Course Developers: Jim Singleton, ThD

Course Instructor: Dr. Kent Mathews – kentmathews@sbcglobal.net
Local Mentor: Approved Local EPC Pastor/Mentor

EPC MAP Program Contact: Dr. Kent Mathews – kentmathews@sbcglobal.net
GCTS MAP Program Contact: Douglas Price – dprice1@gordonconwell.edu

GCTS Technical Support: servicedesk@gordonconwell.edu

Course Description:
The course provides a comprehensive and practical introduction to the practice of evangelism, particularly in and through the local church. It is designed to prepare pastors and church leaders in fostering the evangelistic outreach of individuals and of the congregation as a whole. The course focuses on the nature of congregational life and how it impacts the type of outreach and missional texture it promotes.

Relationship to Curriculum:
EV510 is a required course in the Master of Divinity (MDiv) EPC program. It satisfies the Missions/Evangelism elective in other programs.

Mentored Ministry Rotation Option
In addition to the course, students have the ability to complete a one-credit hour Mentored Ministry rotation. Please see the Mentored Ministry Syllabus Addendum at the end of this document.

Course Objectives:
As an initial survey course, EV510 introduces students to the dynamic of evangelism in the context of post-Christendom church in the West. The ways that fit another era may not work in this current culture.

Students who apply themselves to the course should accomplish the following learning objectives:
1. Become familiar with some of the best current representative works in the field of evangelism.
2. Articulate a theology of evangelism 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 in the local church.

**Course Structure and Registration**

Courses in the EPC MAP program are offered in regular rotation by Gordon-Conwell. These select courses have been modified with the EPC ministry context in mind. Specifically, course requirements in terms of readings and assignments have been reduced so that a significant hands-on learning project can be undertaken as part of the course. In certain EPC MAP courses, the hands-on project can be completed within the bounds of the semester. In other cases, a project may warrant an extension of time to adequately complete.

Students taking EPC MAP courses need to be either 1) admitted to a Gordon-Conwell degree program, or for those pursuing studies at another seminary, 2) admitted as a special non-degree seeking student at Gordon-Conwell. Students with questions related to Gordon-Conwell admission can contact charlotteadmissions@gordonconwell.edu.

Students taking an EPC MAP course will complete a special registration form to transcript their course at a reduced price. Please contact cha-registration@gordonconwell.edu to obtain a copy of the form. Students taking one or more EPC MAP courses who are enrolled at other institutions should verify transferability with their institutions prior to registering.

The registration deadlines are as follows. Please note, these may be subject to change in the first year that the courses are offered. For courses beginning the Fall semester, the registration deadline is the Friday before Labor Day; for courses beginning the Spring semester, the registration deadline is the Friday before Martin Luther King Jr. Day; for courses beginning the Summer semester, the registration deadline is the second Friday in May.

<table>
<thead>
<tr>
<th>Course Semester Start</th>
<th>Registration Deadline</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Friday before Labor Day</td>
</tr>
<tr>
<td>Spring</td>
<td>Friday before MLKJR Day</td>
</tr>
<tr>
<td>Summer</td>
<td>Second Friday in May</td>
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</table>

**Method of Instruction:** Course instruction will take place through a variety of methods, including posted online lectures and activities, ongoing interaction between the student and Local Pastor/Mentor, live meetings with other EPC students and mentors, live meetings with the Course Developer and/or Course Instructor, experiential practice, review and reflection exercises, and other instruction methods.

**Online Lessons on Sakai:** The course content is structured around eight online Lessons. Each Lesson, designed to be completed in one to two weeks, contains lectures, readings, assignments, and discussion with the Local Pastor/Mentor. The online Lessons are available in Sakai (http://sakai.gcts.edu), Gordon-Conwell’s Learning Management System (LMS).

**EV510 Required Readings:**


Students should read each of these books in their entirety unless otherwise stated (see Course Schedule in the course for readings). **Readings must be completed in order to pass the course.** Students will submit a reading log at the end of the course attesting that the reading has been completed.

**Lesson Topics**

The following are a listing of the six Lesson topics in this course. Each Lesson is two weeks in length. They are:

- Lesson 1: One Big Problem: The Need for Evangelism
- Lesson 2: Introducing Evangelism
- Lesson 3: A Look at the Grand Narrative of Scripture
- Lesson 4: Meeting Jesus
- Lesson 5: Culture of Evangelism
- Lesson 6: Congregational Paradigms
- Lesson 7: Review and Preview
- Lesson 8: Targets

**Course Requirements**

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework.

**On average, students should plan on spending 10 hours per week on coursework.**

Descriptions of the assignments are listed in the next section.
<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reading and Lecture Viewing</td>
<td>All required to pass the course.</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Meetings with Pastor/Mentor and Video Conferencing Group Meetings</td>
<td>10%</td>
</tr>
<tr>
<td>EPC MAP Project and Report</td>
<td>60%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
</tr>
</tbody>
</table>

Individual due dates can be found within the course in Sakai. Please consult the Course Schedule. **The last day of the course (Monday, December 18) is the final day a student can submit work.** Students needing additional time on their EPC MAP Project and Report can **file for a one-time extension.** Any extensions beyond this date must be determined and approved by the Registrar’s office which will consult with the professor of record.

**Learning Activities**

I. **READINGS, LECTURE VIEWING AND READING/VIEWING LOG**
   In order to pass the course, students must complete all required reading and watch all of the recorded lecture materials. Students will submit a Reading/Viewing Log at the end of the course certifying completion of both. **Due Monday, December 18.**

II. **ONLINE ASSIGNMENTS**
   During certain Lessons, students will complete assignments and/or activities (mostly reflection exercises and other writing assignments) related to the content of the Lesson. Online assignments are worth a cumulative total of 30% of your final grade.

III. **WEEKLY MEETINGS WITH PASTOR/MENTOR**
   Meet weekly (30-45 minutes) with your Pastor/Mentor to discuss course content, learnings, and as well as the practical project. In select weeks, in lieu of meeting with the Pastor/Mentor, students will meet with other EPC students taking the course through video conferencing. These 60-90 minute meetings will be facilitated by the Course Instructor or the Course Developer. A meeting log will be required at the end of the course. Weekly meetings are worth 10% of your final grade. **Meeting log due Monday, December 18, 2017.**

IV. **PROJECT, MENTORING AND REFLECTION PAPER:**
   In each EPC MAP Course, students are required to complete a hands-on project that provides the student with practical experience in the course discipline. But unlike other MAP courses, **in this one**, you will NOT be asked to envision a project for yourself. It
has been chosen for you and will be the same for all students. There are two parts. The project in totality is worth 60% of your grade.

PART ONE. Identify no more than two “members” of your congregation or other spiritual community; partners with whom you will covenant to study together and engage in personal evangelism separately. Within the first 4 weeks of class, read and discuss either:


Both are required texts for this course, so you will be reading them anyway. Each member of your covenant group will pick one person from his/her own network of contacts with whom each will begin sharing the gospel and personal testimony. You will meet with your partners at least once every 2 weeks to discuss how it is going and what you are learning, what is working and not working, what you plan to do or do differently in your next gospel-sharing opportunity, and how you might encourage your covenant-partners in their growth as evangelists … and to pray together. Assume that you will need to assume the role of leader in your covenant group.

You will be expected to have at least 2 face-to-face encounters with the person with whom you have chosen to share the gospel. The project will be discussed and further explained during the first video conference.

THE POINT. It is important that you practice evangelism and not merely study it, for knowing the information is not the same thing as actually doing it.

PART TWO. One of the recurrent complaints about courses in evangelism is that evangelism is studied, but not actually done. In this project, there is a thoughtful approach to evangelism that combines great skill in communication with excellent biblical/theological reflection. But it all comes together in 4 “Letters” that are sent to an actual person (or persons). Real issues of the Christian experience are explained, but the aim is to do it in a way that communicates clearly to an unbeliever in ways that do not require a church background to grasp. One of the books you are reading is the old classic, *Mere Christianity*, by C.S. Lewis. It is a collection of radio addresses where the Christian faith is explained in short segments. Lewis is a master of using metaphors and similes (it is like …) to communicate rich truths. We would like these “Letters” to have the same intentionality. Find ways to explain your faith in words and pictures that unbelievers understand.

Each of these Letters will be submitted to an “Editor” (i.e., family member, friend, or someone in the community) who to the best of your knowledge is not a Christian, for their candid comments about your work. These Letters should ideally be submitted to the same Editor, but you may give/send them to more than one if you choose.

When you ask/recruit the person(s) to play this Editor role, you can simply say that your professors are asking you to test your communication skills in these areas. That puts this
exercise in the realm of being a genuine help to you in sharpening your ways of communication. Such help for these kinds of papers truly comes best from someone outside of the Christian faith. The desire is that this also allows a conversation to begin that in many semesters has led to a person coming to Christ.

Write each Letter with an “audience of one” in mind; i.e. the individual with whom you will be sharing the Letter. Keep foremost in your thinking his/her interests and needs. Please give them one at a time, and in sequence. But before they are given to your Editor, each Letter must be submitted to the Course Instructor by email (not on the Sakai site) for feedback. You will also need to provide a paragraph about the person(s) to whom you will give the Letter. In Appendix A, there is a guide for how to prepare your Letters.

Each Letter should be limited to 2 pages (double-spaced). The brevity of these Letters is for the sake of having your Editor take the time to read them and respond. It is also a very useful exercise to say something highly important in such a short space.

You will be expected to write and submit each Letter, and talk with you Editor, to get feedback on each one, before you write the next one. At the end, you will then write an 800-word Summary-Reflection of the results and your experience. (Due Monday, December 18)

1. **Personal God Story.** This is a true autobiographical story of how God *evidently* intervened in your life, and includes aspects of your own conversion story. It is okay if you do not have a specific date and date for your conversion *per se*. Focus on the impact of your conversion – what changed. What trajectory are you on now – where do you see your life going. 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. **What Does the Crucifixion and Resurrection Mean?** The culture offers some suggestion of what Christmas and Easter mean. But explain to your reader why the crucifixion happened. Focus on the fullness of this event and in language that connects to your reader. What did the Cross accomplish? How does the
Resurrection impact the faith as well? Help the reader think through your own growth in understanding this central Christian festival.

**PROCESS.**

A. Schedule regular, weekly appointments throughout the semester with your chosen Pastor-Mentor. During the first week, discuss your hopes for your time together and explain the requirements of the course. *(Due Monday, September 18)*

B. **Part One.** Submit a paragraph description, for approval by the Course Instructor, containing the names of the persons you have chosen for your evangelism covenant group and the book you have chosen to read together, as well as the timetable you will set up. Give the name and a brief description of the person you have chosen to share the gospel with face-to-face.  

**Part Two.** Submit a paragraph description, for approval by the Course Instructor, containing the name(s) of the person(s) you have chosen to be Editor(s), as well as the timetable you will set up for completion of each two-page paper. Give the name and a brief description of the person you have chosen to share the gospel with face-to-face. *(Both Due Monday, September 25)*

C. Complete both parts of the project according to the timetable.

D. Upon completing Part One of the project, write a 6-8 page reflection paper. The paper should include a summary of the project and major activities included, significant analysis of the project in light of course lectures, readings, and discussions, personal reflection as to how the project affected the student’s view of the subject matter, and the learnings gained as they applied it to actual hands-on-evangelism. *(Due Monday, December 18, 2017)*

E. Should a student need additional time to complete the project and associated reflection paper, he/she should contact the GCTS registration office at cha-registration@gordonconwell.edu and request a copy of the EPC Project Extension form. Extensions will be granted for activities related to the completion of the project only as well as unforeseen exigent circumstances covered the seminary’s regular extension policy. Requests for extensions due to poor planning or ministry, work, or educational overload are not eligible for extension. **Extension requests are due by Friday, December 8** and should be emailed to cha-registration@gordonconwell.edu and the Course Instructor.

**Course Policies**

**GRADING**

Grading will be handled by the Course Instructor. In general, the Instructor will grade all of the online assignments and activities, while the Grading Instructor will grade all major papers and projects.

**GRADING SCALE**

COURSE POLICIES
All readings, lecture viewing, required meetings, and assignments (including online activities) must be completed in order to receive credit for the course.

DOCUMENT FORMATTING AND SUBMISSION

Lesson Assignments
Each entry should be prepared in a Word file, then copied and pasted into the appropriate Sakai site for each lesson. Use Times New Roman or Arial 12-point font. When quoting from or paraphrasing course readings, provide the author’s name and page(s) in parentheses. If quoting from other sources, provide appropriate documentation. Similarly, when referring to a specific lecture, identify it using the title of the segment.

Papers
Papers should be prepared in a Word file, then uploaded to Sakai “Assignments” in MS-Word format. (If you use a different word processor than MS-Word, please convert the files to PDF before uploading them.) Papers must be double-spaced with 1” margins (side margins as well as top and bottom margins of each page), using Times New Roman or Arial 12-point font. Do not exceed page limits. Sources must be properly documented using notes and bibliography. Citations should follow Turabian or APA style. Papers must be submitted electronically by uploading to the Sakai site. Hard-copies will not be accepted.

ADDITIONAL SEMINARY POLICIES
For additional seminary policies that may pertain to this course, please refer to the following Syllabus Addendum:

Course Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing.

Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work
All work will be returned on the Sakai LMS.
APPENDIX A – INSTRUCTOR REVIEW
EVANGELISM LETTERS – 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:
Syllabus Addendum B – EV510 Mentored Ministry

EV510 students have the option to register for a Mentored Ministry rotation in correlation with the class. The Mentored Ministry rotation expands upon the assigned project by leading students to reflect on the project in light of spiritual formation and pastoral development and calling. Students will reflect upon the project through the submission of a dual-entry journal and artifacts related to the project.

Registration:

The rotation MM634 – Minister as Evangelist must be registered using the MAP course registration process (i.e. a hard-copy registration form submitted to the Registration Office and tuition paid at the time of registration). The rotation must be registered by the appropriate registration deadline for each semester; it must be completed by the final class deadline (Monday, December 18).

Requirements:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>September 12-</td>
<td>Throughout the semester, students will meet regularly with mentors and record entries in a dual-entry journal. Journal entry submissions will be due throughout the course. See the Lessons in Sakai for details.</td>
</tr>
<tr>
<td>December 18</td>
<td>A total of 10 entries will be required for the dual-entry journal. For each entry, the students will divide the page in half, writing a specific story/narrative on the left side of the page and, on the right side of the page, corresponding reflections on spiritual and pastoral development. The story will be of an actual event that occurs while students are doing their project. Students will record the facts of the story and the feelings they encountered. For the right-hand side of the page, 24 to 48 hours after writing the story, students will answer the following reflection questions:</td>
</tr>
<tr>
<td></td>
<td>Where do I see God in this story?</td>
</tr>
<tr>
<td></td>
<td>What Biblical images or metaphors come to mind?</td>
</tr>
<tr>
<td></td>
<td>Why did I do what I did? Why did I feel what I felt?</td>
</tr>
<tr>
<td></td>
<td>What do I learn about myself and my giftedness?</td>
</tr>
<tr>
<td></td>
<td>What do I learn about pastoral calling?</td>
</tr>
<tr>
<td></td>
<td>What do I learn about my readiness for the pastoral calling?</td>
</tr>
<tr>
<td></td>
<td>What do I learn about handling this situation? What are my next steps?</td>
</tr>
<tr>
<td></td>
<td>Students will compile project artifacts to accompany their dual-entry journal. Project artifacts can include pictures, sermon outlines, code of ethics, meeting notes, etc. – anything that demonstrates the project’s outcome. For example, if the student’s project is serving in a justice ministry, an artifact could be a picture of the student engaged in ministry.</td>
</tr>
</tbody>
</table>

A
maximum of three project artifacts should be submitted along with a one-sentence description of each artifact.

<table>
<thead>
<tr>
<th>Monday, December 18</th>
<th>Final submission of a dual-entry journal (with 10 entries) and the project artifacts with one-sentence descriptions (up to three artifacts)</th>
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</table>

**Additional Information:**

Mentored Ministry rotations will be graded pass/fail.

Students enrolled in the GCTS MDiv EPC degree must complete SIX Mentored Ministry rotations. Students enrolled at other ATS accredited degree-granting seminaries MAY also take a Mentored Ministry rotation with each MAP course. Students should check with their school beforehand to ensure that these individual credits will be accepted toward their field education requirements.

Each of the eight MAP classes offers students an opportunity to complete a Mentored Ministry rotation.

**Contact:**
Dr. Kent Mathews, kentmathews@sbcglobal.net, 785-418-1635