

Introduction to Evangelism MS508 (Fall 2009)

I. Purpose of the Course

This course is designed to give you an introductory overview of the ministry of evangelism. The emphasis will be on helping you develop a more biblical and theological understanding of evangelism and equipping you to be more effective in your personal evangelism and in your ministry leadership roles as an equipper and facilitator of evangelistic ministries.

II. Course Objectives

A Mind for Truth: Deepening Your Understanding

- To understand and articulate a biblical theology of evangelism.
- To understand the role of the church in evangelism, especially as it relates to church planting, growth, and multiplication.
- To understand the cultural barriers to the gospel in a secular society.
- To understand the role of discipleship, spiritual multiplication, and transferability in evangelism.
- To understand the nature of the gospel and the essential elements of an evangelistic presentation.
- To be acquainted with the literature, programs, and resources presently available for equipping Christians to be more effective in evangelism.

A Heart for God: Transforming Your Affections

- To have a deep, personal conviction concerning the biblical priority of evangelism in Christian ministry.
- To have a broken heart for the lost, especially for those who are presently in your network of relationships.
- To have a personal commitment to pray for evangelistic ministries and for the lost, especially for those who are presently in your network of relationships.

A Life for Ministry: Changing Your Behavior

- To learn how to present the gospel effectively to individuals, groups, and large gatherings.
- To learn how to start and lead an evangelistic program in the ministry of a local church.
- To be a personal soul winner, “doing the work of an evangelist” (2 Tim. 4:5) as a way of life.
- To be involved in a ministry of spiritual multiplication that is “winning, building, and sending” those who will “win, build, and send” others.

III. Course Format

This course is scheduled to be taught in 13 two-hour classroom sessions beginning Wednesday, August 26, 2009, and ending Wednesday, December 07, 2009. Classroom sessions may include: lecture (including guest lecturers), class interaction, student reports and presentations, video presentations, self-study exercises, motivation activities, and small group sharing. Occasionally, individual and small group work sessions will be conducted during the class time. Group study outside of class is strongly encouraged.

Office Hours: You can schedule an appointment with Dr. Childers through his administrative assistant, Joyce Sisler, at 407-366-9493 x219 or jsisler@rts.edu. Appointments are normally scheduled on Wednesday from 3:15 p.m. to 4:45 p.m. p.m. Additional times may be arranged by contacting Joyce. Your teaching assistant is Edwin Collado (centraledwin4@hotmail.com). Please contact Edwin first for all issues regarding the course. He will refer you to Dr. Childers if appropriate.

Please contact your Teaching Assistant (TA) first for all issues regarding the course. He will refer you to Dr. Childers if appropriate.

IV. Course Texts

- Metzger, Will, *Tell the Truth: The Whole Gospel to the Whole Person by Whole People*. Downers Grove, IL: InterVarsity Press, 3rd Edition, 2002.
- Miller, C. John (Jack), *A Faith Worth Sharing*. Phillipsburg, NJ: Presbyterian and Reformed Publishing, 1999.
- Packer, J.I., *Evangelism and the Sovereignty of God*. Downers Grove: InterVarsity Press, 2001.
- Wolters, Albert, *Creation Regained (Second Edition): Biblical Basics for a Reformational Worldview. Grand Rapids*: Eerdmans Publishing InterVarsity Press, 2005.

Selections of required reading will also be taken from the following books:

- Barrs, Jerram, *The Heart of Evangelism*. Wheaton, Illinois: Crossway Books, 2001.
- Hybels, Bill and Mittelberg, Mark, *Becoming a Contagious Christian*. Grand Rapids: Zondervan Publishers, 1996.
- Keller, Timothy, *The Reason for God: Belief in an Age of Skepticism*, Penguin Group, 2008.
- Kennedy, D. J., *Evangelism Explosion (4th Edition)*, Tyndale House, 1996.

V. Course Requirements

A. Attendance and Class Participation

This course requires attendance and participation at all class sessions. Class lectures and discussions will be based on the assumption that you have completed all of the assigned readings by the required dates. Class will begin promptly at 1:00 PM. Tardiness, unexcused absence and lack of class participation will impact your final grade. You are required to read thoughtfully the assigned readings which are detailed at the end of this syllabus in the section titled, *Course Schedule and Assignment Due Dates*.

NOTE: Your personal class notes must be dated and typed for every class session you attend. These notes will be included as a significant part of your *missions portfolio* (20% of your course grade) which will be turned in at the end of the semester. Designate the weekly class sessions you attend as such:

August 26—Class One (Sessions 1-2)

Your Notes...

September 2—Class Two (Sessions 1)*

Your Notes...

*If you miss one of the sessions (i.e. session 2), indicate which sessions you attended.

B. Evangelism Reading & Reports (25%)

You are required to read thoughtfully (not simply skim) the following books and articles in their entirety, and complete a report by the date indicated:

- | | |
|---|---------------------|
| (1) <i>Evangelism & The Sovereignty of God</i> by J.I. Packer | September 16, 2009 |
| (2) <i>Tell the Truth: The Whole Gospel...</i> by Will Metzger | October 7, 2009 |
| (3) <i>Creation Regained</i> by Albert Wolters | November 4, 2009 |
| (4) <i>A Faith Worth Sharing</i> by Jack Miller | November 25, 2009 |
| (5) <i>Evangelism Reader Articles: Miscellaneous Articles</i> | Final Exam Question |

For the Packer, Metzger, and Wolters books (1, 2 and 3 above), you are required to write a one-page reading report in the style and format of the *Reading Report Form* in this syllabus (5% each). Please notice the Miller book has a different format (see below).

Only selected readings will be assigned (periodically in class) from Metzger's book. It will not be read in its entirety.

For the Miller book (4 above), you are required to express at least one life application principle related to evangelism (one paragraph minimum) from each of the ten chapters in the book. This assignment must not exceed five typed pages, double-spaced. (10%)

Even though the Miller reading assignments are not listed until weeks 11-13, you are strongly encouraged to read this book (a very easy and enjoyable read!) more slowly and thoughtfully throughout the entire semester. Many students who have taken this course report on the significant impact this book had on their views of evangelism.

For the *Evangelism Reader Articles* (5 above), there will be a question on the Final Exam from one or more of the *Evangelism Reader Articles*. These articles are included with the course notes. They will be referenced throughout the lectures and are important for a complete understanding of the course content. It is recommended that the student read these articles weekly so as not to get behind in the assigned course reading.

NOTE: These reading reports above will not be turned in on the due dates but must be dated on or before the due date (and included in the student's portfolio notebook due on the last day of finals week) in order to receive full credit.

C. Outreach Assignment and Report (25%)

1. Outreach Assignment Goals

- **Identify** a minimum of at least two non-Christians in your present network of relationships. These people must be geographically near (such that you can meet with them face-to-face). If you would also like to identify someone that is not geographically near, you may do so, but this person would be a third person. Students may choose to develop these relationships individually or in teams of two. **Determine the names of these people by August 26, 2009 and place their names in your portfolio with the date of the entry.**

Note: Please do not ask for modification of this assignment. I understand that this is difficult because many students have not had the opportunity to developed relationships with non-Christians. For help, refer to Chapter 8 (“Close Proximity”) in Bill Hybels’ book, *Becoming a Contagious Christian*.

- **Pray** for those people on your list weekly during this period. Students are strongly encouraged to fulfill their weekly prayer commitment during the semester by recruiting someone to pray with and for them at a regular time each week.
- **Show** them Christ’s love. Initiate a friendship. Find out their needs. Establish a common ground. Listen, care, and build a relationship—try not to see such people as merely a class project.
- **Invite** a non-Christian on your list to join you for some activity such as a meal, a movie, a concert, a sports event, exercising together, an outreach event, a worship service, etc.
- **Share** your personal story (testimony) and/or the gospel as God gives you the opportunity. Help them take their next steps toward a personal relationship with Jesus Christ.
- **Be accountable and share your experiences** (whether positive or negative) in the class sessions.

2. Outreach Assignment Report

The student will receive credit for completing this *Outreach Assignment* by completing a written report (three to five single-spaced pages added to your portfolio) that must be dated by 11:00 a.m. on December 2, 2009 including:

- A. The names and descriptions of each person.
- B. A description of the relationship developed with each person, including a description of the invitations issued to each person, focusing on the goals in (1) above. The desire is for you to have a meaningful experience with a non-Christian during the semester. If after three *sincere* invitations (not “professions of faith”) to some event, meal, etc., have been made (even if there has been no positive response) this requirement is fulfilled.
- C. The results/lessons learned from these outreach experiences. (Sections B and C should be the bulk of your paper.)
- D. A specific description of your faithfulness in weekly prayer – by accessing God’s throne of grace on behalf of these people.

Helpful Suggestion:

- **Consider interviewing a non-Christian.** Explain to an unchurched friend, neighbor or stranger that this is simply a ten-minute interview and is part of one of your seminary (or graduate school) classes. All answers are voluntary and confidential, although you are required to write a brief paper reporting some of the answers given in the interview. See the *Spirituality Questionnaire* in the Gospel Communication Resources Packet (in the course notebook). This has proven to be a helpful “bridge builder” for many students.

D. Gospel Presentation Assignments (30%)

The goal of the *Gospel Presentation* assignments is to help you develop a culturally-contextualized, biblically orthodox, transferable gospel presentation you can use for personal evangelism and for training others in evangelism in your present & future ministries.

1. Gospel Presentation Paper (due Week 8, October 21, 2009) (20%)

During weeks 2-6 of the semester the student will be given five *Gospel Presentation* assignments to help you develop a written gospel presentation from the guidelines and resources provided in this course. Each section will be presented and discussed in class.

Note: Although you will NOT turn in written work on this assignment each week, you are expected to complete each assignment according to the schedule and, therefore, be prepared to answer questions in class from the professor regarding your weekly assignment.

The *Gospel Presentation Paper* includes the five *Gospel Communication* assignments. Your completed written *Gospel Presentation Paper* is due on October 21, 2009. You will need this completed paper to complete your *Gospel Presentation Exercises* during the rest of the semester.

Note: Students are allowed (and encouraged) to “improve” and “revise” their gospel presentation papers after the October 21, 2009 submission of the paper. But subsequent revisions (after the October 8 due date) must be noted and dated (version 2.0, etc.).

There is no page limit on the *Gospel Presentation Paper*, but it must include:

- a. One aspect of your personal story (testimony) (3 minutes max when spoken). Guidelines for your testimony (as well as other sections of the Gospel Presentation) can be found in the Gospel Communication Resource packet as well as in the class lecture.
- b. A presentation of the gospel in prose (as you would present it verbally, not in mere outline form) that includes:
 - The 4 major biblical concepts:
 - God (Creation)
 - Man (Fall)
 - Christ (Redemption & Consummation)
 - Repentance and Faith (Conversion)
 - At least one Scripture verse to support each major point within each of the 4 concepts.
 - At least one illustration to support each major point within each of the 4 concepts. (Follow the *Five Key Dynamics* outline in your course notes to help determine where Scripture verses and illustrations are necessary.)
- c. A model prayer of repentance and faith in Christ. (See model in *Five Key Dynamics*)
- d. A suggested follow-up/discipleship plan for a new Christian. (Browse the RTS bookstore.)
- e. The name of a gospel booklet (tract) or book the student approves as a useful tool for witnessing and/or equipping others to witness.

Things to consider: On one level, think of this assignment as an opportunity to develop a transferable evangelism presentation that you can use in a church training program. On another level, think of this assignment as a personal letter to a non-Christian family member or friend (you may even want to send your assignment to someone or write it with someone in mind). However, do not overly-tailor your presentation as to make it ineffective for broader future use.

2. Gospel Presentation Exercises with a Student (Weeks 8-13) (10%)

During the second half of the semester, you will participate in six *Gospel Presentation Exercises* designed to increase your confidence in personal evangelism by sharpening your verbal gospel presentation. Each week, during weeks 8 to 13, you will be required to share one assigned part (from memory!) of your *Gospel Presentation Paper* with another student outside of class time. You will be required to complete a *Gospel Presentation Exercise Sheet* (six sheets are provided with your notes) before class begins, giving written evidence of completing the previous week's assigned Gospel Presentation Exercise. The student hearing the presentation must give a written evaluation, sign and date the sheet for credit to be given. These are due in order on weeks 8 to 13 (See Section VII for specific due dates).

NOTE: These *Gospel Presentation Exercises* above will not be turned in on the due dates but must be dated on or before the due date (and included in the student's portfolio notebook due on the last day of finals week) in order to receive full credit.

E. Evangelism Portfolio and Take Home Final Examination (20%)

You are required to assemble all your course work into one organized, single notebook for grading purposes and so that you will have a personal evangelism resource to draw from in the future. Your portfolio must be organized into the categories outlined below and include properly dated assignments (on or before the due date) in order to get full credit. These portfolios must be turned in to RTS (Joyce Sisler will have a box near her desk) by 5:00 PM, Monday, December 7 (the last day of finals). These portfolios will be returned to you.

I. Evangelism Course Notes

- A. Course Syllabus (Not turned in for grading but included in final portfolio for personal use)
- B. Course Lecture Notes (Not turned in for grading unless including handwritten notes)
- C. Personal Class Notes (Dated)
 - must be dated and typed (or legibly hand-written) for every class period attended
 - designate class periods as *August 20—Class One, September 3—Class Three*, etc.

II. Evangelism Reading Reports

- A. *Evangelism and the Sovereignty of God* by J.I. Packer (Dated)
- B. *Tell the Truth: The Whole Gospel* (Excerpts) by Will Metzger (Dated)
- C. *Creation Regained* by Albert Wolters (Dated)
- D. *Faith Worth Sharing* by Jack Miller (Dated)

III. Outreach Assignment

- A. Names of your individuals (Dated)
- B. Outreach Assignment Report (Dated)

IV. Gospel Presentations

- A. Gospel Presentation Paper (Dated)
- B. Gospel Presentation Exercises (6 total) (Dated)

V. Final Examination

The Final Examination will be comprehensive and essay in format, including all class reading assignments, lectures (including visiting lecturers), and videos. The final examination questions will be made available in class toward the end of the semester. The exam will be open book, open notes and open bible with no time or length limit. The answers to the final exam questions must be typed and included in your portfolio.

NOTE:

- Students are required to prepare for the exam independently. Therefore all exam review questions must be answered solely by the student. Preparing for the final exam by reading answers written by others to the review questions below is considered cheating.
- You will be asked on the Final Examination to indicate in writing the percentage of the assigned *Evangelism Reader* you have read thoughtfully (not merely skimmed).

VI. Grading

Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

Late Assignments Policy

Please do not ask my teaching assistant or me for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family), turn in a written request (to my teaching assistant) asking to wave the late penalty with the assignment. Please discuss any such special circumstances with my teaching assistant. Under any circumstances, no assignments will be received after December 7.

Grading Percentages:

- Evangelism Reading & Reports (25%)
- Personal Outreach Project Report (25%)
- Gospel Presentation (30%)
 - Gospel Presentation Paper (20%)
 - Gospel Presentation Exercises (10%)
- Portfolio and Final Examination (20%)

VII. Course Schedule and Assignment Due Dates

August 26 (Week 1)	Introduction to Evangelism Course Confidential Student Information Due (Last page of this Syllabus)
September 2 (Week 2)	Reading Assignment #1: Metzger: 196-197, 212-215 Packer: pp 1-46 Reader Articles: <i>Principles of Empathetic Communication, Why Evangelicals Don't Read Pilgrim's Progress (and Why they Should)</i> (Muether), <i>The Unconverted Calvin (optional)</i> Gospel Communication Assignment #1: Transition Questions: Notes: <i>Transition Questions Toward the Gospel</i> (Ref: Metzger reading above) Personal Story (Testimony): Notes: <i>Guidelines & Worksheet</i> (Ref: Kennedy:31-41, 65-85, Chap 5 & 6) See www.storyspot.com for ideas related to your personal story. Personal Outreach Assignment Names Due
September 9 (Week 3)	Reading Assignment #2: Metzger: 53-58 Packer: pp 46-91 Reader Articles: <i>The Transforming Power of the Gospel</i> (Childers), <i>Learning from Hippies</i> (Donald Miller) Gospel Communication Assign #2: "God" section (Ref: Packer: 58-59, Kennedy: 41-42, 87-89)
September 16 (Week 4)	Reading Assignment #3: Metzger: 58-67 Packer: pp 92-126 Reader Articles: <i>True Spirituality</i> (Childers) Gospel Communication Assign #3: "Man" section (Ref: Packer: 59-63, & Kennedy: 42-43, 89-90) Packer Reading Report Due (5%)
September 23 (Week 5)	Reading Assignment #4: Metzger 67-75 (Christ), 15-52 (the Whole Gospel) Reader Articles: <i>TBA</i> Gospel Communication Assign #4: "Christ" section (Ref: Packer: 63-69, & Kennedy: 44-46, 92-93)

- September 30*
(Week 6) Reading Assignment #5:
Metzger 87-111 (The Whole Person)
Reader Articles: *TBA*
- Gospel Communication Assign #5:**
"Repentance & Faith" section
(Ref: Packer: 70–73, Metzger 75-78 & Kennedy: 46–51, 93-101)
- October 7*
(Week 7) Reading Assignment #6:
Metzger: 112-158 (Wholly By Grace)
Reader Articles: *Justification* (WCF), *Justification* (Packer)
- Gospel Communication Assign #6:**
Commitment & Follow Up Sections (& Booklet Recommendation)
(Ref: Metzger: 78-82, Kennedy: 51–54, Chap 9 & 10)
Metzger Reading Report Due (5%)
- October 14*
Fall Break (Reading Week)
- October 21*
(Week 8) Reading Assignment #7:
Hybels: pp 11-80
Reader Articles: *Post-Modern Gospel* (Keller)
- Gospel Presentation Paper Due (20%)**
Gospel Presentation Exercise #1 Due:
"Personal Testimony" from memory
- October 28*
(Week 9) Reading Assignment #8:
Hybels: pp 81-148
Reader Articles: *Harvest from a Single Seed* (Sutherland), *How Can I Know God* (Keller)
- Gospel Presentation Exercise #2 Due:**
"God" section from memory
- November 4*
(Week 10) Reading Assignment #9:
Hybels: pp 149-221
Reader Articles: *Evangelistic Worship* (Keller), *Servant Evangelism Projects*
- Wolters Reading Report Due (5%)**
Gospel Presentation Exercise #3 Due:
"Man" section from memory
- November 11*
(Week 11) Reading Assignment #10:
Miller: 11-58
Reader Articles: *Is There A God?* (Tanzie), *Distinguishing Gospel-Way from Alternatives* (Keller)
- Gospel Presentation Exercise #4 Due:**
"Christ" section from memory

- November 18*
(Week 12) Reading Assignment #11:
 Miller: pp 59-116
 Reader Articles: *A Parable of Fishless Fishermen* (Drescher)
Gospel Presentation Exercise #5 Due:
"Repentance & Faith" and "Commitment" from memory
- November 25*
(Week 13) Reading Assignment #12:
 Miller: pp 117-152
 Reader Articles: none
Gospel Presentation Exercise #6 Due:
"Gospel Summary" from memory
Miller: A Faith Worth Sharing, Application Paper Due (10%)
- December 2*
(Week 14) **Q & A Preparation for Final Examination**
- December 2* **Personal Outreach Report Due (25%)**
- December 7* **Portfolio and Final Examination Due (20%)**
 Evangelism Articles Accountability Question (on Final Exam)



Course Objectives Related to MDiv Student Learning Outcomes

Course: Introduction to Evangelism, 2MS508

Professor: Dr. Steven L. Childers

Campus: Orlando

<u>MDiv Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ N/A 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	<ol style="list-style-type: none"> 1. Student partners with a classmate in order to present and execute their customized and contextualized Gospel presentation exercises. The student will write a paper with a summary of their contextualized gospel presentation. 2. Student submits a course portfolio, from which they can teach evangelism in the future.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Minimal	<ol style="list-style-type: none"> 1. Student does not engage with Scripture in the original languages. 2. Student must demonstrate that their understanding of evangelism is grounded in Scripture biblically and theologically.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	<ol style="list-style-type: none"> 1. Student reads various articles by Reformed authors.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	<ol style="list-style-type: none"> 1. Student participates in daily prayer for a minimum of two pagan individuals they are asked to engage relationally and meaningfully during the semester.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	<ol style="list-style-type: none"> 1. Student gains an understanding of and ability to articulate a biblical theology of evangelism; the role of the local church in evangelistic ministry is also explored.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in	Strong	<ol style="list-style-type: none"> 1. Student reads articles and books by authors that are not Reformed, and is thereby shown the value of ecumenicalism.

	disagreements.)		
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	N/A	
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	N/A	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Minimal	1. Student prayerfully chooses two individuals in their personal network with whom they will intentionally deepen their relationship in order to create the opportunity for sharing the Gospel and leading them to Christ. A paper is then submitted with a summary of God's work in both relationships during the semester.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	1. Student learns and/or reads about various traditional ecumenical and contemporary approaches to evangelism today.

READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

Please limit your report to one typed, single-spaced page, and one paragraph per topic (*Overview, Critique, Application*).

Title of Book
Complete Bibliographic Reference

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry— demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

Did you read the entire book thoughtfully (not merely skimmed)? Yes ___ No ___ % Read (0-100) ____

Personal Student Information

Please fill out and turn in at the first class.

Name:

Spouse name:

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS-Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like the professor to be remembering in prayer for you this semester?