

DM 9374

Evangelism and Discipleship for a Missional Church

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Course Description:

This course provides a foundation for the theory and practice of evangelism and disciple formation in congregations grounded in a missional ecclesiology. Three term hours.

Course Objectives:

- To define evangelism and disciple making
- To identify the relationship between missional ecclesiology and best practices of evangelism and disciple making
- To provide exposure to best practices of evangelism and disciple making in missional congregations
- To help students make concrete plans toward increasing a missional vision for evangelism and disciple making in their congregational contexts

Course Requirements:

- Reflection Journal (10 pages *minimum*) DUE:
 - Students are to keep a daily reflection journal each day class meets. In the journal record spiritual and intellectual responses to the day's class activities, discussions, and learnings. This assignment is worth 30 points and is graded simply for its completion. The journal should be typed and double-spaced, and written in whatever journaling genre you prefer. You may go over 10 pages if you wish, but do not exceed 30 pages. Due February 1, 2013.
- Practice a Daily Office of some kind during the weeks the class meets
 - The Daily Office may be from the *Book of Common Prayer*, from *This Day*, from *Iona Abbey Worship* resources, the *Celtic Book of Prayer*, the *Guide to Prayer for Ministers and Other Servants*, or another resource that has been cleared with the instructor. The daily reflection journal should include documentation for having followed the daily office.
- Complete all required reading prior to coming to class.
- Choose one of these options:
 - Visit a New Day community on Sunday evening (5-7 PM) to experience a missional micro-community in action. Write a 3 page reflection paper on your experience, drawing from course reading assignments and class discussions.

- Select a book from the recommended reading list. Write a 6 page critical review. The first two pages should summarize major theses in the book. The next two pages should critically engage those points. The final three pages should explore the value of this text for shaping evangelism and disciple making in a missional church. Due, February 15, 2013.
- Major term paper (15 pages, *minimum*) DUE: 30 days following the last day of class
 - Create a detailed plan for introducing the leadership of your church to best practices of evangelism and disciple-making for a missional church. This plan should include a training component for an evangelism committee that rethinks the role of the committee in the life of the church as a whole.

Required Reading: ALL BOOKS SHOULD BE READ BEFORE COMING TO CLASS. PAPERS WILL BE SUBMITTED AFTER CLASS MEETS.

1. Adeney, Frances. *Graceful Evangelism: Christian Witness in a Complex World*. Grand Rapids: Baker Academic, 2010.
2. Butler Bass, Diana. *Christianity after Religion: The End of Church and the Birth of a New Spiritual Awakening*. New York: Harper, 2012.
3. Bonhoeffer, Dietrich. *Life Together*. New York: Harper San Francisco, 1954.
4. Claiborne, Shane. *Irresistible Revolution: Living as an Ordinary Radical*. Grand Rapids: Zondervan, 2006.
5. Heath, Elaine A. *The Mystic Way of Evangelism: A Contemplative Vision for Outreach*. Grand Rapids: Baker, 2008.
6. McNeal, Reggie. *Missional Communities: The Rise of the Post-Congregational Church*. San Francisco: Jossey-Bass, 2011.
7. Miles, Sara. *Jesus Freak: Feeding Healing Raising the Dead*. San Francisco: Jossey-Bass, 2010.
8. Roxburgh, Alan J. and M. Scott Boren. *Introducing the Missional Church: What It Is, Why It Matters, How to Become One* (Grand Rapids: Baker, 2009).

Recommended Reading:

- Brueggemann, Walter. *Biblical Perspectives on Evangelism: Living in a Three Storied Universe*. Nashville: Abingdon, 1993.
- Cole, Neil. *Organic Church: Growing Faith Where Life Happens*. San Francisco: Jossey Bass, 2005.
- Frost, Michael. *Exiles: Living Missionally in a Postmodern Culture*. Peabody, MA: 2006.
- Gathje, Peter R., Ed. *A Work of Hospitality: The Open Door Reader*. Atlanta: The Open Door Community, 2002.
- Gibbs, Eddie, and Ryan K. Bolger. *Emerging Churches: Creating Christian Community in Postmodern Cultures*. Grand Rapids: Baker Academic, 2005.

- Halter, Hugh, and Matt Smay. *The Tangible Kingdom*. San Francisco: Jossey Bass, 2008.
- Heath, Elaine A. and Scott T. Kisker, *Longing for Spring: A New Vision for Wesleyan Community*. Eugene, OR: Cascade, 2010.
- Hirsch, Alan. *The Forgotten Ways*. Grand Rapids: Brazos, 2006.
- Jones, Tony. *The New Christians: Dispatches from the Emergent Frontier*. San Francisco: Jossey Bass, 2008.
- McLaren, Brian. *The Secret Message of Jesus: Uncovering the Truth that Could Change Everything*. Nashville: Thomas Nelson, 2007.
- McKnight, Scott. *A Community Called Atonement*. Nashville: Abingdon, 2008.
- Doug Powe. *New Wine, New Wineskins: How African American Congregations Can Reach New Generations* Nashville: Abingdon, 2012.
- Recinos, Hal. *Good News from the Barrio*. Louisville: Westminster/John Knox, 2005.
- Reese, Martha Grace. *Unbinding the Gospel: Real Life Evangelism*. St. Louis: Chalice, 2007.
- Rutba House. *Schools for Conversion: Twelve Marks of the New Monasticism*. Eugene: Cascade, 2005.
- Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Grand Rapids: Brazos, 2007.
- Sweet, Leonard. *The Gospel According to Starbucks*. Colorado Springs: Waterbrook, 2007.
- Wilson-Hartgrove, Jonathan. *God's Economy: Redefining the Health & Wealth Gospel*. Grand Rapids: Zondervan, 2009.
- Wilson-Hartgrove, Jonathan. *The Wisdom of Stability: Rooting Faith in a Mobile Culture*. (Orleans, MA: Paraclete, 2010).

Academic Responsibility and Writing Style Requirements

Please see pages 42-43 for detailed information concerning academic responsibilities, grading policies and policies for students with learning disabilities. Please give special attention to the section on academic honesty, plagiarism, etc. For writing style, please adhere to Kate L. Turabian, 6th ed., *A Manual for Writers* (Chicago: University of Chicago Press, 1996) in the Reference Room of Bridwell Library. Pages 185 ff compare the two permissible systems of documentation. You must use **one of the two** systems, your choice as to which one. Papers are to be typewritten in a 12-point Times New Roman font, double-spaced, paginated, with margins between 1-1 ½ inches and 1-1 ½ inches on all side. Feel free to talk with your professor if you have further questions on any of these matters.

Grading

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| • Final Project | 50% |
| • Reflection Journal | 30% |
| • Critical book review or New Day paper | 20% |

Grade scale is as follows: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D-; 50-59 F.

Late Papers, Extensions and Incompletes

Papers should be submitted when they are due. In the rare case where a medical emergency or some other dire circumstance makes it necessary to turn in a late paper, the student must contact the professor BEFORE the paper is due, requesting permission. For papers that are turned in late WITHOUT permission, the paper will be docked a full letter grade for each week it is late. For further details on Incomplete grades, please see course catalog, page 43.

Class Schedule:

Day One:

Topic: Our Post-Christendom Contexts

Reading: Diana Butler Bass

Day Two:

Topic: Definitions of Evangelism

Reading: Miriam Adeney

Day Three:

Topic: A Contemplative Vision for Evangelism

Reading: Elaine A. Heath, Parts 1 and 2

Day Four:

Topic: Gospel Bearing through Justice

Reading: Shane Claiborne

Day Five:

Topic: Gospel Bearing through Alternative Community

Reading: Dietrich Bonhoeffer

Day Six:

Topic: Introducing Missional Communities

Reading: Alan Roxburgh and Scott Boren

Day Seven:

Topic: Disciple Making in Missional Communities

Reading: Reggie McNeil

Day Eight:

Topic: Catechesis and Evangelism in Established Congregations

Reading: Elaine A. Heath, Part 3

Day Nine:

Topic: Communal Feast, Evangelism, and Disciple-Making

Reading: Sara Miles

Minority Concerns and the Perkins Curriculum

In 1975 the Perkins Senate passed resolutions which bear on the relation of the Perkins curriculum to this school's common concern for the status of ethnic minority groups and of women both in education for ministry and in the ministry itself. The following statement summarizes these resolutions with respect to all courses except those in the area of Ministry.

1. Instructors and students alike are urged to use inclusive language, images and metaphors which will give full and positive value to both the past contributions and the future prospects of ethnic minorities and women in the church and in society at large.
2. Instructors and students alike are urged to give sensitive consideration to the role of images from a predominantly white and male culture in shaping both the language and concepts of Christian theology and the models and methods of Christian ministry that are widely current today.
3. Instructors are urged to make every effort to provide--in the syllabi, assignments and formats of their courses--opportunities (1) for women students and students from ethnic minority groups to pursue their study with special reference to their own status or tradition and (2) for all students to become acquainted with the special problems and conditions that affect women and ethnic minority groups in human society.

SMU Disability Accommodations

Southern Methodist University provides reasonable accommodations for students with disabilities. If you need academic accommodations for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4563) to verify the disability and to establish eligibility for accommodations. Then you should schedule an appointment with your professor to make appropriate arrangements for the course work in this class.