

COS 523 (es) – Evangelism Syllabus
Rev. Owen K Ross, DMin

Course description:

This course introduces students to the theology and practices of evangelism as an expression of God's mission.

Course objectives:

Students will be able to:

1. Reflect on and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
2. Ground a theology of evangelism in scripture, the Gospel, and the mission of God.
3. Interpret of the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation

Required Texts:

Brueggemann, Walter. *Biblical Perspectives on Evangelism: Living in a Three-Storied Universe*. Abingdon Press, 1993

Knight, Henry H.; Powe, F. Douglas. *Transforming Evangelism: The Wesleyan Way of Sharing Faith*. Discipleship Resources, 2006

Mancini, Will. *Unique Church: How missionary leaders develop vision, capture culture, and create movements*. Hoboken, ND: Jossey Bass, Inc. 2008

Recommended Texts:

Abraham, William J. *The Art of Evangelism: Evangelism Carefully Crafted into the Life of the Local Church*. Oregon: Wipf and Stock, 2011.

Arias, Mortimer. *Announcing the Reign of God*. Philadelphia: Fortress Press, 1984.

Daniel, Lillian. *Tell It Like It Is: Reclaiming the Practice of Testimony*. Lanham, MD: The Alban Institute, 2005.

Fox, H. Eddie & George Morris. *Faith-Sharing. Revised and Expanded Edition*. Nashville: Discipleship Resources, 1996

Gunter, W. Stephen and Elaine Robinson, editors. *Considering the Great Commission: Evangelism and Mission in the Wesleyan Spirit*. Nashville: Abingdon Press, 2005.

Powe, F. Douglas, Jr. *New Wine, New Wineskins: How African American Congregations Can Reach New Generations*. Nashville: Abingdon Press, 2012.

Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, IL: InterVarsity Press, 2009.

Sanchez, Daniel Raul. *Hispanic Realities Impacting America: Implications for Evangelization and Missions*. Fort Worth: Church Starting Network, 2006.

Stone, Bryan. *Evangelism After Christendom: The Theology and Practice of Christian Witness*. Grand Rapids, MI: Brazos Press, 2007.

Watson, Kevin. *The Class Meeting: Reclaiming a forgotten and essential small group experience*. Willmore, KY: Asbury Seedbed Publishing, 2017.

Course structure

The course will be divided into ten units, each unit corresponding to a week (Monday through Sunday), starting on ___ of _____, 2022 and ending ___ of _____, 2022.

Each unit focuses on a particular topic and contains several activities to complete each week, such as participating in discussion forums, reading posts, reading assignments, watching videos, interacting with classmates, and writing assignments.

The course will be developed piece by piece in a practical evangelism project for the student's context (more details on these tasks below). Discussion forums are connected to the tasks of the final project.

Course Requirements

1. **Participation.** Because this course will be completely online, participation in weekly activities and assignments are crucial to student learning as well as learning from the student's classmates.
2. The student will have one participation of each weekly unit (including weekly contributions and responses in online discussion forums) and will have three written assignments and one video assignment that will be considered and evaluated for the total grade.
3. **Final Degree Project.** Students will complete a final project, both written and in a 10-minute video that they will be ready to share with their classmates and with the congregation where the student is serving, or in a potential congregation. The project will be built throughout the class with edits and suggestions from the teacher to be added throughout the course. The student will receive the detailed outline from the teacher.

Course Grading

- Participation: 30%
- Unique role of the church: 10%
- Definition of the evangelism document: 10%
- Video Presentation of the Evangelism Plan: 15%
- Final project: 35%

Rating scale

98.00% - 100.00% = A+
 93.00% - 97.99% = A
 90.00% - 92.99% = A-
 87.00% - 89.99% = B+
 83.00% - 86.99% = B
 80.00% - 82.99% = B-
 77.00% - 79.99% = C+
 73.00% - 76.99% = C
 70.00% - 72.99% = C-
 67.00% - 69.99% = D+
 60.00% - 66.99% = D
 0.00% - 59.99% = F

Course Policies and Resources

Academic Integrity

Academic integrity is essential for learning and for assessing academic performance. Students must do their own work. Spouses and friends can help with editing, spelling, and punctuation, but only the student should be involved in research, writing, and conducting classwork and homework. Using someone else's work without properly citing it or giving proper recognition is plagiarism and is a serious violation of academic integrity and is treated harshly. All students will refrain from any and all forms of plagiarism, dishonesty, or lying, and must report any violations to the professor or other appropriate academic authority.

Collegiality

In addition to academic integrity, commitment to collegiality and consistent participation in class and online discussions are essential. We must all recognize that this class is a place of learning and commit to the support of all class members through giving honest, uplifting, and collegial feedback. All students should practice patience, humility, and charity by participating in online forms and by engaging and responding to the ideas and opinions of classmates, authors, and teachers. Committing to honest collegiality will foster a favorable environment and community for learning.

Submitting Written Assignments

All writing assignments submitted to the instructor must be written in 12 dots, Times New Roman font, double-spaced, and with 1-inch margins. They must be submitted in electronic form (Microsoft Word .doc/.docx file) on the specified due date at the time indicated through the course website. Title each file in the following format: [Last Name, First Name] [Comma] [Assignment Name].doc or .docx. For example, "Ross, Owen, FinalPaper.doc" or "Ross, Owen, FinalPaper.docx".

Inclusive language

Using inclusive language to refer to God and people enriches and broadens the understanding of who God is. When referring to God, students should avoid the exclusive use of female or male pronouns. The student should also adopt inclusive and gender-friendly language for all people in written assignments, in presentations, and in class discussions.

Late assignments

Assignments submitted after the set due date/time may be penalized for each day the task is delayed. (Note: A day counts as 24 hours from the expiration date.) Due dates and times are displayed in Central Standard Time unless you change your time zone in your course profile. If you have questions or concerns about deadlines, promptly contact the professor.

List of the Ten Units.

1. Introductions to the teacher, classmates, course, objectives, assignments, methods, and philosophy of the class
2. Contextual ministries
3. Vision, Mission and Values
4. Evangelism in the Bible
5. The Definition of Evangelism
6. Evangelism in the Wesleyan Tradition
7. Interpreting Wesley's Evangelism for Today
8. Evangelism, Proselytism, and Discipleship
9. Evangelization of the Virtual Mission Field
10. Examples of Evangelism Strategies in the Latin Context