






P160 Introduction to Christian Mission

3 credits. Prerequisites: *none*.

 Mississauga and Saskatoon Campus  Livestream  Video on Demand

March 3 - 7, 2025

Module D

Monday-Friday

10am-5pm ET/ 9am-4pm SK

Rev. D. Murray Cornelius, PhD (Cand) and

Rev. Jeff Kelly, MBA.

Murray.Cornelius@paoc.org

jeff@paoc.org

www.paoc.org

<http://www.andrewgabriel.wordpress.com/>

We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you on Christ's behalf: Be reconciled to God. (2 Corinthians 5:20)

Please note: This course includes reading before and during the module.

Course Goals

Course Description

Because Christianity is by nature a missional faith, every Christian is called to participate in God's mission in the world. This course explores the biblical and theological basis for mission, the missionary movements in history, issues in communicating the gospel with cultural relevance, and various missional strategies and mission models. Finally, students will gain insight into identifying, integrating, and fulfilling their personal role in the Mission of God.

Relationship to MCS-Horizon's Mission

This course will promote personal and spiritual growth by helping students to find their place in God's mission by applying biblical truth in prayer, by an introduction to the biblical theology of mission and the history of mission, by increasing their awareness of trends and strategies in mission and by developing awareness of contextualized approaches to evangelism and social concern.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Explain how the Bible is the all-encompassing story of God's mission in the world, while describing key scriptures that define God's mission, the role of the Church, and the student's personal role in this mission.

- *Assessment:* Biblical Exposition Paper, Statement of the Mission of the Church



To demonstrate competency in *Contextual Awareness*, students will:

2. Describe historical developments in missions, noting paradigm shifts in missions' studies and the major challenges and issues faced by the church today in its fulfillment of God's mission.
 - *Assessment:* Understanding the Times Essay, Stiller Reading Summaries
3. Communicate the gospel with contextual relevance.
 - *Assessment:* Class Presentation



To demonstrate competency in *Ministry Development*, students will:

4. Describe a plan for discipleship needed in one's life following conversion to ensure that one integrates God's purpose for them into their every-day life in practical and personal ways.
 - *Assessment:* Statement of the Mission of the Church

Course Work

Required Readings

Moreau, A. Scott, Gary R. Corwin and Gary B. McGee. *Introducing World Missions: A Biblical, Historical, and Practical Survey*. 2nd edition. Grand Rapids, MI: Baker Academic, 2015. (ISBN: 9781540963628) DTL:<https://thedtl.on.worldcat.org/oclc/949819997>

Stiller, Brian. *From Jerusalem to Timbuktu: A World Tour of the Spread of Christianity*. Downers Grove, IL: IVP, 2018. (ISBN: 978-0830845279)
DTL:<https://thedtl.on.worldcat.org/oclc/1025361255>

Explore: The World Christian Lifestyle Fayetteville, AR: Via Nations (2024). Will be supplied to all students by PAOC Mission Global.

P160 Reading Package. Available on Populi.

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

BEFORE THE MODULE

1. *Understanding the Times Essay* – 10%

You will read Chapter 1 “Missions in the Modern World” in the Moreau Text and then write a brief essay (2 - 3 pages) in which you will answer the following three questions.

- a. What are two significant challenges faced by the church today in the fulfillment of its mission in the world? (250) words)
 - b. Presler (see Sidebar 1.1) uses the term “mission companion” to describe the work of someone “sent” by God. In looking at the description, are all of us, as followers of Jesus, in some sense missionaries? Explain your answer. (250 words)
 - c. What does the text suggest is the difference between *mission* and *missions*? (250 words)
- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Related learning outcome(s): #2.
 - **Assignment length:** 2- 3 pages (750 words).
 - **Due Date:** Friday, February 28th. 10:59pm SK/11:59pm ET

DURING MODULE WEEK

2. *Stiller Reading Summaries* – 15%

Students will be expected to participate in class discussions based on reading assigned each day and submit a one-page summary on Tuesday, Wednesday, and Thursday. Confirm your completion of the required reading each day on Populi.

- *Due Tuesday, March 4 at 9am:* Stiller – Chapter 3: The Power of Bible Translation
 - *Due Wednesday, March 5 at 9am:* Stiller – Chapter 4: Revolution of the Indigenous
 - *Due Thursday, March 6 at 9am:* Stiller – Chapter 6: The Power of the Whole Gospel
- To complete this assignment, students will follow these guidelines:
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Confirm the completion of the reading and summaries for each day on Populi.
 - Related learning outcome(s): #2.
 - **Assignment length:** 1 page per day (3 pages total).
 - **Due dates:** Tues., March 4 at 9am SK/10am ET; Weds., March 5 at 9am SK/10am ET Thurs., March 6 at 9am SK/10am ET

3. *Class Presentation – Contextualization Exercise – 20%*

In groups of three, students will prepare a 15-minute PowerPoint presentation for class on Friday, March 7. The assignment will consider: “How to make the gospel make sense to...!” (a) “Postmodern, multi-cultural Canadian youth with little or no background in Christianity” **or** (b) “New immigrants to Canada of Islamic background.” Students need to consider the worldview and assumptions of either Canadian youth today or the new Islamic immigrants. Each student must participate in the class presentation.

Consider the following questions for (a)

- *How do we present Christ to someone who finds the claims of truth offensive? Whose belief in tolerance makes the exclusive claims of Christ seem outrageous and arrogant?*
- *How do we break through apathy and the quest for materialism that can temporarily block the need for spiritual realities?*
- *How do we faithfully and creatively proclaim the gospel in our age of relativity that denies the possibility of absolute truth – when claims of any truth are under suspicion and the validity of gospel truth is either denied or ignored?*

Consider the following questions for (b)

- *What points of contact or common ground can we find with Islam?*
- *What potential stumbling blocks to communication can be avoided?*
- *How do we introduce Jesus and what place does repentance play in our witness?*
- To complete this assignment, students will follow these guidelines:
 - Present to the class with PowerPoint.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Each student must participate in the presentation.
- Related learning outcome(s): #3
- **Assignment length:** 15 minutes.
- **Due Date:** Friday, March 7th

AFTER THE MODULE

4. *Biblical Exposition Paper – 25%*

Choose one of the biblical texts below (or another of your choice but approved by the instructor) and provide a 6-page exposition of the text that places the text within the whole context of the biblical mission of God and provide both personal application and application for the church today.

- Acts 13: 1 – 3
- Acts 26: 15 – 18
- Jonah 4: 10 - 11

- Luke 4: 16 – 21
 - Romans 10: 13 – 15
 - 1 Corinthians 9: 19 - 23
 - 2 Corinthians 5: 18 - 21
- a. Structure your paper to include about two pages of exegesis, two pages of biblical theology of mission, and two pages of application.
- b. Make sure to reference significant insights from the lectures and textbooks in support of your work as well as other significant writings related to your text. Your reference list should also include a minimum of four additional scholarly sources.
- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Use one of the biblical texts listed in the syllabus or another text approved by the instructor.
 - Use lectures, textbooks, and a minimum of four additional scholarly sources.
 - Include two pages of exegesis, two pages of biblical theology of mission, and two pages of application.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
- Related learning outcome: #1.
 - **Assignment length:** 6-8 pages.
 - **Due date:** Friday, March 21st at 9:59pm SK/11:59pm ET

5. *Statement of the Mission of the Church* – 30%

As a culmination to the course, each student will write a statement of the mission of the Church (hereafter “statement”). The learning objective of this assignment is to think through your own position on each of the key areas that theologians declare as comprising the mission of the Church. You will be required to discuss key Scripture texts that define God’s mission in the world and the role of the Church throughout your statement.

- a. Your statement will be comprised of these five sections, plus a conclusion (vi):
- i. Worship
 - ii. Discipleship
 - iii. Outreach/Evangelism/Mission
 - iv. Church Planting
 - v. Social concern
 - vi. Conclude your statement with a section of personal reflections on one’s own responsibility as a disciple of Christ, your personal role in this mission, and a plan for discipleship that is needed in one’s life following conversion. This exercise is to help you integrate the truths of this course in practical and personal ways in your everyday life.

- b. Your sources for this statement will be the textbooks and the Reading Package located on Populi. In particular, make use of the *Lausanne Covenant* and the *Cape Town Commitment* to assist you with drawing out your conclusions. Students must read the entire package to equip themselves with the theological positions and vocabulary of this issue (confirm this on your Title Page).
- c. Your statement of mission should use the theological vocabulary of your sources, explain your beliefs with some detail, and use Scripture references in parenthesis rather than quotations.
- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Use the structure described in the assignment description.
 - Use the textbooks and the Reading Package, including The Cape Town Commitment.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Indicate that you have read the Reading Package on the title page.
- Related learning outcomes: #1 and #4.
- **Assignment length:** 6-8 pages.
- **Due date:** Wednesday, April 9th at 9:59pm SK/11:59pm ET

Estimate of Time Investment (individual time investments may vary)

Classroom time	30hrs	N/A	
1. Understanding the Times Essay	8hrs	Feb 28	10%
2. Stiller Reading Summaries	9hrs	Mar 4, 5, 6	15%
3. Class Presentation	10hrs	Mar 7	20%
4. Biblical Exposition Paper	18hrs	Mar 21	25%
6. Statement of the Mission of the Church	21hrs	April 9	30%
Total =	96hrs		

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have **some different** assignment due dates than in-class students. VOD due dates are as follows:

Understanding the Times Essay	<i>Same-</i> Feb 28
Stiller Chapter 3 Reading Summary	Mar 11
Stiller Chapter 4 Reading Summary	Mar 18
Biblical Exposition Paper	<i>Same-</i> Mar 21
Stiller Chapter 6 Reading Summary	Mar 25
Class Presentation*	Apr 2
Statement of the Mission of the Church	<i>Same-</i> Apr 9

***The Class Presentation** should be submitted as a video. Solo presentations should be 5-7 minutes in length. Presentations completed with 1-2 other VOD students should be 15 minutes in length. **Upload** your video to a content-hosting site of your choice (YouTube, Google Drive, etc.). Provide the link to your professor in Populi.

- **Padlet VOD Discussions:** Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due Saturday, March 8 by 11:59pm ET/10:59pm SK
 - Day 2 Lectures and Report due Saturday, March 15 by 11:59pm ET/9:59pm Sk
 - Day 3 Lectures and Report due Saturday, March 22 by 11:59pm ET/9:59pm Sk
 - Day 4 Lectures and Report due Saturday, March 29 by 11:59pm ET/9:59pm Sk
 - Day 5 Lectures and Report due Saturday, April 5 by 11:59pm ET/9:59pm Sk
- VOD students will submit a 2-3 minute report on Padlet that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class Schedule

Monday:

Introduction

- Course Objectives, Textbooks and Assignments
- Personal Engagement with the Mission of God: Blessed to be a Blessing
- Top Line Blessing: Bottom Line Blessing. Gen 12: 1-3
- A Third of Us – So that all may hear - M
 - Joshua Project
 - Maps.
 - PAOC strategic focus
- Foundational Biblical Mission Texts

- Review of Pre-Course Assignment
- Key terms, definitions, and language in mission studies
- The Discipline of Missiology or Mission as Central to Theology
- Ralph Winter – Sodality v Modality
- Global Trends
- Pressure Points: Global Challenges to Mission Today
 - Cultural Challenge (Colonialism)
 - Theological Challenge (Universalism)
 - Access Challenge (Political and Religious)
- Global Shifts
 - Polycentric Missions
 - Collaboration – Plethora of Partnership Opportunities
 - Global Professional.
 - Business for Transformation
 - Social Engagement (Chapter 6 in Text)

- CPMs and DMMs
- The Call
- Is there a Missionary Call.

Tuesday:

Devotional Thought: The Supremacy of God in Mission

Bible Translation Foundational to Mission Expansion – Review Reading Assignment

Reading the Whole Bible as God’s Story and Mission

- Mission in the Old Testament
 - Creation and the Fall
 - The Call of Abraham
 - The Exodus
 - The Mission of Israel: The purpose of God’s people.
 - Election, Redemption and Covenant
 - The Book of Jonah
- Mission in the Gospels
 - The Mission of Jesus
 - Incarnation as central to Mission
 - Signs and Wonders – Essential to Mission
 - Mission: Power and Spiritual Warfare
 - Prayer – Essential to Mission
- Encountering Mission in the Early Church
- Mission in the Letters

Wednesday:

Devotional Thought: Psalm 107 and Rev. 7:9

Review of Reading: The Importance of Indigenization – The Three Self Principle

Expansion of the World Christian Movement

- New Testament Church: AD 30 to 70
- Pre-Modern Era: AD 70 to 1500
- Era of Discovery and Colonialism: AD 1500 – 1900
- Evangelical and Pentecostal Growth: AD 1900 – 1980
- PAOC Mission History
- Era of Collaboration: From Everywhere to Everywhere: AD 1980 – Present.
- Current PAOC Engagement in Mission
- Mission Global and Mission Canada.

Principle of Indigenization

Thursday:

Review the Reading: The Power of the Whole Gospel

Making the Gospel Make Sense

- Principles of Contextualization
- Language Learning
- The Early Church as a model of counter-culture living

Evangelism and Social Justice

- The Great Reversal
- Carl F. H. Henry, John Stott and The Lausanne Covenant
- Global Pentecostalism: The New Face of Social Engagement.
- Community Transformation – Bryant Myers: Walking with the Poor.
- Defining Social Justice

Friday:

Class Presentations for Assignment

Spiritual Disciplines

- Prayer in Frontier Mission
- Mission Power and Spiritual Warfare
- Simplicity
- Peace-making as Central to the Mission of God

A Blueprint for Discipleship

- **First submissions of assignments will not be accepted after April 11, 2025**
- **Revision Week April 14-17*** Your instructor may also request revisions on some assignments before revision week. ***(April 18=Good Friday)**
- **No resubmission of assignments will be accepted after April 17, 2025**

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76

			B-	2.7	70-72
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If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted

from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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