

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 a 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. 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".

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 via Zoom for week 1 and online through Canvas 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 Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids: Baker Academic, 2020.
 - 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. Knight, Henry H.; Powe, F. Douglas. *Transforming Evangelism: The Wesleyan Way of Sharing Faith*. Discipleship Resources, 2006
 - 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.
3. Go door-to-door or approach strangers by another means in-person to evangelize. Students will report on their experiences during the first week of class.
4. Review two times the entire guide of the Final Project and read over the entire syllabus at least twice. Be sure and follow the instructions in the guide and the Final Project. Bring questions about the syllabus and guide to class on the first day.
5. Plug concepts from the readings into The Final Project guide.