

WHEATON COLLEGE GRADUATE SCHOOL
Department of Missions and Intercultural Studies
Course Instruction Plan

Prepared by: Robert L. Gallagher, Ph.D.

Course: INTR 694 Holy Spirit and Mission

2 units

Schedule: 6:30-9:45 p.m., Tuesday, Billy Graham Center, Room 263

Course Description

The purpose of the course is to explore the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, cultural, contextual and functional. Students are encouraged to explore their ministry/mission philosophy regarding the role of the Spirit of God for their mission context.

Outcomes

Cognitive Learning:

1. An understanding of the work of the Holy Spirit in the student's spiritual pilgrimage.
2. An understanding of the work of the Holy Spirit in Samuel and the Psalms.
3. An understanding of the work of the Holy Spirit in mission in Luke-Acts.
4. An understanding of the mission of the Holy Spirit in the life of Count Nicholas Zinzendorf.
5. An understanding of the mission of the Holy Spirit in the life of Frank C. Laubach.
6. An understanding of the Spirit's representation in Western culture and religious film.
7. An understanding of the role of the Holy Spirit in the Welsh, Azusa Street and Wheaton College Revivals.
8. An understanding of contemporary trends of the Spirit at Toronto and Brownsville.
9. An understanding of crucial theological issues regarding the mission of the Holy Spirit.
10. An understanding of the gifts of the Spirit and their work in mission.
11. An understanding of the role of the Spirit in a person's ministry/mission philosophy.

Affective Learning:

1. An appreciation for missiological research using the World Wide Web.
2. An appreciation for the work of the Holy Spirit in the lives of key Christian leaders.
3. An appreciation for evangelical scholarship on the Spirit and mission.
4. An appreciation for the global work of the Holy Spirit in mission.
5. An appreciation for the work of the Spirit in team-prayer and evangelism.
6. An appreciation for the Holy Spirit's interceding compassion.
7. An appreciation for the Holy Spirit's guiding sovereignty.
8. An appreciation for the Holy Spirit's empowering presence.
9. An appreciation for the Holy Spirit's gifting manifestation.
10. An appreciation for the Holy Spirit's mission in the world.

Functional Learning:

1. The ability to team-lead in worship and prayer in community.
2. The ability to search the Internet for information and transfer that information via e-mail.
3. The ability to read rapidly with comprehension.
4. The ability to write a concise book report.
5. The ability to participate and learn in a community.
6. The ability to contribute to a group project.
7. The ability to write a thesis statement and research questions.
8. The ability to write a reflection paper on the dimensions of the Holy Spirit and mission and integrate those findings with the student's mission context.

Required Textbooks

1. Edman, V. Raymond. *They Found the Secret: Twenty Transformed Lives That Reveal a Touch of Eternity* (Grand Rapids, MI.: Zondervan Publishing House, 1984).
2. McConnell, C. Douglas, ed. *The Holy Spirit and Mission Dynamics* (Pasadena, CA.: William Carey Library, 1997).
3. Shibley, David. *A Force in the Earth: The Move of the Holy Spirit in World Evangelization* (Orlando, FL.: Creation House, 1997).
4. The Bible (NASB, NIV, NKJV, NRSV).¹

Strategies

1. Engagement. Engage in the course by full attendance and active participation. Student information sheets will be handed out in the first week and collected in week 2.
2. Prayer. Pray each week that we may come to know Christ better, and that he may reveal to the class through the course's strategies, the hope of his calling, the riches of his inheritance and the power of his resurrection in mission (Ephesians 1:17-19). Individual prayer cards will be issued in the first session and returned at the end of the quad. Also, a team of outside people will be praying for the class.
3. Relationship. Establish and maintain a supportive relationship with a student colleague from your class small group. Class groups are listed below.
4. Class Ministry. On their appointed week, each group will lead the class in the worship (6:30-6:45 p.m.) and ministry sessions (9:30-9:45 p.m.). In addition, each group will provide the supper during the second break on their allotted week (8:20-8:30 p.m.); during the intercessory prayer sessions (8:05-8:20 p.m.) pray together, and; partner in the "Praying for People in a Public Place" project. The focus of the class ministry sessions is as follows: worship to God; prayer for the world; and ministry to the students in the course.

The groups and their ministry weeks are:

Group A: weeks 2, 4 & 6

Group B: weeks 3, 5 & 7.

¹ For class sessions the instructor will use the New American Standard Bible.

5. Web Research. Using MisLinks and the WWW Links page on the instructor's home web site as launching pads, explore what you can find on the WWW about the Holy Spirit and mission. Be creative in your searching.

Your assignment is to find 5 sites related to the Holy Spirit and mission that you would like to see listed in MisLinks: <http://www.wheaton.edu/missions/mislinks>. They may be papers, articles, or case studies. For your assignment, e-mail the instructor the links and a brief description for each site by following the model of the MisLinks Church Planting page. In other words, give the URL, the title (if applicable), and a brief description as to why you think it should be listed.

6. Book Reviews. Write a 2.5-3-page book review for Edman and *one* other of the required textbooks. The review is to be typed and double-spaced in Times New Roman using a 12-point font with 1-inch margins.

A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions.

Your book review should answer the following questions:

- a. What is the publishing details concerning the book? (1 point)
 - b. What is the outline and major message of the book? (3 points)
 - c. What did you learn from the book? (4 points)
 - d. How could you apply what you learned from the book to your mission context? (4 points)
7. Cultural Review. By week 4, class groups are to have analyzed the portrayal of the Holy Spirit in contemporary Western culture, and creatively present their findings in class. Group A will explore the explicit or implicit mention of the Spirit in English literature and non-religious feature films; and Group B will investigate the portrayal of the Holy Spirit in religious films, especially films on the Gospels and Acts. Groups are encouraged to meet with the instructor during his office hours to discuss ideas and resources.
8. Prayer Project Paper. Write a 2.5-3-page reflection paper on your "praying for people in a public place" project following the guidelines given below:

Guidelines for the Prayer Project:

- a. Pray individually before you go on the assignment that God will allow you to serve him through the project.
- b. Go with your group to a shopping mall for prayer.
- c. Walk and pray aloud and/or pray silently together and/or individually for the people that the Holy Spirit directs you towards. Ask the Spirit to show you specific issues to pray for. Allow the Holy Spirit to pray through you for the needs of the people.
- d. Pray in the mall for 1.5-2 hours.
- e. Be sensitive to the nudges of the Holy Spirit to talk to people.
- f. After you leave the mall continue to pray for the people that the Spirit shows you.
- g. Write a personal 2.5-3-page reflection paper on your experience answering the following questions:
 - i. What was the process you used to pray in the mall?
 - ii. What happened during the operation of praying?

- iii. What did you learn from this experience?
 - iv. How would you apply what you learned to your mission context?
 - h. Be prepared to discuss your experience in class.
9. Reflection Paper. Write a 6-8-page paper discussing the relevant personal, biblical, historical, cultural, contextual and functional dimensions of the Holy Spirit and their missiological applications for your mission context. Guidelines for this assignment will be discussed in class. A thesis statement and research questions need to be typed and submitted to the instructor for evaluation.²
10. Evaluation. During the second last week of the course, each member of the class will have an opportunity to complete a course evaluation form.

Instructions

All written assignments need to follow the typing and style requirements of the APA (see the instructor's web site). This includes any bibliography or references cited. In addition, your papers should be typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. Your title page must have your CPO mailbox number together with the department and instructor's name as the return address. It is helpful if you can submit two copies of your papers. That way, the instructor can keep a copy and return the original to you.

When writing your papers, the use of non-discriminatory language is advised. This attitude is consistent with the commitment of the Missions and Intercultural Studies department to the full equality of women and men, and to the joint training of women as equal partners with men in all areas of Christian ministry. Further, the instructor recommends the use of the Writing Center on the lower level of Buswell Library to work on writing assignments for the course. The Center provides support for generating ideas and essay structure.

Except for illness and emergencies, 10% will automatically be deducted from the total you receive on your assignment for any late papers received within the first week after the due date. Thereafter, 10% will be deducted each week your papers are late. No extra-credit work will be given.

The student is responsible and accountable for the class work and information. That is, class notes and works collected or assigned, and any announcements that may alter the course syllabus or schedule, even in any missed session. Missed handouts will be available at the end of the next class session.

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of ideas and information from a specific source without giving credit in some manner to the source. Such an unacknowledged use of another person's intellectual property involves both stealing and lying, and will result in a failure for this course.

All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The instructor reserves the right to modify this syllabus.

Auditors

It is inappropriate for auditors to attend the course because of the tutorial design of the classes. Thank you for your understanding in this matter.

² See Rampolla, Mary Lynn. *A Pocket Guide to Writing History*, 2nd ed. (Boston, MA.: Bedford/St. Martin's, 1998).

Disability Statement

Any student in this course who has a learning disability that might prevent them from fully demonstrating their abilities should meet with the Disabilities Coordinator in the Counseling Center as soon as possible. The Coordinator will then initiate disability verification and discuss accommodations that might be necessary to ensure full participation in the successful completion of course requirements.

Academic Workload

The unwritten guidelines for any course's academic workload are: at least 2 hours of outside work for every one-hour in the classroom. Thus, for each two units of credit, the instructor expects 60 to 70 hours of academic work by the student. Campus quad courses average 22.5 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing or case studies to make up the 60-70 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meeting(s), 25 pages of reading or one double-space typed page of a research paper.

Thus, a 10-page paper represents 10 hours of the 60-70 hours that may be expected in a 2-unit class; 500 pages of reading represent another 20 hours. These guidelines have been adapted for this course.

Engagement	25 hours
Class Ministry	4-6
Web Research	2-3
Book Reviews	15-18
Cultural Review	5-8
Prayer Project Paper	4-6
Reflection Paper	9-12
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Total	64-78

Grading

The grade will be assigned according to the relative weight distribution as indicated below:

Grading Scale:

100-96	A
95-92	A-
91-88	B+
87-84	B
83-80	B-

79-76 C+
75 or below C or below

Composition of Semester Grade:

Engagement	5 %
Class Ministry	10
Web Research	10
Book Reviews	20
Cultural Review	15
Prayer Project Paper	15
Reflection Paper	25
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Total	100

Class Format

6:30 p.m.	Worship
6:45	Session I
7:20	<i>Break</i>
7:30	Session II
8:05	Prayer
8:20	<i>Break</i>
8:30	Announcements
8:35	Session III
9:20	<i>Break</i>
9:30	Ministry
9:45	Closure

End-of-Semester Grades/Papers

Grades will not be posted nor will a secretary quote them over the phone or in person to a student. Students may obtain their grade in one of the following ways:

1. Students may give the instructor a stamped, self-addressed envelope on the last day of class so that the grade may be mailed to them, or
2. Students may wait for their grade report that is mailed by the Registrar's office.

At the end of the quad, any papers or projects that need to be returned to the student will be put in a box (marked with the instructor's name and course number), and placed outside his office for pick-up by the student. They will remain there until the *third* week of the next quad. Also, a student may furnish the instructor with a large self-addressed envelope with sufficient postage affixed (please check the size and weight with the post office) so that their papers may be mailed to them.

Access to Instructor

The instructor's office hours are posted on his office door (BGC M210). If these times are not suitable, then please make an appointment by contacting the instructor in class and arranging a suitable time. The instructor is eager to become personally acquainted with all his students. Thus, all students in this course are encouraged to talk with him early in the quad about any matter related to the course—or anything else. Those who find the class sessions or readings unclear are especially urged to come by as soon as possible.

“Dine with a Mind” is an opportunity for students to take their instructor to lunch. Each student is allowed to take one professor per semester with tickets covering the instructor only. See the Office of Student Services for tickets and further information.

The instructor may be contacted by e-mail: Robert.L.Gallagher@wheaton.edu, or by telephone at the office: 630/752-5192, or at home: 630/784-0805, or by fax: 630/752-7125, or by web site: www.wheaton.edu/missions/gallagher.

Course Procedure

Week 1: Personal Dimension

Introduction to the Class

Introduction to the Course

Personal Experience & Understanding of the Holy Spirit

Week 2: Biblical Dimension

Discussion on Edman Book Review

Old Testament: The Work of the Holy Spirit in Samuel & the Psalms

New Testament: The Work of the Holy Spirit in Luke-Acts

Student Information Sheet due

Edman Book Review due

Week 3: Historical Dimension

Discussion on Web Research

Ruth Andersen: Count Nicholas Ludwig von Zinzendorf & the Holy Spirit in Mission

Rob Maupin: Frank C. Laubach & the Holy Spirit in Mission

Web Research due

Week 4: Cultural Dimension

Discussion on Thesis Statement & Research Questions

Group A: Western Literature/Film & the Holy Spirit

Group B: Religious Film & the Holy Spirit

Thesis Statement & Research Questions due

Cultural Review due

Week 5: Contextual Dimension

Discussion on McConnell &/or Shibley Book Review(s)

Welsh & Azusa Street Revivals

Wheaton College Revivals

Toronto Blessing

Brownsville Revival

McConnell Book Review due, or

Shibley Book Review due

Week 6: Functional Dimension

Discussion on Prayer Project

Baptism in the Holy Spirit

Filling of the Holy Spirit

Gifts of the Spirit

Course Evaluations

Prayer Project Paper due

Week 7: Closure

@ 655 W. Hawthorne Blvd., Wheaton

Discussion on Reflection Paper

Closure to the Course

Social

Reflection Paper due

Week 8: Final Examinations

Monday

Reading Day

There is no examination for this course.