Course Description and Outcomes
This course introduces the theology and scope of mission, and the pastor’s role in leading congregations in their mission as agents of God’s transforming redemption.

Students will be able to:
1. Articulate a biblical and theological framework for Christian mission.
2. Explain the Wesleyan relationship of personal piety and social holiness.
3. Examine and reflect on unjust social realities and the response of the church locally and globally.
4. Analyze their ministry context and develop strategies for transforming mission.

Required Texts (you will need to have these texts; hard copies or electronic books)
  (Note: This book is updated every few years, and the 2011 version is the third edition. If another edition is released before you purchase the book, get the newest version.)


A Note about the Hybrid Format
This course is offered in a hybrid format. That means that 15 of the 20 contact hours will occur in class and the remaining 5 hours will occur online (before the class meets). If you have any problems with the technology aspect of this course, please call Amy Walker at 404.727.4587. She’s here to help!

There are three phases in the class:
- The **PRE-CLASS PHASE** is meant to set the foundation for our time together in person. In advance of class, students will view the online video lectures, complete short writing responses, and read selections from required textbooks.
- The **IN-CLASS PHASE** will be devoted to digging into the course material through lecture and discussion.
- The **POST-CLASS PHASE** will allow you to evaluate what you have learned throughout the class.
Pre-Class Assignments

Pre-Class Assignments #1 & 2 should be uploaded to the class Canvas site in the “Assignments” section no later than June 1.

PRE-CLASS ASSIGNMENT #1: Written Paper on Changing Patterns of Christianity in the World

Resources

• Jenkins, Philip. The Next Christendom: The Coming of Global Christianity. Read the entire book.
• Mead, Loren. The Once and Future Church. Read chapter 2: “Paradigms Lost.”

Write a 10-12 page paper (double-spaced) that addresses all of the following:
1. Summarize the growth of Christianity in its early years according to Robert. What does she mean by the term “Christendom,” and what are the positive and negative aspects of Christendom as far as the Christian faith is concerned?
2. Explain in your own words the paradigm changes that Mead describes. How do you see the Church still operating out of what he calls the Christendom paradigm?
3. How does McNeal’s book address the paradigm change Mead describes? What are some of the right questions and wrong questions that are being asked by your church, your Annual Conference, the church as a whole?
4. Write a summary of Jenkins’ thesis. How does Jenkins’ use of the word “Christendom” compare with Robert’s and Mead’s?

PRE-CLASS ASSIGNMENT #2: Video Reflections

This course is a hybrid course, with some videos posted that you will see before class. When you get to the point in a video that asks you to pause and reflect, write down your reflections. Your reflections should show that you have engaged the material. Please note: Because the online component of this class accounts for 25% of the contact hours, if you do not watch the videos and turn in the reflection questions, you will be dropped from the class.
Pre-Class Assignments #3, 4 & 5 should be uploaded to the class Canvas site in the “Assignments” section no later than July 1.

PRE-CLASS ASSIGNMENT #3:
Description of Ministry Context and Confession of Faith for Your Congregation
(a) Write a one-page description of your church’s context. This will include demographic information about your church and community, brief history of the church, worship style, leadership patterns, etc.
(b) Write a confession of faith for your church (not more than one page) within its particular context. What do the people there really believe about their relationship with the community and what their purpose is? Be realistic about what you would say they really believe, not what you think they should believe. This should not just be a re-statement of the Apostle’s Creed. You may be able to ask church members to help you with this. You will present this in class, so keep a copy for yourself.
(c) Insert photos of (1) yourself and (2) your church(es). The information you provide will be incorporated into a PowerPoint presentation.

PRE-CLASS ASSIGNMENT #4: Country Report
Choose one country from the list that will be posted on our class’ Canvas site and sign up for that country. Write a 2 page, double-spaced paper with the following:
- A brief history of Christianity in that country including how Christianity was introduced there.
- The spread and/or decline of Christianity and what caused it.
- The current state of the Church there.
- Projections for the future of the Church in that country.
You should use The Next Christendom by Philip Jenkins and Christian Mission by Dana L. Robert as your sources, and you are also encouraged to use other sources (properly cited, of course). A good source for other articles is Christianity Today’s web site. If the country you choose is in the current news, you will be expected to be familiar with the latest developments there. You will upload a copy of this report to Canvas, and you should also prepare to give a 5-minute presentation to the class. If you would like to use PowerPoint, video, or other resources for your presentation, please let Virginia Tinsley know in advance. **You should upload your written assignment by July 1 (as noted at the top of this page).**
You will present the report to the class on Wednesday, July 11 or Thursday, July 12.
You should footnote each fact that you cite (other than the obvious, like “Uganda is in East Africa”) and to give your sources clearly. Please cite your sources in your paper so that you will not have to take up time for this in your class presentation.

PRE-CLASS ASSIGNMENT #5: Devotional/Mini-Sermon
Prepare a 2-page devotional or mini-sermon based on one of John Wesley’s sermons, incorporating themes and other readings for this course. You may choose a sermon from http://www.umcmission.org/Find-Resources/John-Wesley-Sermons/Title-Index/Title-Index-of-John-Wesley-s-Sermons or from John Wesley’s Sermons: An Anthology edited by Albert Outler and Richard Heitzenrater, if you own the book. This paper should also demonstrate your ability to apply the theme of mission to a preaching/worship setting. You will present this during one of the days of class time. We will establish a schedule on the first day. The devotion should be no more than 10 minutes, and you will be timed.
Post-Class Assignment: Evaluation

The Post-Class Assignment should be uploaded to the class Canvas site in the “Assignments” section no later than August 1.

An evaluation form will be posted during the first week of classes. Note: This is separate from the evaluation that will be sent from the COS office.

In-Class Schedule

Monday 7/9
Church Context of Ministry

Tuesday 7/10
The New Paradigm for the Church in North America

Wednesday 7/11 and Thursday 7/12
The Spread of Christianity Throughout the World
Be prepared for your report on the country that was the subject of your paper.
We will be Skyping with missionaries if schedule and technology cooperates.

Friday 7/13
Cross Cultural Ministry

Monday 7/17 and Tuesday 7/18
Serving the Poor and Justice as Mission

How Your Final Course Grade Is Determined

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
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<td>Pre-Class Assignment #1: Written Paper on Changing Patterns of Christianity in the World</td>
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<td>Pre-Class Assignment #2: Video Reflections</td>
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<td>15%</td>
<td>Pre-Class Assignment #3: Description of church context and confession of faith</td>
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<td>20%</td>
<td>Pre-Class Assignment #4: Country Report and presentation in class</td>
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<tr>
<td>15%</td>
<td>Pre-Class Assignment #5: Devotional / Mini-Sermon</td>
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<td>5%</td>
<td>Post-Class Assignment: Evaluation</td>
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<td>5%</td>
<td>General class participation</td>
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Grade Deduction Policy

- Pre-class Assignments #1 & 2 must be submitted no later than 11:59p.m. EST on June 1, 2018.
- If these two assignments are submitted after the deadline, they will be subject to the late penalty schedule below:
  - Received between June 2-8 will receive a one-letter grade deduction.
  - Received between June 9-15 will receive a two-letter grade deduction.
  - Students who have not submitted these two assignments by June 15 will be dropped from the class.
COS Grading Scale

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<th>Grade</th>
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<tr>
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Plagiarism Defined

“You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: [https://owl.english.purdue.edu/owl/resource/747/1/](https://owl.english.purdue.edu/owl/resource/747/1/)

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.