**Missions**

# Reformed Theological Seminary — Orlando, FL

#  Fall 2019

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# Dates and Times

Friday, September 27, 3:00 pm – 9:00 pm

Saturday, September 28, 8:00 am – 5:00 pm 18

Friday, November 1, 3:00 pm – 9:00 pm

Saturday, November 2, 8:00 am – 5:00 pm 18

# Course Description

This course examines issues in the missional enterprise of Jesus’ church in light of today’s challenges, opportunities and obligations. The call to local and global mission service is examined, the theological mandate for missions is clarified, and strategies for effective contemporary missional engagement are considered. Particular attention is given to creating a congregational missional culture in the local church and discipling laypersons for cross-cultural mission at home.

# Objectives

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

1. Understand the biblical foundation for and calling to missional engagement locally and globally,
2. Explain the need for developing cultural intelligence for missions in the current age,
3. Articulate methods for effective contemporary missional engagement,
4. Express practical ways for leaders to create a congregational missional culture in the local church.

# Required Reading

1. Branson, Mark Lau and Martínez, Juan F. *Churches, Cultures & Leadership: A Practical Theology of Congregations and Ethnicities.* Downers Grove, IL: IVP Academic, 2011. ISBN 978-0830839261.
2. Butterfield, Rosaria, *The Gospel Comes with a House Key.* Wheaton, IL: Crossway, 2018. ISBN 978-1-4335-5786-6.
3. Conn, Harvey, *Eternal Word and Changing Worlds: Theology, Anthropology, and Mission in Trialogue.* Phillipsburg, NJ: P&R Publishing. ISBN 978-0-08552-204-3.
4. Flemming, Dean. *Contextualization in the New Testament: Patterns for Theology and Mission.* IVP Academic, 2005. ISBN 978-0830838319.

# Course Requirements

1. Attending lectures (required).
2. Pre-course Assignment: 5%
3. Class participation: 15%
4. Required Reading: 20%
5. Online Assignments: 20%
6. **Response Paper (Due Friday, November 15, 2019):** 40%

# Guidelines for Pre-Course Assignment

# Assignment 1

# Take the Intercultural Development Inventory (<https://www.idiinventory.com>). This IDI is $15. Email Melissa Littlepage, operations coordinator for the Institute for Cross-Cultural Mission, at melissa@gracedc.institute. She will assign you a unique username and password for the IDI, provide further guidelines and instructions on payment. The results will be used to create a group profile of the class. If you would like your individual profile results, you will need to schedule a 45 minute individual debrief with Dr. Ince. The individual debrief is optional. However, you may incorporate the information from your debrief in your response paper. Complete the IDI by Friday, September 20, 2019.

# Guidelines for Assignments

# Assignment 2: Ethnic Autobiography

# Write a 1-2 page reflection paper (double-spaced) based on your answers to the questions on pages 24-25 of *Churches, Cultures & Leadership* (Due Friday, October 4, 2019).

# Assignment 2: Considering Elements of Your Worldview

# Write a 1-2 page reflection paper (double-spaced) based on your answers to the questions on page 111 of *Churches, Cultures & Leadership,* and the IDI group profile results shared with the class. This paper will be posted on Canvas. Each student is required to interact with and respond (one to two paragraphs) on Canvas to at least two other student papers. The reflection paper is due Friday, October 18, 2019. The responses are due Friday, October 25, 2019).

# Guidelines for Response Paper (Due Friday, November 15, 2019)

The response paper is to be 8-10 pages in length. You are being asked to express the impact of the lectures and readings on your understanding of the biblical theology of mission across Scripture. What are the nuances and care that need to be taken when thinking cross-culturally at home and abroad? How do you intend to help cultivate and encourage missional discipleship in your own ministry context?

I am looking for these four components:

* 1. CREATIVITY: Evidence of personal insight into the content.
	2. CLARITY: Thinking and expression of thought clearly communicated.
	3. CONCEPTUALIZATION: Analytical skills evident.
	4. CONTRIBUTION: Practical and usable in ministry.

# Format Guidelines for Response Papers

The 8-10 page paper must be 12 point font (Times New Roman or similar) and double spaced. All papers must be in ***MS Word*** or ***Pages 6.0*** or higher. Email the paper as an attachment to irwyn@gracedc.institute.

**Course Objectives Related to MDiv\* Student Learning Outcomes**

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| **MDiv\* Student Learning Outcomes***In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.* *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | **Rubric*** Strong
* Moderate
* Minimal
* None
 | **Mini-Justification** |
| **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. Students will write a 8-10 page response paper expressing their understanding of the biblical theology of mission across Scripture and applying it to ministry.
2. Students will take the Intercultural Development Inventory and engage their current level of intercultural competency.
3. Students will write a 1-2 page ethnic autobiography.
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| **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.) | Moderate | 1. Work through several passages of Scripture exegeting them with emphasis on the original languages and applying them to mission.
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| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.  | Strong | 1. Explore the WLC on the second table of the Law and its implications for how we love our diverse neighbors in mission.
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| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | 1. Centering our missional pursuits from a strong sense of identity in Christ.
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| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Moderate |  |
| **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. Articulating the need for a deeper cultural self-awareness along with a theological and cultural humility in missional engagement.
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| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | 1. Exegetical application work may help students’ ability to effectively preach on missions.
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| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | None |  |
| **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. | Strong  | 1. Particular attention is given to creating a congregational missional culture in the local church and discipling laypersons for cross-cultural mission at home.
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| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Strong | 1. Examining the call to local and global mission service.
2. Utilizing the WLC to aid in the exploration of engaging public issues in diverse communities.
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