DM 9374
Evangelism and Discipleship for a Missional Church

Elaine A. Heath, Ph.D.
200 Seleman Hall
214-768-2167
eheath@smu.edu

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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 June 27, 2015.
- 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 for daily prayer. 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. (up to 7 people may choose this option.) Write a 3 page reflection paper on your experience, drawing from course reading assignments and class discussions.

Visit Munger Place UMC to experience a new church start that is larger, that is based on a culture of evangelism and disciple formation.

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, June 20, 2015.

- Major term paper (15 pages, minimum) DUE: July 30, 2015
  - 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.**


**Recommended Reading:**


**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**
- 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: Frances Adeney*

**Day Three:**
*Topic: A Contemplative Vision for Evangelism*
*Reading: Elaine A. Heath, Parts 1 and 2*

**Day Four:**
*Topic: Gospel Bearing through Multiplication*
*Reading: Ferguson*

**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, Justice 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 Accomodations**
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.