigned (ETM & Pathways) for that week. Prior to leading these discussions, each group must meet for a minimum of one hour to plan and pray. Note: Students are required not to meet during the chapel time. Lunch, immediately after class, is often a good meeting time.

At these meetings each group must formulate written answers (one-page maximum) to the following 3 questions:

1. **Summarize**: What are the major ideas (themes, perspectives, etc.) found in these readings?
2. **Evaluate**: What are the strengths and weaknesses of these major ideas (critiques)?
3. **Apply**: What is the practical value or relevance of these ideas to life and ministry?
These written answers, as well as the names of the group members in attendance at the meeting (attendance is mandatory) must be included in your portfolio. Unique to your personal copies of these documents will be your evaluation (a written evaluation form will be provided for you with your Final Examination) of the other members in your group. You will rate their involvement in the group on a scale of 1-10 (10 being the best) in the following three categories:

1. **Individual Preparation (5%)**  
   - Is it apparent that each member has read thoughtfully the assigned Discussion Readings (See Course Assignment Due Dates below)?

2. **Individual Participation (5%)**  
   - Did each member participate in formulating mutually agreed upon answers to the 3 questions and help determine a method of leading the class discussion?

3. **Group PowerPoint Presentation (20%)**  
   Each group will be assigned classroom dates to facilitate a meaningful discussion and application of the weekly reading assignments. These discussions should highlight the group’s perspectives, concerns, questions & respectful critiques of the readings. PowerPoint presentations that will facilitate meaningful class discussion are required. The other groups (not presenting) must also be prepared to respond (rebut, affirm, amplify, etc.) to the weekly presentations. The purpose of this in-class exercise is to facilitate a time of peer learning under the oversight of (and engagement with) the professor.

   - The class hour of the report (9:00, 10:00 or 11:00 AM) will be determined by the professor each week so please be ready to present in the first hour (normal time).
   - The class discussion should be 20-25 minutes maximum. There will be an assigned group “Timer.”
   - The group is required to turn in (email) each completed PowerPoint presentation to the Teaching Assistant so that all the class members can have access to all the PowerPoint presentations as a future missions resource.

Note: A substantial percentage (20%) of the group discussion grade will come from the professor’s and Teaching Assistant’s evaluation of the group presentation based on the following criteria:
(1) Were the major ideas (themes, perspectives, etc.) in this reading(s) discussed?  
(2) Were the strengths and weaknesses of these major ideas discussed?  
(3) Was the practical value or ministry relevance of these ideas discussed?
E. **Electronic Missions ePortfolio and Open Book Final Examination (30%)**

You are required to assemble all your course work into one organized, single electronic portfolio for grading purposes and for your future ministry use. Your portfolio must include properly dated assignments (on or before the due date) in order to receive full credit. You will receive instructions in class regarding how to create your ePortfolio and post your assignments when due. All final portfolio entries/assignments must be completed and uploaded by 5:00 PM, Wednesday, December 16 (the last day of finals). Your electronic portfolio must include:

- Name and number of the course (Introduction to Mission 2MS518),
- Date of the course (Fall 2014),
- Name of the professor (Dr. Steven L. Childers),
- Your name and your email address
- Directory (like Table of Contents) so all major portfolio sections can be easily located
- All your course assignments, including, class notes, reading reports, final exam answers, etc.
- All your course notes and resources for your future teaching, including PowerPoint slides, videos, articles, etc.
- Professional appearance. Please make your portfolio look professional, e.g. use nice graphics, formatting, etc. Your portfolio appearance will impact your final grade.

**Course Assignment ePortfolio Components:**

I. Missions Course Notes
   A. Personal Class Notes (Dated)
      - Must be dated and typed for every class session attended
      - Designate class periods as August 28—Class One, August 28—Class Two, etc.

II. Missions Reading Reports
   A. *A Light to the Nations* by Michael Goheen (Dated)
   B. *Encountering Theology of Mission* by Craig Ott, et. al. (Dated)
   C. *From Jerusalem to Irian Jaya* by Ruth Tucker (Dated)

III. Missions Prayer Report
   A. Mission Prayer Plan (Dated)
   B. Mission Prayer Journal (30 Dated Entries)
   C. Mission Prayer Reflections (Dated)

IV. Group Discussion Reports
   A. Group Reports (Dated)—for each presentation made.
      1. Group members in attendance at group meeting
      2. Written (one-page) summary of group answers to the 3 questions:
         (a) **Summarize:** What are the major ideas (themes, perspectives, etc.) found in these readings?
         (b) **Evaluate:** What are the strengths and weaknesses of these major ideas (critiques)?
         (c) **Apply:** What is the practical value or relevance of these ideas to ministry?
   B. Group Presentations (Printed PowerPoint slides—6 slides per page, black & white)
   C. Group Evaluation (completed group evaluation form—given with Final Examination)
V. Final Examination

The Final Examination will be comprehensive and essay in format, including all class reading assignments, lectures (including visiting lecturers), and videos. The final examination questions will be made available in class toward the end of the semester.

The examination will be open book, open notes and open bible with a three (3) hour time limit (honor system). There is a maximum of one page per answer. The answers to the final exam questions must be typed, dated and included in your ePortfolio.

You will be asked on the exam to indicate in writing the percentage of the assigned: 1) Muslim Next Door book and 2) Pathways Reader you have read thoughtfully (not merely skimmed). You will also be asked to do an anonymous Peer Evaluation to evaluate the participation and preparedness of the other members of your group.

NOTE: Students are required to prepare for the exam independently. Therefore, all exam review questions must be answered solely by the student. Preparing for the final exam by reading answers written by others to the review questions below is considered cheating.

VI. Grading

Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D–, below 70=F.

A. Late Assignments Policy

All assignments are due to the students ePortfolio before class begins on the appropriate date. Please do not ask the teaching assistant or the professor for permission to turn in an assignment late. All late assignments will automatically be penalized a certain percentage according to the number of days the assignment is late. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family) include a separate written request (1 page max) with the completed assignment (in your ePortfolio) explaining your situation asking for a waiver of the late penalty. No assignments will be received after December 16. We trust you to be honest in the dating of your assignments since they will not be graded until after the last day of the semester.
B. Missions Course Grading Percentages

1) Mission Reading (20%)
   • A Light to the Nations Reading Report (5%)
   • From Jerusalem to Irian Jaya Reading Report (5%)
   • Encountering Theology of Mission (ETM) Reading Report (10%)

2) Mission Prayer Report (20%)

3) Group Discussion Reports (30%)
   • Individual Preparation (5%)
   • Individual Participation (5%)
   • Group Discussion Presentations (20%)

4) Missions Portfolio (20%)
   - Organization/Presentation (10%)
   - Contents (10%)

5) Final Examination (10%)
   - Key questions requiring one-page (max) answers
   - Accountability questions re: Pathways and Muslims Next Door reading

NOTE: Class attendance and participation will impact your final grade.

VII. Social Media Resources

Class Dropbox
Students will have personal access to course evangelism resources (Word lecture notes, PowerPoint slides, audio lectures, articles, etc.) through a class Dropbox folder on the web. The class teaching assistant will send all registered students a link to the folder during the first week of class.
NOTE: Students who do not have a Dropbox account are asked not to sign up for the account until the teaching assistant sends the weblink during the first week of class. This will allow the entire class to have more space in the course Dropbox folder.

Hybrid-Blended Learning
This course will be integrating Hybrid-Blended Adult Education (Andrology vs Pedagogy) learning principles and methods. This type of learning involves a blending of classroom and web-based learning delivery methods, leveraging the strengths of each. This means that some of the course content that is normally learned in the classroom by passively listening to lectures, will be learned using web-based platforms (including interactive videos of the professor’s lectures, online student discussion forums, etc.) so there will be more time in the classroom for more professor-student interaction, discussion, and practical application of the content to the students personal life and ministry.

Get to Know The Professor
• Twitter: https://twitter.com/stevechilders
• Facebook: https://www.facebook.com/steve.childers
• Blog: http://www.stevechilders.org
VII. MS518 Fall 2014 Course Assignment Due Dates

Pathways Readings: *Pathways to Global Understanding* by Meg Crossman, ed.

<table>
<thead>
<tr>
<th>Date</th>
<th>ETM Readings</th>
<th>Pathways Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28 (Week 1)</td>
<td>None</td>
<td>None</td>
<td>Student info &amp; prayer requests to professor (end of syllabus)</td>
</tr>
<tr>
<td>Course Introduction &amp; Orientation</td>
<td></td>
<td></td>
<td>Photos, Name Plates, Social Media Prep</td>
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<tr>
<td>September 4 (Week 2)</td>
<td><em>Theology of Mission</em>: Intro</td>
<td><em>God is a Missionary God</em>: Stott 21-26:</td>
<td>None</td>
</tr>
<tr>
<td>September 11 (Week 3)</td>
<td><em>God &amp; Nations in Old Testament</em>: Chapter 1</td>
<td><em>Let Nations be Glad! (OT)</em>: Piper 17-20</td>
<td>None</td>
</tr>
<tr>
<td>September 25 (Week 5)</td>
<td><em>Justification of Mission</em>: <em>Missio Dei</em>: Chapter 3</td>
<td><em>As the Waters Cover the Sea</em>: Blinco 99-110</td>
<td>None</td>
</tr>
<tr>
<td>October 2 (Week 6)</td>
<td><em>Purpose &amp; Nature of Mission</em>: Chapter 4</td>
<td><em>4 Men, 3 Eras, 2 Transitions</em>: Winter 125-134</td>
<td>Goheen Reading Report Due (5%)</td>
</tr>
<tr>
<td>October 9 (Week 7)</td>
<td><em>The Task Pt. 1 Convictions &amp; Controversies</em> Chapter 5</td>
<td><em>The Task at Hand</em>: Dayton 161-166 (Update Stats)</td>
<td>None</td>
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<tr>
<td>October 16</td>
<td>Fall Break (Reading Week)</td>
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<tr>
<td>October 23 (Week 8)</td>
<td><em>The Task Pt. 2 Convergence &amp; Conclusions</em> Chapter 6</td>
<td><em>The Apostle Paul’s Task</em>: Glasser 82-88</td>
<td>Prayer Plan Due. (Prayer Report Due December 10.)</td>
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<tr>
<td>October 30 (Week 9)</td>
<td><em>The Church &amp; Mission</em> Chapter 8</td>
<td><em>The Poor &amp; Development</em>: Myers, Pikkett &amp; Hawthorne 242-249</td>
<td>None</td>
</tr>
<tr>
<td>November 6 (Week 10)</td>
<td><em>Contextualization and Mission</em> Chapter 11</td>
<td><em>Culture &amp; Cross-Cultural Differences</em>: Hiebert 276-285</td>
<td>Tucker Mission Biography Report Due (5%)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>November 13 (Week 11)</td>
<td>Spiritual Dynamics &amp; Mission Chapter 10</td>
<td>Culture, Worldview &amp; Contextualization: Kraft 292-296</td>
<td>None</td>
</tr>
<tr>
<td>November 20 (Week 12)</td>
<td>The Motivation for Missions Chapter 7</td>
<td>Messianic Mosques: Ali, Woodberry 408-410</td>
<td>None</td>
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<td>November 27 (No Class Today)</td>
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<td></td>
<td>Thanksgiving Holiday</td>
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<td>December 10</td>
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<td>(11:00am RTS final paper deadline)</td>
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<td>December 16 (Last day of finals)</td>
<td></td>
<td></td>
<td>Encountering Theology of Mission (ETM) Reading Report Due (5%)</td>
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<td></td>
<td></td>
<td></td>
<td>Mission ePortfolio with Final Examination Due (30%)</td>
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## Course Objectives Related to MDiv Student Learning Outcomes

**Course**: Introduction to Missions, 2MS518  
**Professor**: Dr. Steven L. Childers  
**Campus**: Orlando

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
</table>
| **Articulation (oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | 1. Student prepares two 20-minute presentations on reading materials.  
2. Student submits an entire portfolio, from which they can teach in the future. |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Minimal | 1. Student does not engage with Scripture in the original languages.  
2. Student must demonstrate that their understanding of Mission is biblical. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | 1. Student reads various articles by Reformed authors |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | 1. Student participates in daily prayer for the Nations for 30 days (and keeps a journal). |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | 1. Student gains a deep understanding of the Missio Dei (the Mission of God); particularly the role of the local church. |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Strong | 1. Student reads articles and books by authors that are not Reformed, and is shown the value of ecumenicalism. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | N/A |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | N/A |
| **Shepherd**  | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Minimal | 1. Student leads group discussions. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Moderate | 1. Student learns (reads about) the importance of ecumenical approach to Missions. |
READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

Please limit your report to one to two typed pages (single spaced). Write approximately one to two paragraphs per topic (Overview, Critique, and Application).

Complete Bibliographic Reference

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

I read the entire book thoughtfully (not merely skimmed)? Yes ___ No ___ % Read (0-100%) ___
READING REPORT EXAMPLE

Missions Student Name
Missions (2MS518)
Dr. Childers
October 3, 2013

Please limit your report to one to two typed pages (single spaced). Write approximately one to two paragraphs per topic (Overview, Critique, and Application).


Overview—Give a brief overview of the book, including its theme, perspective and approach.

Piper seeks to present a case for God-centered passionate commitment from God’s people to the global mission of bringing the gospel to the lost. He divides the book into three sections. In the first section he challenges us to see the supremacy of God in global missions in regards to the ultimate purpose of missions (worship), the power of missions (prayer) and the price of missions (suffering). In the second section Piper discusses the necessity and nature of the task of missions, addressing the Scriptures testimony to the need of Christ-centered saving faith for salvation, and clarifying the Scripture’s call to bring the gospel to every nation and people-group. In the final section, Piper calls his readers to a love for men’s souls through the writings of Jonathan Edwards.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Generally I liked the book. I do, however, think that Piper is such a passionate, zealous preacher that he sometimes is prone to hyperbole. I found myself wondering if some balance to his view of missions and missionaries may be in order. His examples always seem to be some superhero missionary who endures prison or death or some other amazing feat. He doesn’t discuss the humdrum life of many missionaries, or their doubts and struggles, not even of the some of the big name examples he lists. Exalting missionaries as super-Christians can, I think, discourage both the average believer and the missionaries themselves.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

I think the section on prayer was the most challenging. As a typical American Christian, prayer is one of my weak points. I’m so geared to do things and not to depend on God to work. But God is calling me to trust him, not myself. Prayer is a deep expression of that, and I hope to have a deeper recognition of that in my prayer life.

Best Quote—Be sure to include the page number where the quote can be found.

Missions is not the ultimate goal of the church. Worship is. Missions exists because worship doesn’t. Worship is ultimate, not missions, because God is ultimate, not man... worship abides forever. (35)

I read the entire book thoughtfully (not merely skimmed)? Yes _X__ No ___ % Read (0-100%) _100_
**Personal Student Information**

*Please complete and email this information directly to Dr. Childers at schilders@rts.edu*

Name:

Preferred Email Address:

Spouse name (if married):

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS-Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like Dr. Childers to be remembering in prayer for you this semester?