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 one 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 described 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 more spontaneous and contagious than 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. Many 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. Knowing personal evangelism and discipleship is vital, but also knowing how to lead these visions in a local congregation is a large calling.

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 22 (Registrar’s Deadline), 4:00pm
Graduating Seniors, Friday, December 11 (4 p.m.)

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 the ministry of evangelism and discipleship in a local church. My desire is to entice you to a life-long love of reading in these fields

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. There are more than 1700 pages are on the list.

There is an option of doing the reading in pairs within the class. This option would require each student to be responsible for only 1000 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 bibliogra phy will be turned in on October 20, 2015. The rest is due by the last day to turn in written work, December 22 2015 (4 p.m.) May graduates due on December 11, 2015 (4 p.m.)

**Required Reading**

**Books**


**Alternate Reading List**


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) **What Has Gone Wrong?** – This question addresses arguably the greatest challenge in sharing the gospel with this generation, for it involves the doctrine of the Fall and Sin and Evil. 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 and Resurrection of Christ – Who Cares?** Do the death and resurrection 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. Then *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. 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.

**GRADING SUMMARY**
All Work Due No Later than December 22, 2015, 4:00pm;  
Seniors Due December 11, 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/PARTICIPATION** 5%

**FINAL EXAM** 40%
**Note Well:** Make copies of all of your work or “Save” on your computer since materials occasionally become lost.

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**Class Schedule – Tuesday (2-5)**  
Subject to Change if Necessary

<table>
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<th>Date</th>
<th>Topic</th>
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| September 15, 2015    | - Introduction to the Course and to One Another.  
                        |   - What is Evangelism?                                               |
|                       | **Begin:** Chilcote and Warner  
                        | **Begin:** Keller, Center Church                                      |
|                       | **Write:** “Personal God Story” Paper (due Sept. 22)                 |
| September 22, 2015    | - How Did Christianity Spread?                                       |
|                       | **Share in Class** - “Personal God Story” with two partners for evaluation  
                        | **ReWrite** paper for your Reader/Editor                             |
|                       | **Read:** Keller, Center Church                                       |
| September 29, 2015    | - What is the Grand Narrative of Salvation?                          |
|                       | **Read:** Peace, Holy Conversations                                  |
|                       | **Begin Reading:** Lewis (Looking for metaphor and similes)          |
|                       | **Write:** “What Went Wrong?” Paper (Due: October 6)                 |
| October 6, 2015       | - Review the Grand Narrative and Sharing the Story                    |
|                       | **Share in Class** - “What Went Wrong?” with two partners for evaluation  
                        | **ReWrite** paper for your Reader/Editor                             |
| October 13, 2015      | - **1st Reading Week**                                               |
|                       | **Write:** First half of Annotated Bibliography (Due Oct. 20)         |
| October 20, 2015      | - The Process of Evangelism                                           |
|                       | **Read:** Wells, *Turning to God*                                     |
Read: Lewis
Write: “Christmas” paper (Due Oct. 27)
Turn In: First Half of Annotated Bibliography

October 27, 2015 - The Process of Evangelism: Doubts and Struggles
Guest Speaker: Dick Peace
“Christmas” papers with two partners
Teaching this to a Congregation

Share in Class – “Christmas” papers
ReWrite paper for your Reader/Editor

Write: “Why Cross and Resurrection?” paper (Due: November 3)

November 3, 2015 - Creating a Congregational Culture of Evangelism
Leadership Issues in Leading Change
Understanding Cross-Cultural Contexts Nearby

Share in Class “Why Cross/Resurrection?” papers

November 10, 2015 – 2nd Reading Week

Read: Keller, City Church
Read: Begin reading Ogden, Discipleship Essentials

November 17, 2015 - Building the Model of Discipleship in the Local Church

Turn In: Final copies of first 4 papers
Read: Begin reading Pope, Insourcing

November 24, 2015 - Discipleship and Disciple-Making in the Local Church

Continue Reading: Ogden and Pope and Hirsch

December 1, 2015 – Discipleship and Disciple-Making – Creating a Culture

December 8, 2015 - Obstacles to Discipleship

December 15, 2015 – Exam Week
APPENDIX A
READING REPORT SHEET

REQUIRED READING:

<table>
<thead>
<tr>
<th>READ</th>
<th># OF PAGES</th>
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   - “All” (check) ______
   - Partial ______

2. Keller, *Center Church* (382 pp)
   - ______

3. Wells, *Turning to God* (189 pp.)
   - ______

   - ______

5. Lewis, C.S. *Mere Christianity* (175 pp.)
   - ______

6. Ogden, *Discipleship Essentials* (232 pp.)
   - ______

7. Pope, *Insourcing: Bringing Discipleship Back to the Local Church* (199 pp)
   - ______

   - ______

TOTAL PAGES READ …………………… (out of 1744 or 1000 pp).

% OF REQUIRED READING ______% 

ADDITIONAL/ALTERNATIVE READING COMPLETED:

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

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

TOTAL ADDITIONAL PAGES READ: _______ p
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…I N 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.

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BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information: