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 (1 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 20 (Registrar’s Deadline), 4:00pm**

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.

1. **READING** (25% 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.

   The final exam will include material from the reading. Some of this material will be discussed in class while other parts will not be discussed in class. To prepare for the final, students should highlight, annotate, and otherwise take notes as they complete the reading throughout the semester.

### Required Reading

1. **BOOKS**


II. REFLECTION-DISCUSSION PAPERS (20% of the Final Course Grade)

Time will be 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.
III. CHURCH STUDY/PRESENTATION (25% of the Final Course Grade)
Students will be broken up into groups of 3-4 by the professor by the end of the first week. Each group will choose a local Boston-area church (from the approved list) which they will study (see Appendix C for details). The focus of the study is each church’s approach to evangelism and discipleship. The fruit of the study will be presented in the format of a written brief and each group will do a 20 min presentation for the class followed by a Q&A time.

The brief will be copied by the group and passed out to the class as part of the presentation. The presentation should be a reading of the brief but summarization, reflection, and conclusions about the church and its model of evangelism/discipleship. Use of media, visuals, other materials, video, interpretive dance, etc. is encouraged (ok, so not interpretive dance). Each student in the group should participate in the presentation.

IV. ATTENDANCE/PARTICIPATION (5% of the Final Course Grade)
Much of the class will be interactive. Students are expected to be present, on-time, attentive and engaged in each lecture/discussion/conversation.

V. FINAL EXAM (40% of the Final Grade)
The final exam will contain both objective questions and short-answer/essay questions based on the class lectures, reading, and assignments. Students would be wise to take good notes throughout the semester and take notes on the required reading. Being diligent throughout the semester will make studying for the final much more efficient and fruitful when the time comes.

GRADING SUMMARY
All Work Due No Later than December 20
(Graduating seniors should be aware of their earlier due date)

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.

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<thead>
<tr>
<th>COMPONENT</th>
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<tr>
<td>READING REPORT (APPENDIX A)</td>
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<tr>
<td>TWO REFLECTION PAPERS</td>
<td>20%</td>
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<tr>
<td>CHURCH STUDY/PRESENTATION</td>
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<tr>
<td>ATTENDANCE/PARTICIPATION</td>
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<tr>
<td>FINAL EXAM</td>
<td>40%</td>
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<tr>
<td>*EXTRA CREDIT (see Appendix D)</td>
<td>Up to 5%</td>
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Note Well: Make copies of all of your work or “Save” on your computer since materials occasionally become lost.

Warning on Plagiarism
Helpful guidelines on plagiarism can be found on the Indiana University website listed below. The Gordon-Conwell faculty has officially recognized this document. It provides very helpful tools to guide you as you prepare your papers/exams. In order to save paper, we’ve provided you with the website address: http://www.indiana.edu/~wts/wts/plagiarism.html. Please consider this material carefully.

Internet Usage
Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

Class Schedule – Tuesdays/Thursdays (8:00-9:25am & 9:30-10:55am)

Date/Topic/Assignments (Subject to Change as Necessary)

Week 1 - September 13 & 15, 2016
  Topic: Introductory Matters
  Reading: The Study of Evangelism (Chapter 1 required; Total of 200 pages in the book. Your choice of which chapters).
  Write: “Personal God Story” Paper

Week 2 - September 19 & 22, 2016
  Topic: Evangelism in History
  Reading: Gospel-Centered Discipleship
  Share in Class: “Personal God Story” with two partners for evaluation
  ReWrite paper for your Reader/Editor

Week 3 – September 27 & 29, 2016
  Topic: The Gospel Narrative
  Read: Mere Christianity (Looking for metaphors and similes)
  Write: “What Went Wrong?” Paper

Week 4 – October 4 & 6, 2016
  Topic: The Gospel Truth
  Read: Center Church, (part 1-4, Gospel & City sections)
  Share in Class - “What Went Wrong?” with two partners for evaluation
  ReWrite paper for your Reader/Editor
Week 5 – October 11 & 13, 2016
READING WEEK #1

Week 6 – October 18 & 20, 2016
Topic: Contextualizing the Gospel
Read: *Tell the Truth*, pages 1-133
**Turn in:** Final Copies of Two Reflection Papers

Week 7 – October 25 & 27, 2016
Topic: Contextualizing the Gospel
Read: Finish *Tell the Truth*

Week 8 – November 1 & 3, 2016
Topic: The Process of Evangelism
Read: *Discipling*

Week 9 – November 8 & 10, 2016
READING WEEK #2

Week 10 – November 15 & 17, 2016
Topic: The Process of Evangelism & Evangelistic Methods
Read: *Center Church*, part 6-8

Week 11 – November 22, 2016 (Nov 24 – Thanksgiving Holiday)
Topic: Discipleship Models in the Local Church
Read: Start *Multiply* (watching videos and answering questions)

Week 12 – November 29-December 1, 2016
Topic: Creating a Disciple-Making Culture in the Local Church
Read: Finish *Multiply* (watching videos and answering questions)
**Turn in:** Church Study/Presentation Brief

Week 13 – December 6 & 8, 2016
Topic: Evangelism/Discipleship through Church Planting and Church Revitalization
**Share in Class:** Church Study/Presentations

Week 14 – December 13 & 15, 2016
EXAM WEEK
**Turn in:** Reading Report Submitted at Final
# APPENDIX A

## READING REPORT SHEET

<table>
<thead>
<tr>
<th>REQUIRED READING:</th>
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<td>PAGES READ</td>
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1. Chan, *Multiply* (336pp)              [Blank] [Blank]
3. Dever, Discipling (113 pp)            [Blank] [Blank]
4. Dodson, Gospel-Centered Discipleship (173 pp) [Blank] [Blank]
5. Keller, *Center Church* (382 pp.)     [Blank] [Blank]
6. C.S. Lewis, *Mere Christianity* (175pp.) [Blank] [Blank]
7. Metzger, *Tell the Truth* (301pp.)    [Blank] [Blank]

TOTAL PAGES READ: .................... (out of 1680 pages).

% OF REQUIRED READING: _____%

Name: ___________________________________________________ Box # _____ E-Mail: ____________________
APPENDIX B – REFLECTION PAPERS
First draft should be around 2.5 – 3 pages (double spaced)

Sharing Papers – First Edit

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 “Christian-ese” words or phrases are circled. Either eliminate them and replace with meaningful alternatives, or define/explain/illustrate them.

Include, at the top of each paper, BRIEF description of your Editor’s Religious / Church Background and Any Other Pertinent Information:
APPENDIX C: CHURCH STUDY/PRESENTATION GUIDELINES

A church may be selected from the following list. Each church can only be selected by one group so the first group to select a church is the only group that will report on that church.

- Grace Church, Stoughton
- Grace Chapel, Lexington
- Genesis Church, Woburn
- Netcast Church, Beverly
- Aletheia Church, Cambridge
- Park Street Church, Boston
- Reality Church, Boston
- City Life Church, Boston
- Christ the King, Cambridge

If a group would like to study a church not on the approved list, special permission may be granted by the professor as long as the church meets the following criteria:

- Has at least 150 people in weekly attendance
- Has baptized at least 10 people a year each of the last three years
- Has Sunday School, community groups, or some kind of weekly small group discipleship

The brief (2 pages, single-spaced, 12pt type) will give a snapshot of the church and its evangelistic and discipleship ministry. It should contain the following information (but not be limited to it) in bullet form, sentence, or brief paragraph form (when appropriate)

- Name of Church, Location, Website, Pastor’s Name and how long he has been there
- History of the church (year founded, significant changes, growth patterns, etc.) –just the highlights.
- Numbers: weekly worship attendance; small group/Sunday School attendance; annual budget; how many people has the church baptized in each of the last 3 years? (2013, 2014, 2015)
- Demographic makeup of congregation (race, age, and other factors to help us know the congregation) and makeup of community (use online census data if needed).
- How does the church define the gospel? In what ways do they communicate it (websites, pamphlets, apps, tracts, etc.)?
- How does the church define its mission and communicate it to the congregation?
- How is the church reaching the lost locally and globally? What methods are yielding the most fruit?
- How does the church measure health/growth/success in evangelism and discipleship?
- What is the role of prayer at the church? How does it support evangelism/discipleship?
- Give one example/ brief story of a recent person coming to faith in Jesus.
- How is the church seeking to grow in evangelism/discipleship? What’s next?

Suggestions: Go to the church on a Sunday; interview the pastor or an associate pastor; attend a small group/Sunday School/training event; interview a member or new Christian in the church; etc.

Important: A preliminary draft of your group’s brief will be turned in to the professor one week prior to the group’s presentation to the class. Presentation dates will happen during the week of Dec 6,8 and will be finalized once the groups are formed by the professor.
APPENDIX D: POSSIBLE EXTRA CREDIT

GIVE 100% TO THIS CLASS
You can earn an extra 5 points on your final exam by giving 100% to the class:

• Not missing any classes and not being late for any class
• Being 100% “there” in each class – not distracted or unengaged
• Completing 100% (not 95%), with integrity, of the reading
• Turning in all assignments the day they are due

Every student can get this extra credit! These extra points are an all or none (no partial credit) and will be given at the professor’s discretion.

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. You can earn up to 5 points of extra credit for the class, depending on the project.

ATTEND ALPHA COURSE
Locate a local Alpha course (www.alphausa.org/try and search “Boston, MA” for local courses) in the area and attend at least 80% of the meetings and complete a 1 page, single-space review of your experience. I’m looking for interaction with the content of the course, not the content itself (I already know that Alpha is). What did you like most about the Alpha class? Do you think it would be helpful for a non-Christian? Did you believe the gospel presentation was clear and compelling? What were the weaknesses of the course? You can earn 5 points of extra credit for the class by attending Alpha and writing the review.

*Portions of this syllabus have been used, with permission, of Dr. Jim Singleton (Fall 2015 class syllabus)