I. Course Description
An introduction to the missional church movement as it has emerged in recent decades with special attention to its expressions in the United States. Study will focus on the nature, history, and significance of the movement, as well as distinctive concepts, practices, leaders, and literature.

II. Goals and Objectives
Upon completion of this course, the student will be able to:
1. Explain the concept of missional.
2. Describe the history of the missional church movement.
3. Discuss the concepts of Shalom and the Kingdom of God.
4. Explain what is meant by the terms incarnational & contextual.
5. Describe practical implications of a missional theology for his or her life.
6. Describe a strategy for leading his/her congregation to become more missional in its focus.

III. Texts
Required Textbooks:


Recommended Textbook:

IV. Course Requirements

1. **Participation:** In order to receive full participation points, which will comprise 5% of the final grade, students will arrive on time, participate in class discussion; be absent no more than one time during the semester, and exhibit excellence in effort, adherence to deadlines, and reliability.

2. Each student will befriend a person who is culturally or religiously different. The student will engage in a minimum of six conversations with this person over the course of the semester. The student will write a three page report of these conversations. Include what was learned about the other person’s culture, what you learned about yourself, and what you learned about being missional. This paper is due April 29th and will comprise 10% of the final grade.

3. Write a four to six page expanded outline of the book *Introducing The Missional Church*. The expanded outline should include key headings, key ideas/concepts, key individuals discussed, and significant pieces of learning for you. Students should format the paper so that each of these four components is easily identifiable. This paper is due January 28th and will comprise 15% of the final grade.

4. Write a four to six page expanded outline of the book *The Road to Missional*. The expanded outline should include key headings, key ideas/concepts, key individuals discussed, and significant pieces of learning for you. Students should format the paper so that each of these four components is easily identifiable. This paper is due February 11th and will comprise 15% of the final grade.

5. Read the book *Missional: Joining God in the Neighborhood*. Based on your reading, write a four page paper discussing implications of Luke 10: 1-11 for missional living. This paper is due March 4th and will comprise 15% of the final grade.

6. Read the book *The Missional Church in Perspective*. Write a four to six page paper discussing the four branches of the missional conversation and their sub-branches. This paper is due on April 8th and will comprise 15% of the final grade.

7. A final paper will describe and apply learning from the course, as indicated in the outline below. The wise student will begin writing this 15-page paper near the beginning of the semester, as soon as the initial section of class is complete, and will continue adding integrative learning as the semester proceeds. Prior to turning in the project, the wise student will spend a substantial amount of time editing the project in its entirety, adding general conclusions and overall learning as the paper draws to a close. Papers written in anything but Times New Roman, 12 point type, will not be graded. Please do not double-double space. Use citations as needed and third person writing throughout.
   - Title – begin two inches from the top of the page
   - Introduction – a good introduction will begin without a “label” or subhead. The 1-2 paragraphs will delineate the direction the writer will take in the paper and will provide a synopsis of the paper’s parts.
• Part 1 – Write a comprehensive overview of your learning over the course of the semester. Make certain to include every key component covered in class and in the reading. Specifically discuss the history of the missional church movement, the concepts of Shalom and the Kingdom of God, and the meaning of the terms incarnational and contextualization.

• Part 2 – Describe a strategy for leading your congregation/ministry into more of a missional understanding and practice.

• Part 3 – Discuss how you will personally apply learning from the class. How will you become more missional in your own life?

• Conclusion – a good conclusion will begin with a subhead and will recap in summary fashion the contents of the paper in order to draw a substantive conclusion. The paper should provide evidence of a semester of thinking, discovery, and integration.

This paper is due May 6th and will comprise 25% of the final grade.

V. Grading Scale

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VI. Policies

A. Regular attendance and regular submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. Two excused absences will not affect the student’s grade, but more than this will affect the student’s class participation grade. The student could lose as much as a letter grade for excessive tardiness and absences.

B. Work is expected on the due date.

C. Electronic Equipment Usage in Classrooms

It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

D. Incompletes

In cases of extenuating circumstances, and at the discretion of the Instructor, a student may request and apply for an extension on all required assignments that are not completed before the end of the semester or term, subject to a half-letter grade or more reduction on the final grade (e.g., A to A-; B to B-). If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time within which to complete the work that shall not exceed thirty (30) calendar days from the end of the term. The student is responsible to
ensure that all necessary paperwork is submitted to the Registrar’s Office by the deadline listed in the school calendar.

Additional extensions may be granted only by the Dean of the Faculty and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. A failing grade, or “F,” will be counted as hours attempted in computing the grade point average.

E. Plagiarism

Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
   a. The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
   b. For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
   c. For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.

2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Dean of the Faculty.

3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Dean of the Faculty. His or her only opportunity for appeal will be to the President in writing. The President’s decision will be final.

F. Library Usage

A student’s ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

Houston Public Library—Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library’s website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your
research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.

Fondren Library at Rice University— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).

Cardinal Beran Library at St Mary’s Seminary—the home of an extensive theological library, St Mary’s Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit http://beran.stthom.edu. The Doherty Library on the main campus of University of St Thomas is also an option.

Library of the Presbytery of the New Covenant – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalogue, go to http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi.

Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments
Students should consult the HGST Writer’s Manual, available from the Business Office or online (www.hgst.edu) for all writing matters. When an item is not addressed in the Writer’s Manual, all writing assignments should conform to Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 7th Edition. This includes matters of style and format. Counseling students should pay particular attention to the Writer’s Manual for guidelines on submission of academic papers.

The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except on pages with major headings. Margins should be one inch on all four sides, except where major headings require a two-inch top margin.

The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The
The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.

- Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck! Dr. Shuman does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. TS 510 Introduction to the Missional Church Movement
Class and Schedule

January 21
- Introduction to the course
- Discuss the history of the missional church movement

January 28
- The expanded outline of Introduction to the Missional Church is due.
- Reconsidering our context.
- Post-Christendom – Postmodern – the technological revolution

February 4
- What is the Missio Dei?
- The heart and nature of God

February 11
- The expanded outline of The Road to Missional is due.
- What is the mission of God?
- Shalom

February 18
- Rethinking the Gospel
- The Kingdom of God
- Restored wholeness in seven dimensions
February 25
- Reimaging Church
- Incarnational - Attractional

March 4
- The implications paper from the book *Missional* is due.
- Missional community – compassion & community
- Four foundational life searches

March 11
- The missional postures of Jesus
- Bounded-set vs. Centered-set

March 18 - **Spring Break No Class**

March 25
- Contextualization – how to exegete the culture
- Seven aptitudes

April 1
- Missional Practices
- Dialogue & Differentiation

April 8
- The four streams paper from the book *The Missional Church in Perspective* is due.
- Discuss the differences in the four streams.
- What about people of other faiths?

April 15
- View the movie *Chocolat*

April 22
- Debrief the Chocolat discussing implications for living missionally.

April 29
- The report on cultural diversity conversations is due.
- The missional change model
- Change leadership

May 6
- **Final paper is due.**
- Final thoughts – Five key ideas from the class

*The professor reserves the right to adjust classroom topics as the course develops.*
VIII. Additional Resources


