Catalog Description: Practical theological foundation for the practice of evangelistic and discipleship leadership in the church. Includes content and communication of the gospel within cultural context at home and abroad.

Introduction
This course is at the very heart of preparation for ministry, because evangelism is near to the heart of God. Jesus declared that he came to seek and to save the lost (Luke 19:10). Our evangelistic witness is a reflection of our vital relationship with God. The Apostle Peter reminds us (I Peter 2:9), “you are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light.” Prior to his ascension, Jesus clarified his heart’s desire as he gave his unambiguous last will and testament to his church: the priority to win the lost, to make disciples through Spirit-empowered witness (Matthew 28:19-20; Acts 1:8).

Christian witness in the early church was spontaneous and contagious instead of strategic, a natural outflow of the love and passionate devotion to Jesus Christ that the believers shared in common. Their love for one another was shared, in turn, with their own surrounding communities, thus fulfilling the Lord’s “new commandment” (John 13:34-35). Gospel witness was both “taught” and “caught,” and “the Lord added to the church daily those who were being saved” (Acts 2:47).

Unfortunately, today the topic of evangelism in our own country often evokes dread rather than delight and guilt rather than gratefulness. Many seminarians and pastors confess that they feel woefully inadequate to lead God’s church in evangelistic witness and disciple-making. Some have never themselves led another person to saving faith in Jesus Christ. Others have engaged in personal witness, but are at a loss to know how to lead a church to become an intentional witness to their own community and to the world.

This course is designed to guide students to gain insight in the evangelistic mission and the practice of discipleship in the context of the local congregation. Beginning with a biblical and theological foundation, students experience the meaning of evangelism in their own lives.

EV 501 in Relation to the Seminary’s Mission Statement
This course addresses the Seminary’s Mission Statement as follows:

Mission Statement #1: Examining God’s Word regarding the meaning and practice of evangelism-discipleship.

Mission Statements #3 & #5: Learning to become skilled in the practice of evangelism-discipleship personally and to provide resources for the local church to be an effective evangelistic and disciple making presence in the larger community.

Mission Statements #4 & #6: Working toward growing maturity in evangelism-discipleship and leading the church toward maturity in evangelism-discipleship for redemptive influence in the world.

**EV 501 Objectives**

In this introductory course you will:

1. Exercise prayer personally and in groups for these aspects of your ministry.

2. Read some of the best current representative works in the field of evangelism-discipleship, to be followed by class discussion and constructive critique in order to become familiar with the lively debate among American evangelical scholars on how best to understand and to communicate the biblical gospel.

3. Articulate a theology of evangelism-discipleship that is faithful to Scripture in content and consistent with our larger historic evangelical heritage across the millennia.

4. Verbally communicate the gospel in language that is unambiguously clear to your own identified audience(s) without religious jargon, and express the gospel personally with appropriate vulnerability.

5. If you wish as an elective, compile an Evangelism-Discipleship Resource Notebook, as directed in class, that may be a future resource in your ministry.

6. If you wish as an elective, design an Evangelism Leadership Retreat, as directed in class, that may subsequently be conducted through your own local church.

**CLASS OVERVIEW & REQUIREMENTS**

**Due Dates for Individual Assignments as Indicated Below**

**Deadline for Submitting Final Work is Monday, May 6 (Registrar’s Deadline), 4:00pm at my office, Lower Library #119**

As you work this semester do not allow yourself to get behind each step of the way, you will discover the satisfaction of your learning in process and of the culmination of your learning at the end of the term.

**I. READING (40% of the Final Course Grade)**

The texts provide a practical foundation for leading an individual to become a true follower of the Lord Jesus Christ, and will prepare you for the praxis components of the class.

You will verify your reading of required texts on the Reading Report Sheet (*Appendix A*), and there is also opportunity for you to indicate optional extra credit reading of your own choice.

**Required Reading**

• Davis, John Jefferson, “Conversion Isn’t What It Needs To Be: Retrieving a Pre-Constantinian Model of Evangelism and Discipleship for Post-Christendom, Post-revivalist American Evangelical Churches.” Publication in process. [CAMS]


**QUizzes ON THE READING**

There will be quizzes on the books as assigned below (p. 7). If you read the books thoughtfully you should do well on the quizzes. Focus on definitions, on recalling major ideas, and on following authors’ arguments. Be prepared to give your own critiques, your own examples, and your own applications.

The first two reading assignments will not have quizzes [Schutz, “The Truncated Gospel…” and Davis, “Conversion Isn’t What It Needs To Be…”]. These papers will be the basis for conversation and constructive critique as guided in class, i.e. small group processing followed by total class participation. It will be evident during class discussion whether a student has thoroughly read the papers. Throughout the semester I will be attentive for participation in the discussion during class.

**II. REFLECTION-DISCUSSION PAPERS (40% of the Final Course Grade)**

As a prelude to the sharing of the papers students will become part of a:

- **Prayer Partnership in class** of 2 or 3 students who stay together during the term in order to (1) pray for one another and for “Loved Ones” (family/friends/neighbors you identify as needing to come to saving faith and Christian life), (2) prepare for and practice evangelism praxis exercises in class including your own Reflection-Discussion Papers and your Good News Presentation for sharing the gospel with a person who asks you how s/he can become a follower of the Lord Jesus Christ (see below).
Significant time is spent in class in the development of these papers to prepare you for your work outside of class. Each of the reflection-discussion papers requires your submitting your work to an “Editor” (family member, friend, someone in the community) who to the best of your knowledge is not a Christian, for their candid comments about your work. These respective papers may be submitted to the same Editor or to different individuals, as you wish.

Write each paper with an “audience of one” in mind, i.e. the individual with whom you will be sharing the paper. Keep foremost in your thinking his/her interests and needs.

For the reflection-discussion papers you provide (for me) a paragraph about the person to whom you will send the paper. In the appendix there is a guide for how to prepare this paper

- **Personal God Story, Including Conversion** is a true autobiographical story of how God evidently intervened in your life, and includes your own conversion story. It is okay if you do not have a specific day and date for your conversion per se. As we work on this assignment in class we will discover that each story is unique in the way God has drawn us to saving faith. Be “personal,” i.e. open and vulnerable. This is your “God Story” by virtue of God’s work in your life. (See Appendixes B₁ and B₂)

- **Sin & Evil – What Do These Have to Do with Me?** This question addresses arguably the greatest challenge in sharing the gospel with this generation. What are sin and evil? Who cares? (1) Introduce the topic so your Editor cares enough to listen and to engage in conversation with you. (2) First talk about yourself and be appropriately vulnerable to take pressure off your Editor while at the same time guiding him/her to reflect seriously on the topic. (3) Finally, gently and ask whether your Editor believes sin and evil are relevant to his/her own life and invite them to talk about it if they would be interested in doing so. (See Appendixes C₁ and C₂)

- **The Cross of Christ – Who Cares?** Does the death of the Lord Jesus Christ over 2,000 years ago have any relevance for our own day and age? any relevance for me personally? (1) Introduce the topic so your Editor cares enough to listen and to engage in conversation with you. (2) First talk about yourself and be appropriately vulnerable to take pressure off your Editor while at the same time guiding him/her to reflect seriously on the topic. (3) Finally, gently ask whether your Editor believes the cross of Christ is relevant to his/her own life and invite them to talk about it if they would be interested in doing so (See Appendixes D₁ and D₂)

- **Good News Presentation.** This paper is your own gospel presentation for a person who comes prepared by the Holy Spirit and asks you how s/he can become a follower of Jesus Christ. Your Editor will of course be informed that this is a class assignment written for someone who asks you how he/she may become a Christian and will help you by editing your work accordingly. (See Appendixes E₁ and E₂)

**GRADING SUMMARY**

All Work Due No Later than May 6, 4:00pm;

All grading, including final course grade, is based upon the grading scale given in the seminary Catalog: A+=4.0; A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0.0.
READING & EXAMINATIONS ON THE READING 40%

Quizzes 30%
Completion of all Reading 10%

REFLECTION PAPERS 40%

See above, “II” (pp. 3-4)

Because of the inherent praxis nature of this class, attendance at all class sessions is vital. Your student colleagues are depending upon you to “be there” for them (e.g., prayer partnership, in-class exercises, etc.), just as it will be important for you to rest in the confidence that they “are there” for you. Therefore, your attendance and participation, and your being in class are important.

FINAL EXAM 20%

EXTRA CREDIT Up to 5%

You may earn a total of up to 5% extra credit by completing an Evangelism Resource Notebook, up to 5% (Appendix G) and/or an Evangelism Leadership Retreat, up to 5% (Appendix H).

If you do not have a campus post office box, or you would prefer that I mail your work to your home, please provide self-addressed envelope(s) with correct postage. Make copies of all of your work or “Save” on your computer, since materials occasionally become lost.

Selected Bibliography

Homringhausen, Elmer G.  *Choose Ye This Day*.  Westminster, 1943.
# Class Schedule – Wed/Friday
Subject to Change if Necessary

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>January 30</td>
<td>(No Class)</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Articles by Schutz and Davis for discussion (No Quiz)</td>
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<tr>
<td>February 1</td>
<td>(No Class)</td>
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<td></td>
<td><strong>Read:</strong> Wells, <em>Turning to God</em> (Quiz on Feb. 7)</td>
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<tr>
<td>February 6</td>
<td>Introduction to the Course and to One Another. What is Evangelism?</td>
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<td></td>
<td><strong>Write:</strong> Preparation for “Personal God Story” Paper</td>
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<tr>
<td>February 8</td>
<td>What is the Grand Narrative of Salvation?</td>
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<td></td>
<td><strong>Quiz</strong> on Wells</td>
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<tr>
<td></td>
<td><strong>Share</strong> “Personal God Story” with two partners for evaluation</td>
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<td></td>
<td><strong>ReWrite</strong> paper for your Reader/Editor</td>
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<tr>
<td>February 13</td>
<td>What is the Grand Narrative of Salvation?</td>
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<tr>
<td>February 15</td>
<td>What Happens at Conversion?</td>
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<tr>
<td>(Reading Week – February 18-22)</td>
<td><strong>Read,</strong> Peace, <em>Holy Conversations</em> (Quiz Feb. 26)</td>
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<tr>
<td>February 27</td>
<td>The Process of Evangelism</td>
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<td><strong>Quiz</strong> on Peace</td>
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<td>March 1</td>
<td>The Process of Evangelism</td>
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<td></td>
<td>Preparation for “Sin &amp; Evil” Paper</td>
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<td></td>
<td><strong>Read:</strong> Everts and Schaup, <em>I Once Was Lost</em> (Quiz on March 5)</td>
</tr>
<tr>
<td>March 6</td>
<td>The Process of Evangelism</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz</strong> on Everts and Schaup</td>
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March 8 – The Process of Evangelism: Doubts and Struggles.

Share “Sin and Evil” paper with two partners for evaluation
ReWrite paper for your Reader/Editor

Read: Keller, The Prodigal God (Quiz, March 12)

March 13 – The Culture of Evangelism

Quiz on Keller

March 15 – The Culture of Evangelism

Read: Hunter, The Celtic Way of Evangelism (Quiz March 19)

March 20 – Cross Cultural Context

Quiz on Hunter

March 22 – Cross Cultural Context

Preparation for “The Cross of Christ” paper

March 25-29 (Reading Week)

Read: DeYoung and Kluck, Why We’re Not Emergent

April 3 – The Local Congregation as a Habitat for Evangelism

Share “Cross of Christ” paper with two partners for evaluation
ReWrite paper for your Reader/Editor

April 5 – The Local Congregation as a Habitat for Evangelism

April 10 – Understanding the Place of the Pastor in Leading Change

Preparation for “Good News Presentation

April 12 – Understanding the Place of the Pastor in Leading Change

Read: Ogden, Discipleship Essentials (Quiz April 18)

April 17 – The Call to Discipleship

Share “Good News” presentation with two partners for evaluation
ReWrite for your editor/reader
April 19 - Discipleship and Disciple-making

**Quiz** on Ogden
Read: Idleman, *Not a Fan*

April 24 – A Culture of Discipleship

April 26 – Obstacles to Discipleship

**Quiz** on Idleman

May 1 – Class Review

May 3 – Final Exam

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**APPENDICES FOR CLASS HOMEWORK ASSIGNMENTS**

Appendix A  Reading Report Sheet

Appendix B  A Personal God Story – Group Review
Appendix B₂  A Personal God Story – Final Evaluation & Grading

Appendix C₁  Sin & Evil – What Do These Have to Do With Me? – Group Review
Appendix C₂  Sin & Evil – What Do These Have to Do With Me? – Final Eval. & Grdg

Appendix D₁  The Cross of Christ – Who Cares? – Group Review
Appendix D₂  The Cross of Christ – Who Cares? – Final Evaluation & Grading

Appendix E₁  Good News Presentation – Group Review
Appendix E₂  Good News Presentation – Final Evaluation & Grading

**EXTRA CREDIT APPENDICES**

Appendix F  Evangelism Resource Notebook

Appendix G  Evangelism Leadership Retreat

**SUPPLEMENTARY APPENDICES**

Appendix H  A Recommended Outline for Your Own Class through Your Church

Appendix I  Resource: Avenues for Evangelism
**APPENDIX A**

**READING REPORT SHEET – Tuesday/Thursday Section**

**REQUIRED READING:**

<table>
<thead>
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<th># OF PAGES</th>
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<tr>
<td>2. Davis, “Conversion Isn’t What It Needs to Be…” (46pp.)</td>
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<tr>
<td>3. Wells, <em>Turning to God</em> (189pp)</td>
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<tr>
<td>7. Everts and Schaupp, <em>I Once Was Blind</em> (134)</td>
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<tr>
<td>8. Ogden, <em>Discipleship Essentials</em> (232pp)</td>
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<td></td>
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<tr>
<td>9. Idleman, <em>Not a Fan…</em> (224pp.)</td>
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</table>

TOTAL PAGES READ…………………….. ____ pp.

% OF REQUIRED READING _____%

**ADDITIONAL READING COMPLETED:**

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</table>

TOTAL ADDITIONAL PAGES READ: ________p
APPENDIX B₁ – GROUP REVIEW

A PERSONAL GOD STORY – PRELIMINARY APPROVAL

1. Is your work interesting / attention-getting for the listener?

   ____ Develop your LEAD SENTENCE [LEAD QUESTION] to be OF MORE INTEREST TO THE LISTENER. Introduce your story in a way that can RELATE TO THEM. (e.g., “Have you ever wondered…?” e.g., “What would you say to someone who…?”)

   ____ INTRODUCE YOUR PRIMARY THEME(S) more evidently. (e.g., loneliness, or fear, or boredom, or doubt, or rejection, or…IN YOUR OWN WORDS AND WITH YOUR OWN EXPRESSIONS.)

   ____ CARRY THROUGH WITH YOUR PRIMARY THEME(S) FROM BEGINNING TO END. There should be a thread from the first paragraph to the last.

   ____ Transition (segue) from one paragraph to the next.

   ____ Reduce the length without taking from the substance.

2. Is your work inviting the listener to dialog?

   ____ Write in a way so that the listener will want to have conversation with you. Your invitation may be direct, or you may be indirect but with an inviting style.

3. Is your God Story free of jargon meaningless to the listener?

   ____ All “religious” or “Christianese” words or phrases are circled. Either eliminate them and replace with meaningful alternatives, or define/explain/illustrate them.

BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information:
APPENDIX B_2 – COVER SHEET

A PERSONAL GOD STORY – FINAL EVALUATION & GRADING

(NOTE: Please submit each Appendix B_1—Cover Sheet & Appendix B_2—Cover Sheet when you hand in this work.)

Find a volunteer Editor:
(a) Get the permission of at least one person who to the best of your knowledge is not a Christian to help you with this “seminary” assignment [explain you are training to be a Christian pastor].
(b) Tell them the purpose of the assignment is to share a story of a time in your life when God was very real to you.
(c) Give them a copy of your written work, and as you read together ask them to identify any areas that may be unclear to them, and to help you express more clearly what you want to say.
(d) Ask them if they want to share a time in their life when God was very real to them.

For this FINAL EVALUATION & GRADING, hand in to me (1) Appendix B_1—Cover Sheet, (2) Appendix B_2—Cover Sheet, (3) the work you submitted to your Editor with Editor’s comments to you, (4) your final revised paper that takes into consideration your Editor’s comments.

If your Editor has no comments, you will of course submit only one document. Clearly indicate for each document at the top of the page, “Before Editor’s Comments” or “After Editor’s Comments” or “No Comments from Editor”.

Give the person’s name who is assisting you: _____________________________________________

NOTE: If you wish to improve your work, you may do so and hand in the original as well as the subsequent drafts, up to the last day of class meeting but not beyond the last day of class. I will evaluate and grade each draft separately, and only the highest mark will be calculated in your final grade.

At the end of the term, you will resubmit all assignments handed in during the term.
SIN & EVIL – WHAT DO THESE HAVE TO DO WITH ME? – GROUP REVIEW

1. Is your work **interesting** / attention-getting for the listener?
   ___ Develop your writing in the **LEAD SENTENCE** to be **OF MORE INTEREST TO THE LISTENER**.
   ___ Develop your writing in the **LEAD PARAGRAPH** to be **OF MORE INTEREST TO THE LISTENER**.
   ___ Transition (segue) from one paragraph to the next.
   ___ Reduce the length without taking from the substance.

2. Is your work **inviting** the listener to dialog about the topic?
   ___ *Talk about yourself* and be appropriately vulnerable, to take pressure off your Listener.
   ___ Write in a way so that your Listener will want to have conversation with you.
   ___ Gently and diplomatically ask whether your Editor believes sin and evil are relevant to his/her own life and ask them if they would be willing to talk about it.
   ___ Ask reflective questions which are poignant and compellingly interesting.

3. Is your God Story **free of jargon** meaningless to the listener?
   ___ I have circled all “religious” or “Christianese” words or phrases. Either eliminate them and replace with meaningful alternatives, or define/explain/illustrate them.

BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information:
APPENDIX C₂ – COVER SHEET

SIN & EVIL – WHAT DO THESE HAVE TO DO WITH ME?– FINAL EVALUATION & GRADING

Tuesday/Thursday SECTION

Find a volunteer Editor:

(a) Get the permission of at least one person who to the best of your knowledge is not a Christian to help you with this “seminary” assignment [explain you are training to be a Christian pastor]. Note: This may be the same or a different person from the one with whom you give any of your other work.

(b) Following the presentation, ask them specifically to make any recommendations for you to improve upon how you could introduce this topic and have meaningful conversation with others in the future.

For this FINAL EVALUATION & GRADING, hand in to me (1) Appendix C₁—Cover Sheet, (2) Appendix C₂—Cover Sheet, (3) the work you submitted to your Editor with Editor’s comments to you, (4) your final revised paper that takes into consideration your Editor’s comments.

If your Editor has no comments, you will of course submit only one document. Clearly indicate for each document at the top of the page, “Before Editor’s Comments” or “After Editor’s Comments” or “No Comments from Editor”.

Give the person’s name who is assisting you: ________________________________

At the end of the term, you will resubmit all assignments handed in during the term.
APPENDIX D1 – COVER SHEET

THE CROSS OF CHRIST – WHO CARES? – GROUP REVIEW

NOTE: If you need to improve and resubmit your work, please attend to any items that may be checked below. [If not checked, the item does not pertain to your work]. EVERY TIME YOU SUBMIT YOUR PAPER, INCLUDE THIS SAME EVALUATION SHEET IN YOUR RE-SUBMISSION.

1. Is your work interesting / attention-getting for the listener?
   ____ Develop your writing in the LEAD SENTENCE to be OF MORE INTEREST TO THE LISTENER.
   ____ Develop your writing in the LEAD PARAGRAPH to be OF MORE INTEREST TO THE LISTENER.
   ____ Transition (segue) from one paragraph to the next.
   ____ Reduce the length without taking from the substance.

2. Is your work inviting the listener to dialog about the topic?
   ____ Talk about yourself and be appropriately vulnerable, to take pressure off your Listener.
   ____ Write in a way so that your Listener will want to have conversation with you.
   ____ Finally, gently and diplomatically ask whether your Editor believes sin and evil are relevant to his/her own life and ask them if they would be willing to talk about it.
   ____ Ask reflective questions which are poignant and compellingly interesting.

3. Is your God Story free of jargon meaningless to the listener?
   ____ I have circled all “religious” or “Christianese” words or phrases. Either eliminate them and replace with meaningful alternatives, or define/explain/illustrate them.

BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information:
APPENDIX D₂ – COVER SHEET

THE CROSS OF CHRIST – WHO CARES? – FINAL EVALUATION & GRADING

Find a volunteer Editor:

(a) Get the permission of at least one person who to the best of your knowledge is not a Christian to help you with this “seminary” assignment [explain you are training to be a Christian pastor]. Note: This may be a different person from the one with whom you give any of your other work.

(b) Following the presentation, ask them specifically to make any recommendations for you to improve upon how you could introduce this topic and have meaningful conversation with others in the future.

For this FINAL EVALUATION & GRADING, hand in to me (1) Appendix C₁—Cover Sheet, (2) Appendix C₂—Cover Sheet, (3) the work you submitted to your Editor with Editor’s comments to you, (4) your final revised paper that takes into consideration your Editor’s comments.

If your Editor has no comments, you will of course submit only one document. Clearly indicate for each document at the top of the page, “Before Editor’s Comments” or “After Editor’s Comments” or “No Comments from Editor”.

I cannot grade your paper until your work has been edited. Please see me if you need help on this assignment. Work without the above “editor” will not be graded, and will result in an “F” for the assignment. YOU MUST RECEIVE A PASSING LETTER GRADE TO PASS THE CLASS.

Give the person’s name who is assisting you: _____________________________________________

At the end of the term, you will resubmit all assignments handed in during the term.
1. Is your presentation **interesting** / attention-getting for the listener?

2. Is your presentation **free of jargon** meaningless to the listener?
   - A. All items circled need to be explained and/or used with more common synonyms and/or illustrated with words or pictures.
   - B. You present theological concepts too rapidly for the naïve hearer to understand. Take more time to develop these concepts simply and step by step.

3. Are the **necessary elements** of the Good News presented **accurately & logically**?
   - A. You need to develop sin and/or repentance more adequately.
   - B. You need to develop a clear and understandable presentation of the atonement.
   - C. You need to mention Jesus’ resurrection and its significance.
   - D. Other: __________________________________________________________

4. Are there adequate questions for you to **discern if the listener understands** the meaning of what you are saying?
   - A. You need to ask questions explicitly.
   - B. Ask questions that help you determine if the listener understands what you are saying.
   - C. Change your questions from being close-ended (“yes/no”) answers to open-ended.

5. Do you give a clear personal invitation to the person to become a follower of Jesus Christ?
   - Note: You may use your own prayerful discretion to omit this section from your Editor's draft but you need to include it in your final submission to me.
   - A. You are missing simple steps.
   - B. You need unambiguous definition/illustration.
   - C. You need sensitive questioning.
   - D. You need a sample “prayer of faith”
   - E. You need initial guidance for “beginning discipleship” or first steps in following Jesus.
   - F. You may have omitted this section from your Editor’s draft if you believe it might be detrimental to them at this point, but you needed to include it in your submission to me.

BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information:
APPENDIX E₂ – COVER SHEET

GOOD NEWS PRESENTATION– FINAL EVALUATION AND GRADING

Find a volunteer Editor:
(a) Get the permission of at least one person who to the best of your knowledge is not a Christian to help you with this “seminary” assignment [explain you are training to be a Christian pastor]. Note: This may be a different person from the one with whom you gave your Testimony #1.
(b) Tell them the purpose of the assignment is to share a story of a time in your life when God was very real to you, and how you began to become a follower of Jesus.
(c) Give them a copy of your written work, and as you read together ask them to identify any areas that may be unclear to them, and to help you express more clearly what you want to say.
(d) Ask them if they want to share a time in their life when God was very real to them.

For this FINAL EVALUATION & GRADING, hand in to me (1) Appendix E₁—Cover Sheet, (2) Appendix E₂—Cover Sheet, (3) the work you submitted to your Editor with editor’s comments to you, (4) your final revised paper that takes into consideration your Editor’s comments.

If your Editor has no comments, you will of course submit only one document. Clearly indicate for each document at the top of the page, “Before Editor’s Comments” or “After Editor’s Comments” or “No Comments from Editor”.

Give the person’s name who is assisting you: ________________________________

NOTE: If you wish to improve your work, you may do so and hand in the original as well as the subsequent drafts, up to the last day of class meeting but not beyond the last day of class. I will evaluate and grade each draft separately, and only the highest mark will be calculated in your final grade.

At the end of the term, you will resubmit all assignments handed in during the term.
APPENDIX F: POSSIBLE EXTRA CREDIT
EVANGELISM RESOURCE NOTEBOOK

Assemble an evangelism/disciple-making resource notebook for your future ministry of preaching, teaching, or other leadership opportunities in the church.

Divide this “working notebook” into your own functional categories that you anticipate will be helpful to you in the ministry to which God has called you. It is recommended you save your work on your computer as well as hard copy. However, submit to me only your hard copy—do not give me your DVD, flash drive, or other electronic memory device.

REQUIRED CONTENT:

- A minimum of at least 25 different possible resources (e.g., “handouts”). These resources may but need not be original, but cite authors of material not written by you, or indicate “author unknown”.

- You may include as many handouts from class in your notebook that you find useful. However, the notebook needs to contain at least 15 resources beyond what you receive in class.

- Attach a cover sheet that makes clear your functional categories, and under each category the individual resources (“handouts”) in your current notebook [of course you will add to these in the future]. Place an asterisk next to those that you have contributed, i.e. in addition to those distributed in class.
APPENDIX G: POSSIBLE EXTRA CREDIT
EVANGELISM LEADERSHIP RETREAT

This assignment is an opportunity for you to consolidate your learning in this course and to prepare useful materials to guide a church toward healthy biblical evangelism and disciple-making. Do not complete this work as a mere academic assignment but rather prepare with the intention of carrying it out.

Begin by identifying an actual church and then describe the church in terms of its present understanding and practice of evangelism (1-2pp. single spaced, double spacing between paragraphs). Assume that the senior pastor invites you to conduct a weekend retreat for the staff and lay leadership for the purpose of generating interest and support for church-wide evangelism as an ongoing part of the life of the church family.

Give a detailed outline/summary of the retreat schedule, and of your written notes, handouts, practice exercises, etc., for this retreat (10+ pp. single spaced, double spacing between paragraphs). Do not simply lecture to the participants, but make this a praxis retreat with (1) substance, including mini-lectures if you wish or other forms of good content, and (2) productive discussion and other forms of active participation. The goal is toward putting into practice back home in the church what you are learning together during the retreat.

Your potential resources for putting together the retreat include course readings, lecture/discussions, evangelism exercises in class, praxis exercises outside of class, and your own personal background up to the present time.

Remember your audience, and be helpful! If possible, after EV 501 is completed actually carry out the retreat with your church!

Be sure to incorporate prayer s the key to knowing God’s heart and to realizing his purpose and power as he advances his Kingdom through you.

It is okay to work on the evangelism retreat with others in the church including the pastor and/or other church leaders, or with fellow students, as long as you (1) give credit by indicating the others’ names and a brief description of their overall contributions, and (2) do the final write-up yourself.

God bless you, and have fun!
APPENDIX H: RESOURCE FOR YOUR FILES
A RECOMMENDED OUTLINE FOR YOUR OWN CLASS THROUGH YOUR CHURCH

Note: Prayer-Partnerships in Class and Out are Vital & Necessary to All that Follows.

I. PREFACE: CHALLENGE

A. Why share the Good News? (Biblical Foundations)
B. What is Our Heritage for Sharing the Good News? (Historical/Theological Foundations)
C. Who Am I to Share the Good News? (Personal Issues)
   1. Knowing You are a Christian.
   2. Walking with God / Living a Holy Life.
   3. Overcoming Fears and Prejudices.

II. PREPARATION FOR SHARING THE GOOD NEWS

A. Content of the Good News
   1. Defining the Gospel (“Good News”).
   2. Defining Evangelism.

B. Communication of the Good News:
      a. Searching Prayer (Individual & Corporate).
      b. Demographic and Other Forms of Research.
   4. Methods of Evangelism [All = Relational, Conversational]
      a. Initiatory Evangelism.
      b. Friendship Evangelism
   5. Preparing Your Personal Testimony.
   6. Preparing to Address Questions and to Deal with Obstructions.

C. Communication of the Good News: Practice
   (A Sequence for Authentic Witnessing: for either Initiatory Evangelism or for Longer Term Friendship Evangelism)
   1. Pray for “Divine Appointments”
   2. Establish Rapport / Build Dialog.
   3. Give Personal Testimony,
   4. Ask Permission and then Inquire about Salvation (Dialog).
   5. Ask Permission and then Share the Gospel (Dialog).
   7. Guide the Convert into Beginning Discipleship. (Personal Follow-Up – See Below)
   8. Guide the Convert into Maturing Discipleship in the Church. (Corporate Follow-Up – See Below)

D. Consolidation of the Good News
   1. **Beginning Discipleship** Personal Follow-Up (Beginning Christian Life, & Church Introduction)
      a. Instruction (Content/Practice)
      b. Mentoring Relationship(s)
   2. **Maturing Discipleship** Corporate Follow-Up (Becoming a Body Member: Church Assimilation)
      a. **Instruction and Nurture** -- Dynamic Interaction of:
         (1) Corporate Learning: “Glue” of the Word (Preaching and Teaching)
         (2) Corporate Acceptance: “Glue” of Personal Relationships (Individual/Small Groups)
         (3) Corporate Belonging: “Glue” of Working Relationships (Ministering Together)
      b. **Worship and Service** -- Dynamic Interaction of:
         (1) Body-Life Gathered (The Church as God’s Community)
         (2) Body-Life Scattered (God’s Community Penetrating the Larger Community)
      c. **Spiritual Reproduction** -- Ongoing Process of Evangelism and Disciple-Making

III. PRACTICE IN SHARING THE GOOD NEWS

[Simulation in Class, & Actual Experience in the Church & in the Students’ Own Social “Worlds”]
APPENDIX I: RESOURCE FOR YOUR FILES
AVENUES FOR EVANGELISM (SOME BEGINNING IDEAS)

CONCERNING YOUR AUDIENCE:
ASK FIRST -- "WHAT IS THEIR PASSION?"
THEN -- THE TASK DEFINES ITSELF

- Small Group Evangelistic Bible Studies
- Special Event Evangelism (e.g., “Personality Figure” with Testimony, followed by Gospel Invitation)
- Education Evangelism (e.g., Parenting Skills; Family Communication; Art Lessons)
- Dialog Evangelism (e.g., with individual(s) of a different religion, or from a cult)
- “Servant Evangelism”
- Visitation Evangelism (Home Visits—Church Visitor Follow-Up; Hospitals; Prisons; Nursing Homes)
- Tutoring, ESL
- Authentic Surveys, Focus Groups
- Inner City Evangelism (e.g., Food for the Hungry; Habitat for Humanity)
- Music Evangelism
- Coffee House
- Campus Ministry (e.g., 1 Day Workshop—Putting Jesus' Principles to Work for Successful Studying)
- Teach Evangelism to Members of a Local Church, including OJT (On the Job Training)
- International Students
- Media Usage / Media Production
- Drama Usage / Drama Production
- Team Sports (Any Age; Like Gender, or Gender Specific)
- Hiking / Nature / Conservation
- Health (e.g, Smoking Cessation Workshops; Drug Education; Aerobics Class; Weight Loss)
- “Spirituality”: Meditation, etc. [Don’t let “New Age” frighten you away from taking back the turf and presenting the Truth]
- Children’s Event (Carnival; Story Telling; etc.)
- Youth Event (e.g., Christian Rock Concert with local talent, etc.)

As feasible for any of the above, get free publicity (e.g. local newspaper) and invite the larger community to participate.

Other Ideas