Catalog Description: Practical theological foundation for the practice of evangelistic and discipleship leadership in the church. This course will examine both the content and communication of the gospel within various cultural contexts.

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 701 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 701 Objectives**

In this introductory course you will:

1. 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 Evangelical scholars on how best to understand and to communicate the biblical gospel.

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

3. 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.

4. Gain skill in understanding the context for implementing plans of evangelism and discipleship in the local church.

**CLASS OVERVIEW & REQUIREMENTS**

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

**Deadline for Submitting Final Work is Tuesday, December 16 (Registrar’s Deadline), 4:00pm**

**Graduating Seniors, Friday, December 5**

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** *(30% 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.

Further, each student will write an annotated bibliography for each work read, first describing the central thesis of the book, followed by a critical analysis of what in this book was helpful in crafting your ministry. Though there are more than 2000 pages are on the list – you are to pick 2000 to read.

There is an option of doing the reading in pairs within the class. This option would require each student to be responsible for only 1250 pages of reading, but it would add a weekly discussion of the books in pairs. Then you would jointly write the annotated bibliography together noting differences in how you found each particular book to be helpful. That would necessitate also deciding which books you both read, and which books one or the other would read. December graduates should likely be paired with other December graduates if you take this option. This is to promote the practice of being in reading groups as local pastors. You will never be able to read
everything in life – but with partners you can cover more ground. The risk of this approach is that you will receive the same grade because the project is jointly done. The first half of the bibliography will be turned in on October 28, 2014. The rest is due by the last day to turn in written work, December 16, 2014 (4 p.m.)

Required Reading

Books


II. REFLECTION-DISCUSSION PAPERS (30% of the Final Course Grade)

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, or even multiple editors, 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 (Appendix B)

1) **Personal God Story.** This 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 date 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.

2) **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 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.

3) **What Does Christmas Mean?** The culture tries to tell us what Christmas and Easter mean. But explain to your reader why the incarnation happened. Focus on the fullness of this event and in language that connects to your reader. What did the Incarnation accomplish? Help the reader think through your own growth in understanding this central Christian festival.

4) **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? 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. A hint of how to receive Christ would be helpful at the end.

**GRADING SUMMARY**

All Work Due No Later than December 16, 2014, 4:00pm; Seniors Due December 5, 4 p.m.

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.

**Point Scale:** 98 - 100 A+; 94 - 97 A; 91 - 93 A-; 88 - 90 B+; 84 - 87 B; 81 - 83 B-; 78 - 80 C+; 74 - 77 C; 71 - 73 C-; 68 - 70 D+; 64 - 67 D; 61 - 63 D-; below 60 F.

**READING**

Annotated Bibliography 20%
Reading Report Completion (Appendix A) 5%
FOUR REFLECTION PAPERS  30%

ATTENDANCE  5%

FINAL EXAM  40%

EXTRA CREDIT  Up to 5%

You may earn a total of up to 5% extra credit by completing a Mentored Ministry Project, up to 5% (Appendix C) and/or an Evangelism Leadership Retreat, up to 5% (Appendix D).

Note Well: Make copies of all of your work or “Save” on your computer since materials occasionally become lost.
Class Schedule – Tues/Thursday, 9:35-11
Subject to Change if Necessary

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sept. 9</td>
<td>Introduction to the Course and to One Another.</td>
</tr>
<tr>
<td></td>
<td>Begin: Chilcote and Warner</td>
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<td></td>
<td>Begin: Keller, Center Church</td>
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<tr>
<td>Sept. 11</td>
<td>What is Evangelism?</td>
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<tr>
<td></td>
<td><strong>Continue Reading:</strong> Chilcote and Warner</td>
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<tr>
<td></td>
<td><strong>Write:</strong> “Personal God Story” Paper</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>What is Evangelism?</td>
</tr>
</tbody>
</table>
|           | **Share in Class:** “Personal God Story” with two partners for evaluation
|           | **ReWrite** paper for your Reader/Editor                |
|           | **Read:** Keller, Center Church                         |
| Sept. 18  | How Did Christianity Spread?                           |
|           | **Continue:** Keller, Center Church                     |
| Sept. 23  | How Did Christianity Spread?                           |
|           | **Read:** Choung, True Story                           |
| Sept. 25  | What is the Grand Narrative of Salvation – Part 1?      |
|           | **Continue Reading:** Choung,                          |
|           | **Begin Reading:** Lewis (Looking for metaphor and similes) |
|           | **Preparation** for “Sin & Evil” Paper                 |
| Sept. 30  | What is the Grand Narrative of Salvation – Part 2?      |
|           | **Share in Class:** “Sin and Evil” with two partners for evaluation
|           | **ReWrite** paper for your Reader/Editor                |
| Oct. 3    | What is the Grand Narrative of Salvation – Part 3?      |
|           | **Read:** Peace, Holy Conversations                    |
|           | **Write:** Begin writing the paper on “Christmas”       |
Oct. 7 - The Process of Evangelism

Read: Wells, Turning to God

Oct. 9 - The Process of Evangelism

(Reading Week - Oct. 13-17, 2014)

Read: Lewis

Oct. 21 - The Process of Evangelism: Doubts and Struggles

Read: Hirsch and Ferguson, On The Verge

Oct. 23 - Creating a Culture of Evangelism

Write: Begin your “Cross of Christ” paper
Write: First Half of Annotated Bibliography

Oct. 28 - Creating a Culture of Evangelism

Turn in Early Bibliography
Share “Cross of Christ” paper with group
ReWrite paper for your Reader/Editor

Oct. 30 - Creating a Culture of Evangelism

Read: Keller, City Church

Nov. 4 - Cross-Cultural Context

Read: Begin reading Ogden, Discipleship Essentials

Nov. 6 - Building the Model of Discipleship

Turn In: Final copies of first 4 papers

(Reading Week, November 10-14, 2014)

Read: Begin reading Pope, Insourcing

Nov. 18 - Discipleship and Disciple-making

Continue Reading: Ogden and Pope

Nov. 20 - Discipleship and Disciple-making
Nov. 25 - Obstacles to Discipleship

Dec. 2 - Obstacles to Discipleship

Dec. 4 - Review

Dec. 9 and 11 – Exam Week

**APPENDICES FOR CLASS HOMEWORK ASSIGNMENTS**

Appendix A  Reading Report Sheet

Appendix B  Guide of Papers – Group Review

**EXTRA CREDIT APPENDICES**

Appendix C  Evangelism Resource Notebook

Appendix D  Evangelism Leadership Retreat
APPENDIX A
READING REPORT SHEET

REQUIRED READING:

READ: # OF PAGES

(cite # pp.)              "All" (check) Partial

1. Chilcote, Paul W. and Laceye C. Warner, eds. The Study of Evangelism (200 pp.)   ________  ________
2. Keller, Center Church (382 pp)                              ________  ________
4. Choung, James, True Story (213pp.)                                      ________  ________
5. Wells, Turning to God (189pp.)                                               ________  ________
6. Peace, Holy Conversation (127pp.)                                           ________  ________
7. Hirsch and Ferguson, On the Verge (348pp)                                    ________  ________
8. C.S. Lewis, Mere Christianity (175pp.)                                 ________  ________
9. Ogden, Discipleship Essentials (232pp.)                                 ________  ________
10. Pope, Insourcing: Bringing Discipleship Back to the Local Church (199pp)      ________  ________

TOTAL PAGES READ…………………. (out of 2000 or 1250 pp).

% OF REQUIRED READING ______% 

ADDITIONAL READING COMPLETED:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Copyright Date</th>
<th># Pages</th>
</tr>
</thead>
</table>

Read:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

TOTAL ADDITIONAL PAGES READ: _______ p

Name_________________________ P.O. Box #____ E-Mail________________ Paper # ___________
APPENDIX B – GROUP REVIEW

Sharing Papers – 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 C: POSSIBLE EXTRA CREDIT
MENTORED MINISTRY PROJECT

For those in a Mentored Ministry context, ask your mentor if you could conduct an evangelism or discipleship project this fall in the local church using some of what you might be learning in class. Speak with me directly, and early in the semester about potential projects here.

APPENDIX D: 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 701 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!