

COS 523 (en) – 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. Understand and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
2. Describe a theology of evangelism in scripture, the Gospel, and the mission of God.
3. Interpret of the Wesleyan heritage of evangelism.
4. Develop and implement strategies and models for evangelism by the congregation

Required Texts:

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

Edwards, Luke. *Becoming Church: A Trail Guide for Starting Fresh Expressions*. Fresh Expressions U.S., 2021.

Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids: Baker Academic, 2020.

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.

Beck, Michael Adam, and Rosario Picardo. *Fresh Expressions in a Digital Age: How the Church Can Prepare for a Post Pandemic World*. Abingdon Press, 2021.

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

Chilcote, Paul W; Warner, Lacey C., et al. *The Study of Evangelism: Exploring a Missional Practice of the Church*. William B. Eerdmans Pub. Co., 2008. (Chapters 1, 5, 7, 13, 15, 20, 25, 26, 27, 28, and 29).

Cho, Eugene, et al. *No Longer Strangers: Transforming Evangelism with Immigrant Communities*. Wm. B. Eerdmans Publishing Co, 2021.

- 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.
- Wrogemann, Henning. *Christian Witness in a Globalized World: Meeting the Challenges of Religious Plurality, Secularity and Interculturality*. Lit, 2021. (Chapters 2, 4, 6, 7, and 9)

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 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 Requirements:

- Class Participation: 24%
- Written Assignment 1: 12%
- Written Assignment 2: 14%
- Class Presentation of the Evangelism Experiment: 15%

- Final Project: 35%

WRITTEN WORK:

All written work must be typed with 12-point type (Times New Roman font), one-inch margins on all four sides, and true double spacing (except for CRS, please use single space for CRS papers). Please follow page limit requirements. All written work must use inclusive language (please see below). All written work must follow consistent guidelines for form, style, and format.

LATE WORK:

The first penalty for a late assignment is no feedback, however assignments will be graded with an assessed penalty commensurate with degree of lateness and the adequacy of the excuse (half letter grade will be deducted per day after due date, i.e., if paper receives an B but was turned in one day late, then it becomes a B-).

EVALUATION:

1) Class Participation and Attendance	24%
2) Assignment 1	12%
3) Assignment 2	14%
4) Assignment 3	15%
5) Final Project	<u>35%.</u>
TOTAL	100%

GRADE RANGE: Work for this class will be evaluated according to the following scale:

<i>A = 93-100 Unusually high quality, exceptional work</i>	<i>D+ = 67-69 Minimal work</i>
<i>A- = 90-92 Far above average, fine work</i>	<i>D = 63-66 Barely acceptable</i>
<i>B+ = 87-89 Above average for graduate work</i>	<i>D- = 60-62 Acceptable</i>
<i>B = 83-86 Very good, average for graduate work</i>	<i>F = 59 or below: Failure.</i>
<i>B- = 80-82 Slightly below average for graduate work</i>	
<i>C+ = 77-79 Meets requirements, but noticeable inadequacies for graduate work</i>	
<i>C = 73-76 Meets requirements, but with significant gaps for graduate work</i>	
<i>C- = 70-72 Meets requirements, but serious gaps</i>	

Course structure

The course will be divided into twelve units in three weeks. Class will meet in person week 1 and online for weeks 2 and 3, with assignments due each day.

Each unit focuses on a particular topic and contains several activities to complete each week, such as participating in class discussions, reading assignments, watching videos, and writing assignments.

The course will develop a final project piece by piece into a practical evangelism project for the student's context (more details on these tasks below). Each module of the class is connected to The Final Project.

List of the Ten Units.

1. Introductions
2. Contextual Evangelism
3. Vision, Mission, and Values
4. Models of Evangelism
5. Theology of Evangelism
6. Evangelism in the Bible
7. Wesleyan Evangelism
8. Relevancy of Wesleyan Evangelism Today
9. Evangelizing the Virtual Mission Field
10. Fresh Expressions, New Spaces, and Microchurch
11. Evangelism, Proselytism, and Discipleship
12. Examples of Contemporary Evangelism Experiments

Pre-class Assignments

1. Read Will Mancini, *Church Unique*
 - a. Take notes of concepts that help you think about the church where you serve (include page numbers).
 - b. References to these pages will be included in written assignments and in The Final Project.
 2. Write Part 1 of the Final Project. Be sure and follow the instructions in the guide. Due at the beginning of class on June 26.
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UNIT 1 - INTRODUCTIONS, June 26

1. **Introduction to Course**
 2. **Class discussion:** Be prepared to share:
 - a. Name and the name you prefer to be called
 - b. How were you or your family "evangelized"? Discuss how you or your family was first became Christians or was invited to congregate in your current congregation and/or denomination.
 3. **Overview of Syllabus, Class Structure, and Final Project**
 4. **Written Assignments**
 - a. Turn in Part 1 of The Final Project.
 - b. Review the guide to The Final Project.
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- c. Begin thinking and praying about the evangelism experiment you will develop in this course based on the uniqueness of your congregation and mission field. Make a list of potential evangelism experiments.
- d. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.
- e. The Final Project is due before 5:00pm on July 14, 2023.

UNIT 2 – CONTEXTUAL EVANGELISM, June 27

1. Reading

- a. Read the introduction and chapters 1 and 2 of Edwards *Becoming Church*.
 - b. Read the introduction and chapters 1 and 2 of Knight and Powe, *Transforming Evangelism*.
 - c. Take notes of concepts that help you think about the church where you serve (include page numbers). References to these pages will be included in written assignments and in The Final Project.
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2. Class discussion: Be prepared to share

- a. Where are you currently practicing ministry (city or county and state) and current church?
 - b. How long have you been serving in that ministry and in Christian ministry in general?
 - c. Share what is unique about the ministry you serve in or will study. Use Mancini's, Edwards, and Knight and Powe's concepts and methods explaining what is unique about the church the student serves, congregates, or will work with during the semester for The Final Project. This congregation will be referred to as "the student's congregation" in this document.
 - d. Discuss what it means for a pastor to be a cultural anthropologist both inside the congregation and in the mission field.
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3. Written Assignments

- a. No written assignments are due this day.
- b. Edit Part 1 of the Final Project by applying feedback from class discussion.
- c. Add concepts from the readings with citations but not quotes into Part 1 of The Final Project, specifically Edwards as well as Knight and Powe.
- d. You will resubmit Part 1 with its edits when you turn in The Final Project before 5:00pm on July 14, 2023.
- e. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.

UNIT 3 – VISION, MISSION, AND VALUES, June 28

1. Reading

- a. Read the introduction and chapter 1 of Pope-Levison *Models of Evangelism*
- b. Read chapter 3 of Edwards *Becoming Church*.
- c. Read chapter 3 of Knight and Powe *Transforming Evangelism*.

- d. Take notes of concepts that help you think about the church where you serve (include page numbers). References to these pages will be included in written assignments and in The Final Project.
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2. Class Discussion 1

- a. Be prepared to share the vision, mission, and values of the student's congregation.
- b. Refer to Mancini or the course material on how the vision, mission, and values of the congregation guides the congregation into its unique mission.
- c. Share the role evangelism in your vision, mission, and values, or how your vision, mission, and/or values are/is evangelism.

3. Written Assignments

- a. No written assignments are due this day.
- b. Write your first draft of your definition of evangelism for Part 2 of The Final Project.
- c. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.
- d. If you have not by now, begin placing concepts with citations into The Final Project under the different subsections, including Part 1.
- e. You will resubmit Part 1 with its edits when you turn in The Final Project before 5:00pm on July 14, 2023.

UNIT 4 – MODELS OF EVANGELISM, June 29

1. Reading

- a. Read chapters 2 and 3 of Pope-Levison *Models of Evangelism*.
 - b. Take notes (including citations/pages) of concepts that can be applied to The Final Project. References to these pages will be included in the written assignments.
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2. Class discussion:

- a. What are the current models of evangelism in your church?
- b. What models could you see your congregation experimenting with?

3. Written Assignments

- a. No written assignments are due this day.
- b. Review the guide to The Final Project.
- c. Think and Pray about the evangelism experiment you will develop in this course for The Final Project based on class discussion and readings. Edit list of potential evangelism experiments and begin making notes in Part 3 of The Final Project.
- d. Add concepts with citations but not quotes from the readings into Part 1 of The Final Project, Pope-Levison.
- e. You will resubmit Part 1 with its edits when you turn in The Final Project before 5:00pm on July 14, 2023.
- f. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.

UNIT 5 – THEOLOGY OF EVANGELISM, June 30

1. Reading

- a. Read chapter 4 Pope-Levison. *Models of Evangelism*
 - b. Read chapters 4 and 5 of Knight and Powe *Transforming Evangelism*.
 - c. Take notes (including citations/pages) of concepts that can be applied to The Final Project. References to these pages will be included in the writing assignments.
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2. Class discussion: defining evangelism

- a. Be prepared to share in a single sentence you own unique definition of evangelism.
 - b. Defend each word you select in the definition using theological principles that include references and examples from the Bible.
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3. Written Assignments

- a. No written assignments are due this day.
 - b. In Part 2 of The Final Project, write the first draft of subsection “Definition of Evangelism.”
 - c. As you are defending your Definition of Evangelism using theological concepts, make note of Scripture that supports these theological concepts. Begin work on the section of Part 2 entitled “Evangelism in the Bible.”
 - d. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.
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UNIT 6 – EVANGELISM IN THE BIBLE, July 3 (asynchronistic)

1. Reading

- a. Read chapters 5 and 7 of Pope-Levison *Models of Evangelism*.
 - b. Take notes (including citations/pages) of concepts that can be applied to writing assignments. References to these pages will be included in the written assignments and in The Final Project.
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2. Forum discussion

- a. Share 2 Bible verses that none of the other students have shared explain ***why*** Christians evangelize, explaining what these verses say about evangelism.
 - i. Explain in a paragraph of 3-8 sentences what these verses explain about evangelism.
 - ii. Remember that Scripture is rich and speaks in distinct ways in distinct contexts.
 - iii. Comment on the posts of a minimum of two your peers on how the verse your classmate selected and her or his explanation helps you understand the theology of evangelism
 - iv. Remember to select colleagues who have few comments posted and to be edifying.
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- b. Share *another* 2 Bible verses that show examples of ***how*** persons in Biblical times evangelized.
 - i. Explain in a paragraph of 3-8 sentences what we can learn today from these verses explain about how to evangelize.
 - ii. Remember that Scripture is rich and speaks in distinct ways in distinct contexts.
 - iii. Comment on the posts of a minimum of two your peers on how the verse your classmate selected and her or his explanation helps you understand the theology of evangelism
 - iv. Remember to select colleagues who have few comments posted and to be edifying.

3. Written Assignments

- a. No written assignments are due this day.
- b. In Part 2 of The Final Project, write the first draft of the subsection “Evangelism in the Bible.”
- c. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.

UNIT 7 – WESLEYAN EVANGELISM, July 5

1. Reading

- a. Read chapter 6 of Knight and Powe, *Transforming Evangelism*.
- b. Take notes (including citations/pages) of concepts that can be applied to The Final Project. References to these pages will be included in the written projects.

2. Forum discussion:

- a. Watch <https://www.youtube.com/watch?v=eRRqKe3QB5c>
- b. Review notes from Knight and Powe, *Transforming Evangelism*.
- c. Write a paragraph of 5-8 sentences about how your definition relates to the Methodist movement that was started by John Wesley and the earliest Methodists.
- d. Comment on the posts of a minimum of two your peers’ paragraphs about how the aspects of the earliest Methodists they point out relate to your personal definition of evangelism.

3. Written Assignments

- a. No written assignments are due this day.
- b. In Part 2 of The Final Project, write the first draft of the subsection “Wesleyan Evangelism.”
- c. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.

UNIT 8 – RELEVANCY OF WESLEYAN EVANGELISM TODAY, July 6

1. Reading

- a. Read chapter 7 to end of Knight and Powe, *Transforming Evangelism*.
 - b. Take notes (including citations/pages) of concepts that can be applied to The Final Project. References to these pages will be included in the written projects.
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2. Forum discussion:

- a. Watch <https://www.youtube.com/watch?v=OerABH1F-9A&t=157s>
 - b. Review notes from Knight and Powe, *Transforming Evangelism*.
 - c. Write a paragraph of 4-7 sentences about how your definition of evangelism describes the evangelism of the earliest Methodists.
 - d. Comment on the posts of a minimum of two your peers' paragraphs about how the aspects of the earliest Methodists they point out relate to your personal definition of evangelism.
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3. Written Assignments

- a. No written assignments are due this day.
 - b. Finish Part 2 of The Final Project, integrating feedback from the class forum as well as citations without quotes from the readings.
 - c. Part 2 of The Final Project is due before 11:59pm on July 8, 2023.
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UNIT 9 – EVANGELISM, PROSELYTISM, AND DISCIPLESHIP, July 7

1. Reading

- a. Read chapter 4 of Edwards *Becoming Church*.
 - b. Take notes (including citations/pages) of concepts that can be applied to The Final Project. References to these pages will be included in written assignments.
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2. Forum discussion

- i. Watch Video EVANGELISM, PROSELYTISM, AND DISCIPLESHIP
<https://youtu.be/R1MUCP5nItA>
 - ii. Write 2 5-8 sentence paragraphs describing the evangelism experiment you plan to develop for The Final Project.
 - iii. Comment on the posts of a minimum of two your peers' paragraphs that also asks 2 questions about the student's Final Project. The student does not need to respond to these questions. These questions are simply meant to help the student think further about her or his evangelism experiment.
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3. Written Assignments:

- a. Upload Part 2 of The Final Project before 11:59pm on July 8.
- b. Make suggested edits to Part 1 of The Final Project to be added to The Final Project that is due before 11:59pm on July 8, 2023.

UNIT 10 – EVANGELIZATION OF THE VIRTUAL MISSION FIELD, July 10

1. Reading

- a. Read chapter 8 of Pope-Levison *Models of Evangelism*.
 - b. Take notes (including citations/pages) of concepts that can be applied to The Final Project.
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2. Forum Discussion:

- a. Watch the following videos:
 - i. <https://www.youtube.com/watch?v=0ZcwazJiesk>
 - ii. <https://www.youtube.com/watch?v=NghHlqgMdLk>
 - b. From the readings and the videos, write 2, 5-8 sentence paragraphs on the role of digital ministry in your evangelism experiment for The Final Project.
 - c. Comment on the posts of a minimum of two your peers' postings about your experienced with similar digital ministries and/or your experience with distinct digital ministries relating to the post.
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3. Written Assignments

- a. No written assignments are due this day.
 - b. Write the subsection "The Project" in Part 3 of The Final Project.
 - c. The Final Project is due before 5:00pm on July 15, 2023.
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UNIT 11 – FRESH EXPRESSIONS, NEW SPACES, AND MICROCHURCHES, July 11

1. Reading

- a. Read chapters 5-8 of Edwards *Becoming Church*.
 - b. Take notes (including citations/pages) of concepts that can be applied to The Final Project.
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2. Forum Discussion:

- a. Watch the video: <https://youtu.be/JMtwcmpknRc>
 - a. From the readings and the video, write 2, 5-8 sentence paragraphs. The first paragraph identifies the uniqueness of the mission field of your evangelism experiment for The Final Project and a second paragraph on how you are seeking to reach them in a contextual way.
 - b. Comment on the posts of a minimum of two your peers' postings with ideas of types of "fresh expressions" that might be a way to reach the mission field of their evangelism experiment.
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3. Written Assignments

- a. No written assignments are due this day.

- b. Write the subsections “The Project” and “Vision and Mission” in Part 3 of The Final Project.
 - c. The Final Project is due before 5:00pm on July 15, 2023.
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UNIT 12 – CONTEMPORARY EXAMPLES OF EVANGELISM EXPERIMENTS, July 12-14

1. July 12

a. Forum Discussion

- i. Upload a 10-minute YouTube video of you sharing your evangelism experiment with your congregation.
- ii. This video can be an actual presentation to the congregation, or a video made that can be shared with the congregation.
- iii. This video is a summation of part 3 of The Final Project that includes the specifics of the evangelism experiment, which includes how the project relates to the vision and mission of the church as well as the theology that undergirds the experiment.
- iv. Again, this video should be designed for a congregation rather than this classroom.

b. Written Assignments:

- i. No written assignments are due this day.
 - ii. Write the subsections “Theology” and “Goals and Evaluation” in Part 3 of The Final Project.
 - iii. The Final Project is due before 5:00pm on July 14, 2023.
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2. July 13

a. Forum Discussion

- i. Watch half of your classmates’ videos. Watch those with the least comments first.
- ii. Comment on each video:
 - 1. what you appreciate about their video and their experiment.
 - 2. one question that can help your classmate think about their project.
 - 3. A brief prayer asking God to bless the experiment to reach the mission field.

b. Written Assignments:

- i. No written assignments are due this day.
 - ii. Write the subsection “Conclusion” in Part 3 of The Final Project.
 - iii. Make suggested edits for Part 1 and Part 2 of The Final Project.
 - iv. Add additional citations from readings and class to Part 1 and Part 2 of The Final Project.
 - v. The Final Project is due before 5:00pm on July 14, 2023.
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3. July 14

a. Forum Discussion

- i. Watch half of your classmates' videos. Watch those with the least comments first.
- ii. Comment on each video:
 1. what you appreciate about their video and their experiment.
 2. one question that can help your classmate think about their project.
 3. A brief prayer asking God to bless the experiment to reach the mission field.

b. Written Assignments:

- i. No written assignments are due this day.
- ii. Proofread The Final Project.
- iii. Erase the red in The Final Project.
- iv. Upload The Final Project this day, July 14, before 5:00pm.

Course Policies and Resources (Please refer to the Course of Studies Policies Handbook for a more complete explanation of policies and resources.)

<https://www.smu.edu/-/media/Site/Perkins/PDF/COSS/COSS-Policies-Hdbk.pdf>

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 authorities.

Collegiality

In addition to academic integrity, commitment to collegiality and consistent participation in class and online discussions are essential. This class is a place of learning, and all participants in the class shall commit to support all class members through giving honest, helpful, collegial, and edifying feedback. All students should practice patience, humility, and charity by participating in online forms and class discussions 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.

Written Assignments

All writing assignments must be written in 12 point, Times New Roman font, double-spaced, and with 1-inch margins. They must be submitted in electronic form (Microsoft Word .doc/.docx file or program equivalent) 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

The student should adopt inclusive and gender-friendly language for all people in written assignments, in presentations, and in class discussions.

Disability Accommodations

Students who need academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once they are registered and approved, students then submit a DASS Accommodation Letter through the electronic portal, DASS Link, and then communicate directly with each of their instructors to make appropriate arrangements. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

Sexual Harassment

All forms of sexual harassment, including sexual assault, dating violence, domestic violence and stalking, are violations of SMU's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a complaint or to receive more information about the grievance process may contact Samantha Thomas, SMU's Title IX Coordinator, at accessequity@smu.edu or 214-768-3601. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator. For more information about sexual harassment, including resources available to assist students, please visit www.smu.edu/sexualmisconduct.

Pregnant and Parenting Students

Under Title IX, students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson (elsiej@smu.edu) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

SMU Requirements

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. Click [here](#) for a list of holidays.

COVID-19 and Other Medical-Related Absences

If students test positive for COVID-19, they must fill out a CCC Form to report the case. Up-to-date information about the response to COVID-19 during the spring 2023 term can be found on the Mustang Strong website. To ensure academic continuity and avoid any course penalties,

students should follow the same procedures described by their instructors as they would for any other medical-related absence in order to be provided with appropriate modifications to assignments, deadlines, and exams.

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity should be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. It is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments. (See 2020-2021 SMU Undergraduate Catalog under “Enrollment and Academic Records/Excused Absences.”)

Student Support

Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students who would like support for subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

Caring Community Connections Program

CCC is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. The online referral form can be found at [smu.edu/deanofstudentsccc](https://www.smu.edu/deanofstudentsccc). After a referral form is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Anyone who is unclear about what steps to take if they have concerns about students should contact the Office of the Dean of Students at 214-768-4564.

Mental Health Resources: On-Call and Ongoing Counseling Services

Throughout the academic year, students may encounter different stressors or go through life experiences which impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 214-768-2277 (then select option 2) They will be connected with a counselor immediately. Students seeking ongoing counseling should call the same number (214-768-2277, then select option 1) during normal business hours to schedule an initial appointment.

Evangelization Experiment For **your church name or context**

Cos 523 – Evangelism, Dr. Owen K Ross

STUDENT NAME

Leave the parts in black and do not erase these red parts until you are turning this in at the end of the course. When turning this in as the Final Project, have all the red replaced and then erase these red instructions and leave all the black. That is, for Part 1 and Part 2, do not erase these instructions as they are designed to help you write what is expected of you.

Part 1 and Part 2 will be returned to you with ample time to make the corrections and suggestions from the professor to be turned in as the first two of the three parts of the final project that will be turned in at the end of the course. I encourage you to take advantage of making corrections and considering suggestions as this will improve your grade on the final project. For the final plan, you will make the corrections, apply the suggestions, and put all the tasks together for a single plan.

Use the MLA form. For example, when you are sharing an idea from one of the readings, note the author's name and the page where the concept is found. An example is (Mancini ##). *Do not quote the book.* Include references with page numbers or scriptures without quoting the text directly. *The student must use her or his own words to express what the author says.* Simply copying sentences from a reading assignment does not demonstrate any critical understanding. I am less interested in what the authors said than I am interested in what you understand from what the authors say. However, I want to know the page number from where you find the concepts/ideas, so be sure and provide citations.

Also, give proper credit and do citations scrupulously. Do not use someone else's thoughts, words, or ideas through paraphrase or verbatim without proper citation. To do so is

plagiarism and is a serious offense. Do not present someone else's thoughts, words, or ideas as if they are your own.

By the end of this course, this full paper/final project will be 16-26 pages long. However, each of unit of this course, the class discussion forums, and each written assignment are designed to help you put this final project together little by little. By working on this project throughout the course and by following these instructions closely as well as the instructions under each section, you should do well in this course and in this final project, which is 25% of your grade.

Part 1 My Unique Church (5-7 pages)

1-2¶ on how you came to be in ministry where you are now, including how much time you have there. A paragraph should have a minimum of three sentences, and for this paper, generally less than seven. Be brief in the introduction.

1-2¶ on why God called you there. Include a brief description of your mission field and how you are currently evangelizing this mission field.

Church Unique

In this section, you should demonstrate comprehension of the concepts and ideas of the text Mancini, Will. *Unique Church: How mission leaders develop vision, capture culture, and create movements*. Miami, Florida: Editorial Vida, 2014. (304 pages) and your ability to apply Mancini's concepts to your ministerial context. Again, do not quote the text directly, but make numerous references to the ideas and concepts of the text and include page numbers without quotations and without Mancini's words. The student must use their own words to express Mancini's ideas.

4¶s specifically on *Church Unique* by Will Mancini. Includes Mancini's purpose and thesis:

1 ¶ about Part 1

1 ¶ about Part 2

1 ¶ about Part 3

1 ¶ about how *Church Unique* helped you form, clarify, and articulate the vision you have for your church. Again, a paragraph should have a minimum of three sentences, and for this paper, generally less than seven:

Vision and Mission

Using *Church Unique* and the feedback from the professor in class discussions

1 ¶ explaining the difference between vision and mission

1 ¶ about the unique vision of your church

1 ¶ about the unique mission of your church

1 ¶ about the unique values of your church

Gifts

Using *Church Unique* and class lectures and discussions

1 ¶ about your gifts as a pastor/minister

1 ¶ about the gifts from your church

1 ¶ about gifts from your church's mission field

Conclusion

2-4 ¶s about how your church is unique and how its gifts, culture, and identity influence how your church evangelizes.

Part 2: Evangelism (4-6 pages)

In this section, you should demonstrate comprehension of the concepts and ideas of the texts and the principles of evangelism taught and demonstrated in the Bible and by John Wesley and Methodists. Again, without quoting texts or the Bible directly, make references to the ideas of the readings and Scripture with page numbers or Bible verses. Use abbreviations for the version of the Bible you use the first time you reference the Bible (NIV, DHH, BLA, NTV, RV1995, NBD, PDT, etc.). Again, the student should use their own words to express what the authors and the Bible say with page numbers and/or verses.

Definition of Evangelism

In a single sentence, share your own unique definition of evangelism and use 1 ¶ to briefly explain your selection of each significant word of the definition. Part 2 of this assignment should begin

Evangelism is... (and then your own definition of evangelism. Be sure your definition the considers the readings and especially the feedback and learnings from class, particularly from the discussion forum. Then, in three to five sentences explain the definition using theological concepts explaining why you chose the words you chose to define evangelism. The rest of Part 2 will be to demonstrate your comprehension of the readings and the application of Scripture and theology to defend your definition of evangelism.

Evangelism in the Bible

3-4 ¶s about how your own definition of Evangelism is based on the Bible. Be sure and share scriptures that demonstrate why your definition is congruent with Biblical teachings of why we evangelize as well as examples of your definition of evangelism being put into practice

in Scripture. Demonstrate using Scripture that your unique definition of evangelism is both orthodox and orthoprax. Include copious references to and demonstrate comprehension of Walter Bruggeman's *Biblical Perspectives on Evangelism*.

Remember to reference verses without quoting them. Again, for the purposes of this paper, I am more interested in your interpretation of texts. Remember to note the version of the Bible in the first reference.

Wesleyan Evangelism

3-4 ¶s on how your definition of Evangelism describes the Methodist movement that was started by John Wesley and the earliest Methodists. Use class readings, class discussions, videos, and resources found in other books, *The Discipline of the Methodist Church*, the internet, or other resources. Be sure to note the references using the MLA form and include them in the bibliography. Include copious references to and demonstrate comprehension of Knight's and Powe's *Transforming Evangelism: The Wesleyan Way of Sharing Faith*.

Conclusion

3-5 ¶s introducing your evangelism project and how your project is based on your own unique definition of evangelism that is based on Scripture and on the Wesleyan heritage of evangelism.

Part 3: Evangelism Project for [Name of Your Church/Context] (4-7 pages)

4-5 pages explaining a specific project to experiment with an evangelism project, ideally a new project for your current context. Select something where you will equip a team that you will equip for the work of evangelism. This document and the videos in class you will make are designed to be able to be shared with such a team. The evangelism *project* is not designed to be a comprehensive evangelism *plan*. Select a project that you can measure with specific, measurable, achievable, relevant, and time-bound assessments.

For this final written assignment, you will be turning in all three parts. Be sure to edit and rewrite the other parts of this plan to add suggestions and corrections you have received from the professor and what you learned from the class and your classmates. Edit all assignments by adding feedback and suggestions given by the teacher and classmates with the addition of demonstrated understanding of class talks and conversations. Again, include citations of class readings, lectures, resources, and external sources without directly quoting these sources. This final project will be 14-20 pages long.

The Project

1 ¶ explaining the evangelism experiment that you are going to implement or are implementing in your own context.

2-4 ¶s explaining specifically how you are going to implement the plan. Clearly explain the specific activities, the specific dates, and the specific people who will implement the plan, step by step. (Change names of the participants and leaders to protect their privacy).

Vision and Mission

2-4 ¶s explaining how the plan is aligned with the mission and vision of your unique church

Theology

3-5 ¶s explaining how this project is aligned with your definition of evangelism, the Bible, and the Methodist heritage of evangelism.

Goals and Evaluation

1 ¶ explaining the matrices you will use to evaluate the plan

1 ¶ how you will share what you learned from the plan with the team. Include the dates of you will evaluate the experiment and begin plans for the next experiment with the team.

Conclusion

1-3 ¶s explaining what God is doing in your community and how this experiment is participating it what God is doing in your community/mission field through this experiment.

Works Cited

Put all the books, video, and talks cited, including the Bible and class books. For example

Edwards, Luke. *Becoming Church: A Trail Guide for Starting Fresh Expressions*. Fresh Expressions U.S., 2021.

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

Holy Bible, Version. Place: publishers, date

Mancini, Will. *Unique Church: How mission leaders develop vision, capture culture, and create movements*. Miami Florida: Vida Publishers, 2014.

Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids: Baker Academic, 2020.

Ross, Owen. "Title of the talk or video," COS 523, date.