Introduction to Evangelism MS508 (Summer 2016)

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: Developing Your Understanding & Knowledge
• 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: Developing Your Affections and Inclinations
• 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: Developing Your Behavior and Skills
• 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

The course is designed with three major components: 1) pre-class assignments, 2) classroom sessions on campus (June 20-24, 2016) and 3) post-class assignments. Classroom sessions may include lecture (including guest lecturers), student reports and presentations, video presentations, self-study exercises, motivation activities, and small group interaction. Occasionally, individual and small group work sessions may be conducted during the class time. Group study outside of class is strongly encouraged.

Contact Information: You can reach me through my administrative assistant, Joyce Sisler, at 407-278-4552 or jsisler@rts.edu. Students are to email all assignments to Joyce Sisler. Your Teaching Assistant for this course is Christopher Simmons: christopher@pathwaylearning.org.

IV. Course Texts

Required Reading:

V. Course Requirements

A. Pre-Class Assignments
1. Evangelism Reading & Reports (30%)

You are required to read thoughtfully (not simply skim) the Required Texts above. You will be asked on the Final Examination to indicate in writing the percentage of the required texts you have read thoughtfully.

Standard Reading Reports (1-2 pages)
In addition, you are required to write a 1-2 page (max) reading report (single spaced, 12 pt. font) on the books by: 1) Barrs, 2) Keller, 3) Metzger, and 4) Packer. See the Reading Report form in the Appendix for the format and key questions to answer. Completion of the Reading Report signifies you have thoughtfully read each book in its entirety.

Miller Reading Report (5 maximum pages)
For the Miller book you are required to record 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 (5) typed pages.

Due Date
These reading reports are due by midnight, June 19, 2016 before the first day of class on June 20, 2016. Reports not submitted by the due date and time will be considered late and will result in a final grade reduction of 5% per report.
IMPORTANT NOTE For a summer intensive course (5-day) it is very important that all students read the Required Texts before class begins so there can be thoughtful interaction with the professor and other students during the classes.

Pre-Class Assignments Continued

2. Personal Outreach Project (10%)

   Students are required to spend a total of twelve (12) weeks (minimum) intentionally building relationships with non-Christians. Of those twelve weeks, a minimum of six weeks must take place before class begins (June 20, 2016) and a minimum of six weeks must take place after the class concludes (June 24, 2016) and before the Outreach Project Report (below) is written.

Personal Outreach Project Goals

a) Identify a minimum of at least two non-Christians in your present network of relationships. At least one of these people must be geographically near (you can meet with them face-to-face). The names (at least first names) and brief descriptions of these people will be shared on the first day of class and on the Outreach Project Report (below).

b) Pray for the people on your list weekly during these weeks. Students are strongly encouraged to fulfill their weekly prayer commitment by recruiting someone to pray with and for them at a regular time each week.

c) 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.

d) 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.

e) 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.

f) Be accountable and share your experiences (whether positive or negative) in the class sessions and in the Personal Outreach Report (below).

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. Develop your own questions and report your findings.
B. In-Class Assignments

**Gospel Presentation Exercises (10%)**
During the class sessions the student will participate in six Gospel Presentation Exercises designed to increase the students’ confidence in personal evangelism by sharpening their verbal gospel presentation.

The student will be required to share in class all six of the Gospel Presentation Exercises (from memory) with another person. Students will be required to turn in a Gospel Presentation Exercise Sheet (six sheets will be provided) giving written evidence of completing all the assigned exercises. The person hearing the student’s presentation must give evaluation ratings and sign the sheet for credit to be given.

C. Post-Class Assignments

1. **Personal Outreach Project Report (10%)**

Upon completion of the required 6-week post-class Outreach Project (above) the student is required to write a Personal Outreach Project Report. The student will receive credit for completing the Personal Outreach Project by submitting a written report (three to five single-spaced pages) by August 26, 2016, 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. The desire is for the student to have at least one meaningful encounter (hopefully many more) with a non-Christian during the twelve week period. If after three sincere invitations 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 - in accessing the throne of grace on behalf of these people.

2. **Gospel Presentation Paper (20%)**

The goal of the Gospel Presentation Paper is to help the student develop a transferable gospel presentation the student can use for personal evangelism and for training others in evangelism. The Gospel Presentation Paper is the sum-total of the five Gospel Presentation Exercises. The Gospel Presentation Paper is also due August 26, 2016.
There is no page limit on the Gospel Presentation Paper, but it must include:

A. Your personal testimony (3-5 minutes maximum when spoken).
B. A presentation of the gospel in prose (as you would present it verbally, not in outline form) that includes:
   • The 4 major biblical concepts of:
     o God (Creation)
     o Man (Fall)
     o Christ (Redemption)
     o Repentance and Faith (Consummation)
   • 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 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 plan for a new Christian. (Browse the RTS bookstore and/or web.)
E. The name of a gospel booklet (tract) 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 over-tailor your presentation as to make it ineffective for broader future use.

3. Final Examination (20%)

The final exam will be comprehensive and essay in format, including all class reading assignments and lectures. The exam will be emailed to the student on the last day of class and is due by midnight on 2016. No Bibles or any other books, notes, laptops are allowed when taking the exam. The time limit for the exam is 3 hours (maximum). Students are taking this exam on the honor system and will be asked to sign a document affirming they have followed these requirements. Further information about the final exam will be provided during the last class period.
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 for waiving the late penalty with the assignment to my administrative assistant, Joyce Sisler. No assignments will be received after September 2, 2016.

Grading Percentages:

Pre-Class Assignments (Due midnight, June 19, 2016—day before first class)
  • Evangelism Reading & Reports (30%)
  • Personal Outreach Project: First Six Weeks (5%)

In-Class Assignments
  • Attendance at all class sessions (tardiness and/or absence will impact grade)
  • Gospel Presentation Exercises (10%)

Post-Class Assignments (Due August 26, 2016)
  • Personal Outreach Project: Second Six Weeks (5%)
  • Personal Outreach Project Report (10%)
  • Gospel Presentation Paper (20%)
  • Final Examination (20%)
READING REPORT GUIDELINES

Your Name
Course Title & Number
Professor
Date

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) ___
### MDiv Student Learning Outcomes

**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.

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<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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| Strong | 1. Student partners with a classmate in order to present and execute their Gospel presentation exercises. The student will turn in a term paper with a summary of the exercises in ‘testimony’ form.  
2. Student submits an entire portfolio, from which they can teach 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.)

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| Minimal | 1. Student does not engage with Scripture in the original languages.  
2. Student must demonstrate that their understanding of Evangelism is grounded in Scripture and therefore Biblical. |

**Reformed Theology**

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

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<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Minimal</td>
<td>1. Student reads various articles by Reformed authors</td>
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**Sanctification**

Demonstrates a love for the Triune God that aids the student’s sanctification.

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<tr>
<td>Strong</td>
<td>1. Student participates in daily prayer for the 2 individuals they are asked to engage with the Gospel.</td>
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**Desire for Worldview**

Burning desire to conform all of life to the Word of God.

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<tr>
<td>Strong</td>
<td>1. Student gains an understanding of and ability to articulate the Biblical theology of Evangelism; the role of the local church in Evangelistic ministry is also explored.</td>
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**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 disagreements.)

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<tr>
<td>Strong</td>
<td>1. Student reads articles and books by authors that are not Reformed, and is shown the value of ecumenicalism.</td>
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<td>MDiv Student Learning Outcomes</td>
<td>Rubric</td>
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<td><strong>Preach</strong></td>
<td>Strong</td>
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<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
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<td><strong>Worship</strong></td>
<td>Minimal</td>
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<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>N/A</td>
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<td><strong>Shepherd</strong></td>
<td>N/A</td>
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<td>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.</td>
<td>Minimal</td>
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<td><strong>Church/World</strong></td>
<td>Moderate</td>
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<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
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