MS 508 EVANGELISM
SYLLABUS
Parish Track

REFORMED THEOLOGICAL SEMINARY
CHARLOTTE

SPRING 2008

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Associate Professor of Practical Theology

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COURSE DESCRIPTION: This course will train students to be thoughtful evangelists and to understand and use biblical principles and methods of church outreach through the utilization of a student/mentor relationship. Emphasis is placed on having a deep desire to reach the lost for Christ. Personal, relational and corporate (organic) evangelism and motivating the laity for ministry will be addressed by the professor and the mentor pastor.

COURSE OBJECTIVES:

COGNITIVE (KNOW/UNDERSTAND):

1. The student will be able to present a full explanation of the gospel message, including an introduction, an organized outline of gospel content, attendant biblical references and illustrations, a conclusion and a follow-up strategy.
2. The student will be exposed to a local model of church evangelism.
3. The student will be learn how to present his personal testimony and to help others do the same.
4. The student will learn how to build bridges to non-Christians in a relational context for the sake of the gospel.
5. The student will learn the importance of prayer in any evangelistic endeavor.
6. The student will learn the role of pastoral leadership in both personal and corporate evangelism.

AFFECTIVE (FEEL/MOTIVATION):

1. The student will gain a greater motivation and compassion for reaching the lost.
2. The student will gain a deeper desire to maintain a God-centered view and practice of evangelism.
3. The student will gain a deeper conviction that the local church body is God’s primary means of evangelism.
4. The student will be inspired in personal confidence and courage for sharing the gospel through the modeling of a mentor pastor.
5. The student will become more sensitive to the needs of the surrounding culture and the people in his/her world.
6. The student will be compelled to care and pray for the lost, the endangered and the unchurched.

VOLITIONAL (DO/COMPETENCIES):

1. The student will conduct an interview with either his/her pastor and reflect upon how he or she will do evangelism in his/her church.
2. The student will be able to write out or verbalize a gospel presentation that will enable him or her to effectively present the gospel. The student will also be able to train others in how to present the gospel.
3. The student will conduct an interview with an unbeliever in order to understand the worldviews and the thinking of the lost and unchurched.
4. The student will be involved in some facet of local church evangelism, with a mentor, during the semester and will fulfill two assigned projects in the local church context.
5. The student will be enabled to be a more effective personal evangelist, while also able to develop a plan for corporate evangelism through the local church.

REQUIRED TEXTBOOKS (FOR THE STUDENT): (1000 pages)


   A solid defense on why Christians who believe in God’s sovereignty ought to have greater motives to evangelize than whose who do not hold to Reformed doctrine.


   (REQUIRED FOR MENTOR PASTOR)

   A focus on gospel content with an emphasis on God-centered evangelism and communication of the whole gospel, i.e., God’s holiness and sovereignty, as well as His love.

On Reserve (required reading):


An introduction to a method of programmatic church “follow-up” evangelism, which is probably the most effective approach of its type.

Read Chapters 3 (Sharing Good News), 12 (Handling Objections) and 13 (Adding Illustrations).

Total pages: 69 pp.

FURTHER REQUIRED READING: Choose from any of the following and read at least 546 total pages. Multiple texts may be read. On April 7, you will be asked to turn in your list of the book(s) and the pages that you have read.


   The classic text on the importance and methodology of relational evangelism.


   A philosophy of relational evangelism from a Reformed perspective.


   A brief look at the methods, message and principles of Puritan evangelism.


   A classic work, soul searching in nature, and lending itself to passion for and courage in reaching others with the gospel.


   A variety of perspectives regarding pastoral leadership in evangelism with a focus on doing evangelism through the local church. Written by various authors and pastors in the Reformed tradition.

Written from a non-Reformed perspective, this book, nevertheless, is helpful in thinking through relational evangelism and includes lots of ideas.


Although he takes a middle-of-the-road perspective theologically, Larsen wrestles with some great issues regarding evangelistic preaching and also provides some insight into the history of evangelism.


An account of one man’s personal growth in evangelism, as he reflects upon encounters of various types throughout his life. An inspiration for the aspiring evangelist.


A well beloved book which provides helpful thoughts and motivation for moving a church out of an ingrown mentality.


A thoughtful and thorough analysis of Islam in North America, containing ideas on how to reach our Muslim neighbors.


A thorough treatment of the subject of hell, discussing and defending the reality of eternal punishment.


This book provides helpful, practical advice for initiating and building relationships with international students, and also about sharing your faith with these willing and eager audiences.


A history of evangelism which attempts to apply the topic to the postmodern world today; the author challenges a number of traditions and is non-Reformed in his views.

**REQUIREMENTS AND EVALUATION:**

I. Class attendance and discussion.

You will be expected to participate in the class discussion, especially as we interact with the textbooks and assigned reading, as well as the required papers. Textbook reading and papers are expected to be completed by the dates scheduled for our meetings so you can participate and interact with your peers. Late papers/assignments and class absences will result in a lowering of the students’ grade. **Failure to attend the on-campus class sessions means failure of the course.**
II. Papers (70% of course grade)

Three papers are required for the course. Papers must be double-spaced, 12 point/Times Roman typeset. **Please number your pages.**

1. **Church Staff/Pastoral Interview Paper/Evangelism and My Church (20%).**

Length: 3 pages.

Interview your mentor pastor with the goal of discovering: How is our church doing in its evangelistic efforts?” Approach the interview with care and sensitivity, not a spirit of criticism.

Some questions to be asked and answered are:

1) What is your philosophy of evangelism? How does our church approach evangelism?
2) How do you view personal evangelism related to (1) the life of the pastor? (2) the individual believer/church member (3) the church as a whole?
3) What is our church doing to tell others about Christ and to reach out to others in our community?
4) Do we have evangelism training and/or a program in our church? Why did we choose this approach? What else have you considered?
5) What is our plan for church growth and/or conversion of the lost in our community?

6) **In your paper, give your response to the interview.** State the ideas you like or dislike and give an explicit expression of what you would do in your church or ministry because of this interview. You will discuss your experiences in the April 7 class.

**Due:** April 7.

2. **Interview with a non-Christian/un-churched person paper (20%)**

Length: 2 pages.

Conduct an interview with an unbelieving and/or unchurched friend, neighbor, relative or stranger. Describe the individual, but names are not necessary. (Note: It would be good to begin initiating such a relationship now.) Explain clearly that this is simply a 10 minute interview and is a requirement for one of your seminary (or graduate school) classes. All answers are voluntary and confidential, although you must write a brief paper regarding your experience and answers given in the interview. Please describe your **reaction** to the interview. Approach the interview with sensitivity, openness and a gracious spirit. The use of Internet chat rooms is not permitted, except as an exception, with the permission of the professor. We will discuss your experiences in the **April 7** class.

Some suggested questions to be asked (**ask at least 6**) and answered are:

1) How would you define God?
2) Can a person know God? (How?)
3) Who was/is Jesus Christ?
4) What is the biggest problem, in your opinion, facing humankind today?

5) What is (how do you define) “sin”? 

6) How do you feel about the church (and/or Christianity) and why do you feel this way?

7) How would you define the concept of “salvation”? 

8) Do you think that there is only one way to reach God? (Elaborate) 

9) What happens after we die? 

10) How would you define a Christian? 

11) How does a person get to heaven? 

12) What is your philosophy of life? 

13) What do you think is common to world religions? How do they differ? 

Due: April 7.

3. My Gospel Presentation (Outline) (30%)

Option 1: Letter to a Friend 

Length: Your Choice (5-7 pages)

Write a letter to a non-Christian friend, family member, relative or acquaintance. Include a full gospel presentation, as if you would explain the gospel to him or her. Although some flexibility is allowed, include a gracious introduction or transition, major points, sub points, some Scripture quotes (references not necessary), at least six (6) illustrations, a means of response and a follow-up (how to grow) section. 

Option 2: Create Your Own Evangelism Pamphlet 

Length/Size: Your Choice

Based on the same concept as any of the brochures, pamphlets and tracts in the “Evangelistic Materials” assignment, create your own piece of gospel literature. Include a full gospel presentation, which will present the gospel in its major points. Be sure to explain the gospel clearly to the audience/generation of your choice (i.e. the presentation should make sense). Use Scriptural references, illustrations, diagrams, drawings and graphics, etc. as would be helpful. Computer generated pictures or cartoons are acceptable. Feel free to be creative. Incorporate ideas from the previous pamphlets if needed. The primary goal, of course, is to effectively communicate the gospel to those persons to whom you would most effectively reach or minister.

Due: May 12.

III. Reading (10% of course grade).
Textbook reading is required and is expected to be completed by the date scheduled, especially the reading of Metzger required for the mentor meetings. At the mid-semester seminar, you will be asked to report on your 546 pages of reading and at the end of the semester you will report on your total reading through an honor system report.

IV. Parish Track Experience Paper and Mentoring Reports (20% of course grade)

Length: 3 pages

Write out a summary of your Parish Track experience and your various times meeting with your Mentor Pastor. Explain the nature of your responsibilities and what you learned from each encounter with your Mentor Pastor. Describe the strengths and weaknesses of your experience and how the Parish Track Evangelism course profited you personally throughout the semester. Also, evaluate the various assignments/projects required above and whether or not they were helpful to you. Answer the questions, “What was the value of a Parish Track Evangelism course?” “What are the weaknesses of the course?” Add any ideas to enhance a future Parish Track Evangelism course. Use the guidelines provided below on the next to last page of this syllabus (Student Mentoring Experience Paper).

Date: May 16.

**POLICY ON CHEATING AND PLAGIARISM:** Cheating is the use of another person’s work on behalf of your own work, with the assumption being that it is your work. The MLA Handbook for Writers of Research Papers says, “To plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.” Plagiarism is the use of ideas, information and content from a particular source without giving credit to that source by footnoting the source or accounting for it in a bibliography. Cheating will result in an automatic zero (0) grade for the assignment, paper or exam involved. Plagiarism, whether intentional or unintentional, is considered academic theft. The RTS academic consequences of plagiarism are as follows: 1) First offense: The student must rewrite the paper and receive no better than a passing “D” grade for it. 2) Second offense: The student fails the entire course.

**POLICY ON LATE WORK:** Any work turned in late and without either a written excuse or previous permission granted by the professor will be docked one point/day for that assignment.

**POLICY ON GRAMMAR AND SPELL CHECK:** Any work turned in which appears to lack “proofing” or displays poor grammar will receive a small penalty affecting the grade.
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<td>6. Mentoring Experience Paper</td>
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SPIRITUALITY QUESTIONNAIRE
Please answer the questions to the best of your ability.

1) How would you define God?

2) Can a person know God? (How?)

3) Who was/is Jesus Christ?

4) What is the biggest problem, in your opinion, facing humankind today?

5) What is (how do you define) “sin”?

6) How do you feel about the “church” (and/or Christianity) and why do you feel this way?

7) How would you define the concept of “salvation”?

8) Do you think that there is only one way to reach God? (Elaborate)

9) What happens after we die?

10) How would you define a Christian?

11) How does a person get to heaven?

12) What is your philosophy of life?

13) What do you think is common to world religions? How do they differ?
Name __________________________

MS508 Evangelism/Spring 2008
RTS/Charlotte
Rod Culbertson, Jr. Professor

YOUR BACKGROUND
(Please Complete Before the First Lecture)

1. Consider your conversion to Christ. Briefly summarize your testimony. How and when did you become a Christian?

2. Looking at Question 1, answer the following:

   A. What circumstances turned you to God/brought you to Christ?

   B. What persons/personalities and/or attitudes affected your conversion process?

   C. Which was most influential in your coming to faith in Christ (circle your answer):

      1) A doctrinal truth (please list or state):

      2) A personal relationship - what type of relationship:

      3) A person’s lifestyle or behavior (what impressed you?):

3. What type of evangelism training have you had previously? How did/do you feel about it?
4. Consider your experience in attending or participating in evangelistic meetings or events (church, campus, small groups, crusades, etc.). What have you seen, liked, disliked? Why?

5. How does your home (or present) church and/or pastor fulfill the evangelism mandate of Christ?

6. What are some ways in which you are presently involved in or could be more involved in reaching others for Christ?

7. What are your long-term ministry goals (if you know) - evangelist, pastor, missionary, teacher, professor, involved layperson, other...?

8. What do you hope to receive from a class/course on evangelism? What area do you want to see addressed? In what ways do you hope to be helped? Be honest and frank.
I. Learning Objectives:

1. State what knowledge (content) you expect to gain through participation in the course.

2. Describe the ministry skills you would like to develop.

3. Discuss the kinds of personal/spiritual growth you hope will occur.

II. Conferences with Pastor-Trainer:
(List Days and hours)

III. Ministry Projects:
(Include due date and evaluation procedure for each project.)

Project #1  ___________________________________________________
Due Date  _______________________
Evaluation by
Pastor-Trainer ____________________________________________________
________________________________________________________________
________________________________________________________________

Project #2  ___________________________________________________
Due Date  _______________________
Evaluation by
Pastor-Trainer ____________________________________________________
________________________________________________________________
________________________________________________________________

Recommended Student/Pastor-Trainer Conferences
Session #1 - Discuss Learning Covenant and plan for reporting on two Projects
Reading review and discussion - Metzger – Intro, chapter 1

Session #2 - Reading review and discussion - Metzger, chapter 2.

Session #3 - Reading review and discussion - Metzger, chapter 3.

Session #4 - Reading review and discussion - Metzger, chapter 4.

Session #5 - Reading review and discussion - Metzger, chapter 5.

Session #6 - Discussion and feedback on progress in ministry projects
Reading review and discussion - Metzger, chapters 6-7

***Mid-Semester Seminar - April 7, 2008 at RTS/Charlotte

Session #7 - Student report on Mid-Semester Seminar
Reading review and discussion - Metzger, chapters 8-9

Session #8 - Reading review and discussion - Metzger, chapters 10-11

Session #9 - Reading review and discussion - Metzger, chapter 12

Session #10 - Discuss Pastor - Trainer Evaluation of Student and Student Report Reading review
and discussion - Metzger, chapter 13, Appendices A, B, C, D

***Final Seminar - May 12, 2007 at RTS/Charlotte

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session #1

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte
Student/Pastor-Trainer Conference
Reflection Notes - Session # 2

Student____________________________________

Pastor-Trainer________________________________

Topic__________________________________________Date______________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 3

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 4

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learnings from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 5

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learnings from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 6

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 7

Student_____________________________

Pastor-Trainer____________________________

Topic_____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 8

Student______________________________

Pastor-Trainer____________________________

Topic_____________________________ Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 9

Student_____________________________

Pastor-Trainer____________________________

Topic _____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:

Reformed Theological Seminary - Charlotte

Student/Pastor-Trainer Conference
Reflection Notes - Session # 10

Student_____________________________

Pastor-Trainer____________________________

Topic _____________________________                    Date____________________________

Learning from today’s conference:

Questions for further inquiry:
(Due from Student on May 16)

Student____________________________

Pastor-Trainer____________________________

Course: MS508 - Evangelism Parish Track Date____________________________

1. How well did the student fulfill the projects he/she agreed to carry out?

2. Was the student prepared for the conferences with you?

3. Describe how the student integrated theology with the practice of ministry?

4. What professional/personal growth did you observe in the student?

5. What further experience/reflection would help this student continue to grow?

6. How was this experience for you as the supervisor?

7. What grade would you assign the student for his/her work for you? __________

Reformed Theological Seminary - Charlotte
Student Mentoring Experience Paper:
Note: On separate pages answer the following questions. This will be a part of your final “Mentoring Experience Report.”

1. Comment on the degree to which you fulfilled the learning covenant i.e., did you complete all the ministry projects or did some parts have to be deleted. Explain.

2. Discuss your learning as it relates to the objectives portion of the learning covenant.

   Knowledge  
   Ministry Skills  
   Personal/Spiritual Growth

3. Comment on the usefulness of the conferences with your pastor-trainer.

4. Give a summary reflection on the entire course.
1. The Pastor-Trainer Information form is due by the Orientation Seminar (February 11)

2. The Learning Covenant is due by the end of the second week of the semester (February 18).

3. Copies of Reflection Notes for sessions 1-5 are due by the mid-semester seminar (April 7). Reflection Notes for sessions 6-10 are due by the final seminar (May 12).

4. The Pastor-Trainer Evaluation and Student Mentoring Experience Report are due: May 16.

****Note: All these assignments should be turned in to the course Professor. All other assignments are due according to the schedule in the Professor’s syllabus for the course.