Evangelism for Non-Evangelists

Instructors' Resources

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Constructing an Evangelism Course

Learning Goals

At the start of any course or training session it's good to identify what the learning goals are. I suggest that there are four goals for studying evangelism. The students should

(1) expand their view of evangelism,

(2) construct and claim their personal navigation of evangelism,

(3) become inspired to engage in the practice of evangelism, and

(4) be equipped to lead others to evangelize.

These goals show that introductory evangelism courses are not primarily focused on the delivery of content. They are focused on teaching students to process their beliefs, think critically, and generate words and practices that are in concert with their beliefs. This makes evangelism a different kind of course. The chief outcomes are not whether the students have gained new knowledge as much as whether the students have increased in their capacity to share the good news of God.

Outcomes and Assignments

Once these learning goals are in place, the next step is to determine what outcomes will demonstrate whether the goals have been met. This is a crucial next step because it's the basis on which the assignments can be developed.

It can be easy to develop assignments without thinking about how those assignments are part of the teaching process for the students. Assignments, however, should be part of the pedagogical process. They should provide students with a way to use the knowledge and skills they have gained in the course. They should also provide teachers with a way to determine whether the students are performing well.

One of the benefits of focusing on outcomes ahead of assignments is that it allows teachers flexibility in developing assignments. Since the emphasis is on assessing outcomes, teachers can provide a variety of assignments for students to demonstrate their mastery of the knowledge and skills taught in the course. This flexibility also allows teachers to modify the assignments so they can see the students at their best. For example, if a student has strong oral skills, but is a poor writer, the teacher could allow the student to give a presentation to demonstrate good engagement with the course material rather than requiring the student to write a paper.

Especially in the case of evangelism, it's critical to be flexible in assessing outcomes. Given that evangelism is highly contextual, it's essential that teachers of evangelism leave room for students to demonstrate the capacity to share the gospel in ways that are appropriate to the contexts in which they will be ministering.

As an example, I've had students who have come from poverty-stricken neighborhoods on the South Side of Chicago as well as students who have come from the affluent North Shore of Chicago. The respective skills and abilities each has when they come into my classroom vary significantly because of these backgrounds. The North Shore students might do very well on all the academic requirements, but show no

strength in sharing their faith publicly. Alternatively, the South Side students might struggle with the formal academic work, but be able to walk the streets and boldly invite the gangbangers they meet to receive the grace of God through Jesus Christ. It would be an obvious miscarriage of teaching evangelism to pass the first group and fail the second.

By having clear outcomes connected to the four goals, I can tailor assignments to fit the strengths of the students. This is not inflating the grades. Rather, it is making room for the grades to reflect accurately how the students are engaging with the material I am teaching. The South Side group still has to demonstrate knowledge and academic capacity, but it can do so in a way that fits its contextual skills better. The North Shore group still needs to demonstrate a capacity to practice evangelism, but it can do it in a way that fits its more academic style better. In the end, each group is engaged more fully toward the common course goals and course outcomes while having the freedom to reach those goals and fulfill those outcomes as they best can. This does more to move the students to practicing and leading evangelism after they take the course than any rigid course design would.

I connect specific outcomes with each of the four goals for an evangelism course. This helps give me a sense of the kinds of assignments I can use to assess whether the students have reached these goals.

The first goal is largely a knowledge-based goal. The students must demonstrate familiarity with a variety of ways to understand evangelism. I can test this through quizzes that demonstrate the students have read and understood different authors' perspectives about evangelism. I can also assess it through class conversations in which I can hear whether students are drawing from the different perspectives and authors we have explored in class.

The second goal is more synthetic. It requires students to connect their newly expanded view of evangelism with their personal belief system. From there they have to synthesize how to articulate their faith and to practice their understanding of the good news. To assess whether they can do this, I have them use the navigation model that I present in the book. Using this model they articulate what they believe, how those beliefs are formed, and how those beliefs become authentic practices of evangelism. They can present these insights as a sermon, in a formal academic paper, as a website or multimedia presentation, or in other ways.

As mentioned above, the third and fourth goals are difficult to assess in a classroom. To attempt tracking the third goal, some teachers of evangelism require students to share their faith with one or more people who are not Christians during the semester. The students keep a journal of the experience and debrief it when they come to class. I have also had my students share what they have articulated using the navigation model with each other via online discussion forums. This gives the students an opportunity to share their beliefs and receive feedback from peers.

Since I cannot track my students into their ministry post-seminary, I have gestured to the fourth goal by asking students to run hypothetical case studies about what they might do in certain situations. These have included developing presentations they might give to a congregation about how to improve its evangelistic ministry as well as having students rewrite an uncomfortable evangelism experience from their past so that it would be conducted in a way they think effectively expresses the good news.

Assessments

Having a clear means for assessing assignments helps maintain consistency in determining whether students have met the course goals even when the actual assignments may vary. Rubrics have become

a popular means of providing these explanations. They explain what a teacher expects the students to accomplish through the assignment, whatever form the assignment may take, so the students know what constitutes quality work and what does not.

I find rubrics helpful, especially in taking away the guesswork students have about what I want. I use them extensively in my online course. However, I intentionally leave room to overrule them if I find they are inadequate in certain situations. In doing this, though, I make certain not to step far outside of what the rubrics say. This would be to invite unnecessary acrimony with the students.

An excellent text on developing rubrics, which also deals with online teaching, is

Stevens, Dannelle D. and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* 1st ed. Sterling, VA: Stylus Pub., 2005.

Readings

There are swarms of evangelism materials in the marketplace, including many that are free online. It's worth taking the time to search for what YouTube has to offer on words like "evangelism," "apologetics" and "mission." There is a lot of junk, but there are also some gems you can find and use in your class. I even have my students do this searching in one of my courses.

I usually anchor my course with two primary texts and then have several shorter texts to touch on specific themes. Whenever possible, I try to find articles and short segments of books I can post online under fair use (typically, less than 10% of a published work) to minimize the cost of books for students. This also allows me to bring in a wider number of voices that deal with evangelism. Of course, I recommend *Evangelism for Non-Evangelists* as the core textbook. It's short and follows a simple outline that can track with a course.

In one of my courses, I also make room for students to choose and analyze one book on evangelism. Since there is no way to update a syllabus as often as every new book on evangelism comes out, this allows the students freedom to find any text they find interesting and read it. I even allow students to read non-English texts. This is especially helpful for international students who plan to minister in their home countries after seminary.

Syllabus 1

This is an excerpt from a syllabus I have used in my course "Theology of Evangelism." It is an introductory course that helps students navigate evangelism while exposing them to different theological traditions. I try to offer the positives and negatives of each tradition so that students can weigh their merits fairly. Before each session I assign readings that represent the specific theological traditions I cover in the course.

The written assignments help students integrate their own experiences with the navigation process. They are allowed to choose their own text for the book review, but they must use the navigation model to analyze the text so they do not accept or reject the text without careful thought. The discussion forum offers a safe place for peer-review as they make initial efforts to articulate their beliefs. The final paper requires them to use the fruits of their navigation model as a means to move past their often emotion-laden responses to their personal experiences of evangelism. They do this by analyzing what the evangelist in their experience was doing and why the evangelist was doing it. It also provides a place to synthesize the individual items covered in class.

The overall organization of the syllabus is based on the "knowing, doing, being" pedagogical model. This is not necessary. I find it helpful in moving students from introducing new information in the form of various theological traditions (knowing) to engaging in theological reflection (doing) to becoming evangelists by applying creative practices they have developed (being).

Assignments

Reading and class participation
It is expected that the students will read the texts carefully and come to class prepared to discuss them.

Book Review
There are a vast number of books about evangelism available, with more being published every year. Choose a text about evangelism and write a 900-word +/- 10% review of the book. The review should analyze the book using the navigation formula learned in class, including what the starting point, theology, and practices of evangelism are according to the author. You may choose the book, but it must be a book that deals specifically with evangelism.

Discussion Forum on Conceptualizing Evangelism
During the four weeks of the "doing" section, students will participate in online discussion forums in which they will develop, share, and review each other's articulations of their beliefs. The instructor will divide students into groups for this purpose.

During the first week of the "doing" section students must post an initial message in the group discussion forum containing their draft articulation of their beliefs. This articulation must include (1) a starting point, (2) theological reflection from a particular tradition, (3) practices, and (4) a title for the entire process. Only this one post is required during the first week.

During the second week, the students must respond to everyone else's initial posts in their group.

These responses should offer peer feedback, gently probing, questioning, and affirming each other's posts as an aid to helping group members think more fully. One response to each student in the group is required this week.

During the third and fourth weeks, students should engage in dialogue with each other through the discussion forum by reading and responding to each other's feedback. Minimally, the student should post at least one response to each of the peer feedback messages. Ideally, the students will engage in more protracted dialogue, but this is not required.

Integrative Final Paper

This paper is meant to integrate all the aspects of the course into a single presentation. It will include several parts. (All page numbers are maximums)

(1) Identify a personal story in which someone evangelized you or in which you evangelized someone else. Describe that story. (2 pages)

(2) Apply your knowledge of the Bible to this story. What Bible passages might the evangelist in your story have been using to inform the way she or he practiced evangelism? How would the evangelist have had to interpret those passages in order to practice evangelism the way she or he did? (3 pages)

(3) Apply your knowledge of theology to this story. What theological stream(s) might the evangelist in your story have been using based on the way the evangelist practiced evangelism? (3 pages)

(4) Compare how the practice of the evangelist in your story fits with the views of evangelism presented in any two of the authors we read in the course. (4 pages)

(5) Drawing together everything you have learned in the class, especially the fruits of the discussion forum, navigate your way through the evangelism formula. Make certain to include a clearly stated starting point, theology (or theologies), and set of practices. (1/2 page)

(6) Using your personal navigation of evangelism, evaluate your original story. Rewrite this story in such a way that the evangelist in your story does a good job practicing evangelism based on your conceptualization. (2 pages)

Use Turabian style for footnote citations and include a bibliography. I expect that sections 2, 3, and 4 will be heavily footnoted as you bring the texts, lectures and class discussions into dialogue with your personal story. Section 5 should be a straight description of your conceptualization. Sections 1 and 6 should be narrative (or even a script if you feel so inclined) in which you share your stories.

Class Schedule

Knowing: The Biblical and Theological Foundations for Navigating Evangelism

Session 1: Evangelism as a Nexus Point for Theological Education
Session 2: Biblical Foundations for Evangelism
Session 3: Theological Foundations for Evangelism – Liberation Theology from Feminist, Black, and Latin American Perspectives
Session 4: Theological Foundations for Evangelism – Process Theology
Session 5: Theological Foundations for Evangelism – Evangelical, Fundamentalist, and Pentecostal
Session 6: Theological Foundations for Evangelism - Mystical
Session 7: Theological Foundations for Evangelism – Wesleyan

Doing: Theological Reflection and Navigating Evangelism

Session 8: Navigating Evangelism – How to Do It and Examples of Existing Conceptualizations

   * *Post initial conceptualization of evangelism on discussion forum after class*

Session 9: Themes in Navigating Evangelism – Eschatology and Critiquing Modernity

   * *Post peer feedback for all other group members on discussion forum after class*

Session 10: Themes in Navigating Evangelism – Evangelism, Religious Pluralism and Conversion

   * *Post responses to all peer feedback on discussion forum after class*

➡BOOK REVIEW DUE

Being: Embodying the Good News in the Practice of the Church

Session 11: Applying Evangelism – Catechesis and Church Involvement in Culture and Society

Session 12: Applying Evangelism – Church Growth

Session 13: Applying Evangelism – Holiness of Life

➡FINAL PAPER DUE

Syllabus 2

This syllabus is for a course I teach called "Empowering Congregations for Evangelism." The course was developed as a more practical companion course for the "Theology of Evangelism" course. It assumes that students will be involved in congregational ministry, though not necessarily as a pastor. It equips students with the ability to teach their congregations about evangelism and then to lead the congregations in practicing evangelism.

In this course I guide the students through navigating evangelism for themselves so they have a clear foundation from which to teach and lead their congregations. I then help the students assess the context in which their congregations are set and the current ways in which the congregation is engaging in evangelism within its context. The modified SWOT analysis, which can be found later in this packet, is a tool I provide the students to evaluate how the congregation's current ministries stack up to the students' views of evangelism.

A critical part of this course is introducing students to a variety of ways people are practicing evangelism. To do this I invite various practitioners into the class and/or take students on field trips to ministry sites where they can participate in and learn about the ways that a variety of Christians engage in evangelism. For example, we have attended divine liturgy at a Serbian Orthodox congregation and learned about the power of liturgy in forming people as disciples, participated in community prayer walks led by a pastor at a black Baptist congregation in an area beset by violence, and served at a community food distribution program led by a local Catholic congregation. In each case, I have asked the leaders of these ministries to explain how they understand their work as evangelistic, and I have given the students time to reflect on these experiences. It helps them broaden their view of what counts as evangelism by showing them many ways of embodying God's goodness for others.

Instead of a paper, this course has two performative assignments. The first is a sermon that is due midway through the course. This sermon forces the students to articulate what they believe evangelism is in a way they could share with their congregations. The second is a final presentation. This presentation is akin to something they might give to a congregational committee, explaining what they believe evangelism to be, how the congregation is currently succeeding or struggling in its practice of evangelism, and what steps they recommend for the congregation to improve. I have had several students who have used these presentations in their congregations after the class.

Because I usually teach this course as a summer intensive, I set aside one day to meet one-on-one with the students instead of in plenary. I find this helps the students talk through their navigation process more effectively so they can write their sermons. I require the students to bring a basic outline of their beliefs outlined according to the navigation model described in the book.

This course is available to both MDiv and DMin students. Its focus on congregations and how they engage with the contexts around them makes it suitable for students focusing on leadership studies, community organizing, and public theology in addition to students who are planning on serving in a traditional parish ministry.

Assignments

Reading and Class Participation = 20% of grade
The students are expected to read the assigned texts in full before attending each class session and be ready to discuss their understanding of the texts. Preparedness and participation in the course will be noted and graded.

Personal Conceptualization of Evangelism Sermon = 30% of grade
Write a sermon in which you introduce the topic of evangelism to your congregation. The paper must include the following:

1. At least one Scripture text with some exegesis using a missional hermeneutic.

2. Your personal conceptualization of evangelism (including your starting point, your theology, and your practices). You are welcome to use one of the conceptualizations we have encountered in the texts, to modify one of these conceptualizations, or to develop your own. If you use one from the texts, explain why you are using it – do not simply cite it.

3. At least one way your congregation's culture fits with your conceptualization of evangelism.

You will preach your sermon to the class on Friday of the first week. This sermon should take no longer than 10 minutes to preach.

3. Final Presentation - Develop an Evangelism Profile of Your Ministry Site = 50% of grade
I define "ministry site" broadly. It could be the congregation you are serving, your home congregation, or another ministry site in which you are active such as a nursing home, a hospital, a social justice organization, or any parachurch organization.

On the final day of class, students must deliver an evangelistic profile of their ministry sites as a final presentation that synthesizes the major themes of the class.

The presentation must include the following:

1. Your personal navigation of evangelism (including your starting point, your theology, and your practices). This should be based on the sermon that you wrote.

2. A snapshot of the community surrounding the congregation. This should include pertinent demographic data as well as descriptions of aspects of the community's cultures not apparent in the statistics. You can find the demographic data several places, including census.gov and link2lead.com. Some denominational conferences and judicatories have free demographic services they provide to congregations, such as through the Percept Group. Local newspaper articles and other news outlets, websites, blogs, newsletters, police blotters, etc. should be helpful in providing a sense of the larger concerns and cultural issues affecting the people in your community.

3. A snapshot of the ministry site. This should include statistics as well as a description of the culture of the congregation. Find the statistics on your denominational annual statistical sheet. This data can also be found in Conference Journals for UMs. When possible you should include at least five years' worth of data to show trends in the statistics. Use the areas covered in the lecture on congregational culture to describe the culture. It should specifically include the way that the people at the ministry site would define the words *evangelism* and *mission*. You may wish to consult mission statements, bulletins, sermon transcripts, or minutes from meetings to back up your claims on this. Moreover, you may make use of these as show-and-tell items as part of your presentation.

4. A SWOT analysis considering how the ministry site compares to your personal conceptualization of evangelism in each area of ministry. The analysis should be presented in such a way that it is visible to the other members of the class (e.g., through handouts or projected on the screen). Areas to keep in mind while working on the analysis (though by no means exhaustive or specifically required) are:

    a. Worship

    b. Christian Education

    c. Administration

    d. Outreach/Service

    e. Spiritual Growth

5. A conclusion that ties together the information included in the profile, including key observations from each section and recommendations/strategies for improvement. Based on these, provide a list of achievable, measurable short-term goals and long-term goals for the congregation to strive for to empower it for better evangelism.

The presentation should take approximately 20 minutes (subject to change based on the number of students in the course) and may be in the form of an oral report, a Power Point presentation, a movie, a script, or any other means that you might share this information with your local congregation. The goal of this assignment is for you to have something that you can use in your local congregation.

Course Calendar

June 9

• First half of class: We are already empowered!

    Texts: Bible; Dietrerich and Warner, entire; Hieberts, selections posted online

    The Great Commissions and developing a missional hermeneutic for both the Bible and ecclesiology. Testing this in missional case studies.

• Second half of class: Conceptualizing evangelism

    Text: Jones, 9-118

    Emphasis on learning how to discern and articulate the starting point, theology and practice of evangelism. Use Jones' conceptualization as an example.

June 10 One-on-ones with Dr. Teasdale

June 11

• First half of Class: Facing the current cultural and religious landscape

    Texts: Dean, entire; Crouch, entire

    Looking at the meta-changes in the culture of North America and considering the impact this has on the practice of evangelism.

• Second half of class: Congregational culture, demographics and psychographics

    Practice finding demographic and psychographic data about the neighborhood in which your congregation is located. Emphasis on how to discern the values and cultural practices most important to your congregation, as well as to find important statistics about your congregation.

June 12 Travel to Holy Family Roman Catholic Church in Palatine to help with food distribution and learn about their adult initiation and justice practices (8:00-12:30).

Possible second church during the afternoon. Arrive back at seminary approx. 4 p.m.

June 13

First half of class: Helping Christians and congregations come to grips with evangelism

Texts: Sweet, Part I; Jones, 119-205
How might we present the topic of evangelism to individual Christians? How can we interpret the work of evangelism in the practices of the church, especially membership?

Second half of class: SWOT Analysis

Learn how to do a SWOT analysis and use it with a case study in a group exercise.

June 14 Travel to Holy Resurrection Serbian Orthodox Church to attend vespers service and meet with the Dean of the Cathedral to discuss formation through mysticism and liturgy

June 16

Regular class time: preach sermons
Evening session: travel to Reba Place to participate in community potluck and community conversation about evangelism (6:00-9:00 p.m.).

June 17

First half: debrief on church visits
Second half: possible church visit

June 18 Final presentations and last day of class

Teaching Evangelism Online

Much like other practical divinity courses, there remains serious doubt as to whether evangelism can be taught effectively as an online course. Navigating evangelism is an intensive process that would seem best suited to personal conversation in face-to-face settings.

Certainly online delivery of education restricts some experiential possibilities, like the field trips I take the students on in my "Empowering the Congregation for Evangelism" course. These restrictions do not pertain to the forming of a learning community or having meaningful conversation, though. There are two reasons for this: (1) Most people are comfortable enough relating to people online now that the sense of disconnect among students and between students and a teacher in online courses has largely dissipated. (2) Technology has advanced far enough that most people have access to a variety of potent means of connecting with other people. These include ways of having face-to-face engagement with each other either individually or as groups (e.g., using Skype or Google Hangouts), ways of working collaboratively with other people on assignments (most word processors now have collaborative cloud functionality), and ways of helping students engage informally with each other through social media.

These technological tools open new vistas for teaching that are not as easily accomplished in traditional face-to-face courses. For example, inviting additional people to teach the course via a video link or directing students to see late-breaking material pertinent to the course that has been published on the web are much easier to do when students are accustomed to checking the course online regularly. In addition, the nature of online courses requires all students to participate more fully. This helps draw out the students who would be predisposed to staying quiet in a face-to-face course.

The success of an online course is largely dependent on the ability of the teacher to keep students engaged through regular and clear communication. Making room for consistent interaction among students through group work or other means also helps draw the students into the course.

Two texts that help people make the move to online teaching are:

Lester, G. Brooke, Jane S. Webster and Christopher M. Jones. *Understanding Bible by Design: Create Courses with Purpose*. Seminarium Elements. Fortress Press, 2014.

(While this text is focused on biblical studies courses, it has an excellent chapter on moving face-to-face courses online regardless of the subject.)

Palloff, Rena M., and Keith Pratt. *Collaborating Online: Learning Together in Community*. Jossey-Bass Guides to Online Teaching and Learning 1st ed. San Francisco: Jossey-Bass, 2005.

I have taught an online version of my "Theology of Evangelism" course for six years as of the writing of this text, and I have found it effective. Since this course is taught entirely asynchronously (i.e., we never all have to be online at the same time), I have a lengthy and detailed syllabus I use to set the expectations for the course. I adhere to the syllabus absolutely.

This course is an older style of online course, with its focus on online quizzes for the reading, online discussion forums and a wiki for student interaction, and a final paper due at the end of the term. I will be updating this course soon to take advantage of new features that are going to become available via my school's LMS (Learning Management Software, e.g., Blackboard, Moodle, Canvas) as well as collaboration with denominational resources. For more information, please check with Discipleship Ministries of the United Methodist Church at umdiscipleship.org.

I include much more of the syllabus here than I have in the previous two examples to demonstrate the additional work online syllabi require.

Syllabus 3

Purpose of Course

This course will equip students to formulate their own conceptualizations of evangelism through critically examining how various theologies and biblical teachings inform evangelism as a practice of the church. In doing this, the course will provide students with the core competencies needed for certification in Evangelism and/or for ministerial development through either the MA or M.Div. degrees.

Dates for the Course

The course will become available 1 February 2016 through 6 May 2016. During that time, you must adhere to the deadlines contained in this syllabus.

Failure to meet the deadlines will be reason for failure of the course. Absolutely no late work will be accepted under any circumstances. No extensions will be granted. If you run into deadline problems early in the course, you must drop the course to avoid failing it.

A Note on This Syllabus

This syllabus is exceptionally long and detailed, including step-by-step instructions for navigating the course in Moodle and detailed explanations of what the graded assignments entail. This is because we will never meet face-to-face in the course and I will not be able to answer those questions along the way. Please be certain to familiarize yourself thoroughly with the syllabus. All the information you need is here.

Navigating the Course

This course will be taught entirely online and asynchronously (meaning that you can complete the course requirements at any point while the course is available). There will be no face-to-face meetings, nor any required virtual meetings. However, in the "Doing" section of the course, you will be assigned to groups of approximately four people and will have to work collaboratively with the people in your group. As such, while you can choose when you do the work, you will need to coordinate with the group's activities.

The course will be delivered through the seminary Learning Management Software. Please be certain you can log on to the software before the course begins.

Once you login, you will see a screen with the title of the course and my contact information. As you scroll down, you will see that the content of the course is contained in three large boxes entitled "Being," "Knowing," and "Doing." The course is organized around a series of activities that are in each of these boxes. Within each box you will find a series of hyperlinks under headings. These links will connect you to readings that are available online or a variety of assignments you need to complete (quizzes, discussion forums, etc.). You will have to click each of these in order to access the documents and assignments that are required in the course. This syllabus will explain the organization of the course and the activities that students are expected to accomplish in each section.

The emphasis of each section is as follows:

- **Being** able to lead the members of local faith communities to articulate the gospel message as well as to help individual Christians and entire communities recognize their participation in the gospel message.

- **Knowing** the practices and disciplines of inviting, welcoming, and nurturing persons in the Christian faith with a particular focus on the theological principles undergirding evangelism.

- **Doing** the work of critically examining and assessing biblical and theological scholarship in developing practices of evangelism, and of leading a variety of approaches to evangelism within a faith community.

Being

Learning Outcomes for this Section of the Course

In this section of the course, through two assignments in which you reflect on your personal experiences of evangelism and the content of the course you will be able to

- Identify how you personally define evangelism.

- Articulate the reasons you have specific perceptions of evangelism by reflecting on your experiences of evangelism.

- Integrate your personal experiences of evangelism with the theological explanations of evangelism presented in the course.

- Evaluate your own experience of evangelism through a theological lens

Activities in this Section of the Course

- My View of Evangelism, pt. 1 assignment

- My View of Evangelism, pt. 2 assignment

Time Requirements for this Section of the Course

- Approximately 1 hour on the My View of Evangelism, pt. 1 assignment

- This is the first assignment in the course.

- Approximately 4-5 hours on the My View of Evangelism, pt. 2 assignment

- This is the last assignment in the course.

Interacting with this Section of the Course

- Scroll down to the "Being" section of the course on the main page. You will see two assignments posted there: "My View of Evangelism, pt. 1" and "My View of Evangelism, pt. 2."

- The first assignment of the course is "My View of Evangelism, pt. 1." Click on this link, and you will see instructions for what to do. (See the last page of the syllabus for the same instructions under the "overview of the assignments.")

  ‣ When you have completed this first assignment, you are ready to begin the "Knowing" section.

- The final assignment for the course is "My View of Evangelism. pt. 2." When you have completed the paper (see instructions for this assignment in the appendix on the final paper), click on the "My View of Evangelism, pt. 2" link and follow the instructions for uploading the paper to Moodle.

  › If you have any difficulty uploading the paper, email the paper directly to the instructor.

  › When you have uploaded the final paper successfully you have completed the course.

Knowing

Learning Outcomes for this Section of the Course

In this section of the course, through reading a variety of texts and taking quizzes you will be able to

- Define the basic parameters of several different types of theology.

- Describe how the emphases of different types of theology can influence the practice of evangelism.

- Recognize how evangelism can be practiced in multiple ways.

- Identify practices of evangelism that move beyond simply sharing the gospel with others.

Activities in this Section of the Course

- Required reading

- 8 multiple choice quizzes based on reading content

Time Requirements for this Section of the Course

- Approximately 2–3 hours of reading per module, plus time for taking the quizzes.

- This part of the course is entirely self-paced. There is no collaborative part to it.

- You must complete this section of the course before entering the "Doing" section of the course.

Interacting with this Section of the Course

- Scroll down to the "Knowing" section on the main page. You will see there a list of readings that are available online for this section. You will also see a list of all seven quizzes that are connected to this section.

- When you click the readings, they will open on the same page as a pdf document. You will have the option on a toolbar at the bottom of the page either to download the document to your computer or to print the document. (In at least the case of the Pope-Levinson article you will need to do this in order to flip it so that you can read it properly.)

- Remember, there are readings required for this section that are not online. Make certain you do these before taking the quizzes.

- When you have finished the reading for a specific quiz, click on the appropriate quiz. (See the syllabus appendix on quizzes for more information on this.)

- When you have finished all the reading and taking all the quizzes you are finished with this section of the course and prepared to begin the "Doing" section.

Doing

Learning Outcomes for this Section of the Course

In this section of the course, through listening and viewing lectures, responding collaboratively to the lecture content, and working to develop a group conceptualization of evangelism, you will be able to

- Explain why the study of evangelism is important for the church.

- Describe how the biblical foundations for discussing evangelism.

- Describe how specific theological views impact the practice of evangelism.

- Describe how certain philosophical perspectives impact the practice of evangelism.

- Recognize the application of evangelism in the form of church growth.

- Analyze your personal theological predispositions in relation to evangelism.

- Construct your personal conceptualization of evangelism.

- Evaluate each other's conceptualization of evangelism.

- Construct a group conceptualization of evangelism collaboratively.

Activities in this Section of the Course

- Recommended reading

- 8 Lectures online

- Discussion board posts about the lecture material

- Conceptualizing evangelism group wiki

Time Requirements for this Section of the Course

- Listening to 8 lectures: each lecture ranges in length from 30 – 60 minutes.

- Approximately 2 hours per lecture in reading along with each lecture.

- Approximately 1 hour per lecture in posting to the discussion board and responding to other people's posts in your group.

- Approximately 3 hours in developing the group wiki on conceptualizing evangelism.

- Because you are working collaboratively on the discussion boards and on the wiki, you will not be able to save up all your work and only do it on a few days. You will need to set aside time to check into the course activity regularly throughout the "Doing" section.

  - One lecture and discussion forum will be assigned per week during this time (see course calendar for scheduling of these).

  - You will work on the wiki concurrently with the discussion forums.

- Your group is free to set its own times to interact on the discussion forums and the wiki during the times allotted for each of these assignments. However, I do not expect that anyone will have to work either over the weekends or, especially, on Christian holy days. Also, please be aware that you have a Spring Break during this section of the course when I am not requiring anyone to be online.

Interacting with this Section of the Course

- Scroll to the "Doing" box on the main page of the course. In this box, you will see several subtitles under which are links to the lectures (hosted on YouTube) and the discussion forums.

  ➤ Under some of the titles will be readings that correspond to the lectures. You are not required to do these readings, however you are encouraged to read them to provide depth of insight in your discussion board posts. In some cases, there are links to online readings.

  ➤ Under the "Conceptualizing Evangelism" subtitle there is a link to the group wiki.

- Click on the link for the lecture to listen and watch the lecture. It should open in a separate window. If applicable, click on the link to read any online texts associated with the subtitle.

- When you have finished watching the lecture and doing the reading, click on the **Discussion Forum** link under the same subtitle.

  ➤ This will bring up instructions on what you need to post in the forum.

  ➤ When you are ready to post your initial entry, click the button "Add a new discussion topic."

  ➤ Once you have done this, fill in the subject and write your first entry in the text box that appears. When you have finished, click "Post to forum" at the bottom of the page.

- You must also reply to each of your groupmates' initial entries. To do this, navigate to the appropriate discussion forum as described above. Instead of creating a new entry, however, click on the title of one of the existing entries.

  ➤ After reading the existing entry, click the "reply" option under the existing entry.

  ➤ Leave the subject the same and enter your reply. Then click "post to forum."

- Remember: You must post on the discussion board. You must create an initial entry as a response to the lecture as well as at least two follow up replies to the entries created by other students in your group. **You must provide these posts on each of the eight discussion forums.** (See the syllabus appendix on discussion board posts for more information on this.)

- In the case of the **Conceptualizing Evangelism** topic, once you have finished your discussion forum work, you will then need to develop a **group wiki** presenting the group's conceptualization of evangelism. (See the syllabus appendix on the group wiki for more information on this assignment)

  ➤ In the "Doing" box look for the "Conceptualizing Evangelism" subtitle and click on the link for the wiki.

  ➤ If you are the first person in your group to click on this link, this will bring up a page that includes a window that looks like a mini-word processor. Above the top of the word processor window it will say in bold letters, "Edit this page."

  ➤ You can then use the word processor window to add your content to the wiki. When you are done, click the "save" button underneath the word processor window.

  ➤ If you are not the first person to enter the wiki, you will see the title of the wiki in bold purple letter with the content that has already been added by other group members. In order, to edit and/or to contribute to the wiki, click on the tab that says "edit." The tab is located above the title of the wiki and below the instructions for the wiki.

➤ Once you click edit, the word processor window will appear and you can provide your contribution to the content of the wiki. Again, when you are finished, be sure to click "save."

➤ If you want to track how much you have done on the wiki, click on the history tab. It will show everyone who has made contributions to the wiki in order of their work.

• When you have finished viewing all the lectures, creating threads for all of them, responding to at least two other threads in each forum, and writing the group wiki, you are finished with the "Doing" section.

Technology Notes

Given the lack of personal contact during the course, you will need to be certain you have sufficient technological ability to access and participate in this course. **It is the student's responsibility to have sufficient technology to access and participate in the course.** The instructor will assume this, and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements:

• Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)

• Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.

• Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial-up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.

• Hardware – Bear in mind that you will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain that you have all of these in place so that you can run the necessary software and fully participate online.

Instructor/TA Interaction and Grading

There is both an instructor and a TA in this course. The primary work of the TA is to be a point of contact for students concerning the course and to review the lectures. In addition to this, the TA may participate on the discussion forums as needed.

Contact information for the TA will be provided on Moodle.

For all questions and concerns about the course, you should contact the TA first, not the instructor. If the instructor is necessary to resolve the issue, the TA will contact him.

Both the TA and the instructor will do their best to respond to emails within 24 hours of when they are sent. Be aware that if you send an email during the weekend, during Easter Break, or on major Christian holy days, you will need to wait until a regular school day for an answer.

The TA and instructor will both be online several hours a week (excluding weekends and holidays). The instructor will focus on the discussion forums and wikis for all groups. Unless a student contacts the in-

structor, it is unlikely you will engage in interaction with the instructor during this first portion of the course. During the collaborative part of the course, he will focus on the conceptualizing evangelism forum and wikis for all groups, though he will also be monitoring and grading all the discussion forums. Do not expect the instructor to provide feedback on all discussion forums. He will only interact when a group poses a question for him or when he feels specific guidance could be helpful for the group.

All grades are the final decision of the instructor. Given the restrictions of the online format, there will be little opportunity to appeal grades. Keep in mind that the syllabus lays out in detail what is required for good grades. Deviation from the syllabus will lead to a lower grade.

Appendix on Quizzes

- **Online Quizzes = 16% of final grade (Each quiz = 2% of final grade)**

- **For due dates see course calendar (last page of the syllabus)**

- Each quiz includes ten multiple choice questions. There are four choices to choose from in each question.

- The quizzes are meant to ensure **you have done the reading** and that **you have understood the primary arguments of the authors.** Therefore, in each question I have included at least two options with which the author agrees. Your job is to choose the option that the author puts forth as his or her primary argument.

- These are hard quizzes. As a result, I am allowing you to retake each quiz up to two times. The highest grade you receive will be the grade recorded for the course.

- You must take all quizzes in order to pass the course. You cannot skip a quiz.

- Posted online are the readings for each of the quizzes.

Appendix on the Discussion Board Posts

- **Discussion Board Posts = 40% of final grade (Each forum = 5% of final grade)**

- **For due dates see course calendar (last page of the syllabus)**

- Students must watch all lectures.

- Students must enter the forum for their group that corresponds to the lecture and start a thread in which they post an initial comment on the lecture material and associated texts, providing thoughtful ideas, insights, questions, or other ways of showing that the students have actually engaged the material. **This initial post should be 300 words (+/- 10%) and should be posted by Wednesday at 11:59 p.m. of the week it is due.**

In addition to posting an initial comment on the lecture itself, students must read each other's comments within each forum and must respond to each other's initial posts. These posts must likewise demonstrate engagement with the ideas presented by the author of the post. **These response posts must be 150 words (+/- 10%) and should be posted by Thursday at 11:59 p.m. of the week it is due.**

Below are the eight lectures that you will need to view and comment on through the discussion board forums. Reading the texts associated with the lectures will help give you a more thorough understanding of what is covered in the lectures. It will also allow you to comment more insightfully on the lectures as well as in your final paper, both of which will positively influence your grades. See course calendar on the

last page of the syllabus to find out which week to view and respond to each lecture.

- Why Study Evangelism?

- Evangelism in the Bible

- Conceptualizing Evangelism

- Conceptualizations of Evangelism – Eschatology as a Controlling Narrative

- Conceptualizations of Evangelism - Critiquing Modernity

- Conceptualizations of Evangelism – Evangelism, Religious Pluralism and Conversion

- Applying Evangelism – Some Thoughts on Church Growth

- Applying Evangelism – Evangelism and Spiritual Formation

Discussion Board Rubrics: Here are the criteria that will be used to grade your posts. Each forum is graded as a whole, so all posts (initial and responses) must be of good quality.

Note that, if a student does not make the initial post *and* the two responses in a forum, that student will receive a zero (0) for that forum.

Number of points for each section	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Followed Directions = 10	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. All posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts either exceed or fall short of the specified word limits.	The student posts unauthorized threads or fails to use the forums appropriately.
Coherence = 20	There is a logical flow throughout the post such that it is easily understandable and persuasive in the points they make.	There is a logical flow throughout the post such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the post, though it requires some effort to grasp what the logic is.	There is no apparent logic to the post. It is obtuse and difficult to understand the points it makes.
Content: Initial Post = 20	The student clearly interacts with the course materials (the appropriate texts related to the quizzes and the lectures and the lecture material itself), demonstrating both comprehension of the material and offering thought-provoking questions for further exploration on the lecture material.	The student clearly interacts with the course materials (the appropriate texts related to the quizzes and the lecture material itself), demonstrating comprehension of the material.	The student clearly interacts with the lecture only, demonstrating comprehension of the material.	The student's post either does not make reference to the lecture material or clearly misunderstands the lecture material.
Content: Responses = 20	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on ideas raised in course materials. The response invites constructive conversation with the previous post.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on course materials.	The student responds to others, but only uses personal experiences or ideas of evangelism to do so. There is little interaction with course materials.	The student responds in a hostile way that seeks to end conversation, or the student's response clearly does not address the issues raised in the previous post.
Timeliness = 15	The student updated posts daily throughout the two-week period in such a way to aid others in the group with posting regularly.	The student updated posts every two days during the two-week period.	The student updated posts only occasionally during the two-week period.	The student tried to cram all posts in one or two times, thus effectively negating significant interaction with fellow students in the discussion board.
Collegiality = 15	The posts are academic in tone, inviting further constructive conversation on the matter at hand, even in the case of disagreements.	The posts are academic in tone, though can emphasize deconstructive interaction more than constructive.	The posts are mature in tone, though may be more conversational than academic in tone and/or are defensive about engaging in constructive self-reflection.	The posts are entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by others.

Appendix on the Group Wiki

- Group Wiki = 15% of final grade

- For due dates see course calendar (last page of the syllabus)

- After viewing the "Conceptualizing Evangelism" lecture, post in the discussion forum as always. Included in each person's initial posts should be a clear explanation of the student's personal conceptualization of evangelism, including his or her starting point, theology, practices in relation to evangelism, and name for the entire conceptualization.

- In addition to your regular response posts in the discussion forum, begin working out points of agreement that everyone in the group has concerning how to conceptualize evangelism.

- When you have some basic points of agreement, begin using the group wiki to generate a group conceptualization of evangelism.

  - In a wiki, each person must evaluate what is being posted by others in the group and determine whether or not to let it stay as-is, to edit it, or to delete it completely. This means that you will need to work together to develop a final version that you all can support. I strongly recommend making use of email, the discussion forum, or whatever other tools you need, to communicate effectively within the group so that everyone has an opportunity to participate. Indeed, your grade depends partly on everyone engaging in this process.

  - This is a collaborative project in which the expectation is you will engage in constructive theology together as a group. No one will likely be 100% represented by the final version of the wiki. That is okay. The point is that you can show maturity, clarity of thought, and open-mindedness as you share your thoughts and are constructively critiqued by your peers in the creation of the wiki. This is, after all, how doctrine is created in a connectional system!

- When your group is satisfied that the wiki is complete, submit it for the instructor to grade.

Wiki Rubrics: Here are the criteria that will be used to grade your group wikis. The same grade will apply to all students in the group. Note that, if a student refuses to participate in a group or provides consistent impediments to the group operating well, that student will receive a zero (0) for the wiki. The rest of the group will not be penalized for this.

Number of points for each section	Excellent – 100% of points	Above Average – 85%	Average - 70%	Failing – 0%
Organization = 10	The organization provided in the syllabus was clearly followed and elaborated on per instructions (i.e., there are clearly developed sections on the "starting point," "theology," and "practice"). Moreover, there is an attempt at an overall conceptualization name to synthesize the ideas together.	The organization provided in the syllabus was clearly followed and elaborated on per instructions (i.e., there are clearly developed sections on the "starting point," "theology," and "practice"). However, there is no attempt to synthesize the ideas with a conceptualized name.	The organization provided in the syllabus was followed, but not in a way that is clearly annotated or labeled.	An organization alternative to the one provided in the syllabus was employed.
Coherence = 20	There is a logical flow throughout the entire wiki such that the entire presentation is understandable and persuasive in the points it makes.	There is a logical flow throughout the entire wiki such that the wiki is understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the wiki, though it requires some effort to grasp it.	There is no apparent logic to the wiki. It is obtuse and difficult to understand the points it makes.

Number of points for each section	Excellent – 100% of points	Above Average – 85%	Average - 70%	Failing – 0%
Congruence = 20	Each section is clearly explained and makes sense within itself. There is also a good fit among all the sections of the wiki (i.e., each section logically connects to the other sections in a clear way).	Each section makes sense within itself, though the connections among the sections are weak.	Each section makes sense within itself, but there are no clear connections among the sections. Each seems to be written as a stand-alone section.	The sections are difficult to understand within themselves and have no clear flow among them.
Content: General = 10	The content of this section shows interaction with the texts (as read at least for the quizzes) and at least the lecture on Conceptualizing Evangelism. This information is integrated together to help form a synthesized group conceptualization of evangelism that takes into account personal experiences and ideas about evangelism.	The content of this section shows interaction with the texts (as read at least for the quizzes) and at least the lecture on Conceptualizing Evangelism. This information is integrated together, but falls short of a synthesis because it does not engage personal experiences and ideas about evangelism.	The content shows limited interaction with the texts and the lecture and/or presents demon-strates a misunderstanding of this material. There is little attempt at integrating these ideas, preferring to prooftext points made in the materials. Personal experiences and ideas may be present, but the muddled use of course materials does not help make sense of them.	The content shows no clear interaction with the course materials beyond an occasional prooftext. It is primarily defined by personal experiences and ideas.
Content: Starting Point = 10	A clear articulation of what the teleological end of evangelism is for the group and how that end motivates the practice of evangelism.	A clear articulation of what the teleological end of evangelism is for the group, but some lack of clarity about how this motivates the practice of evangelism.	The teleological end is articulated, but lacks clarity. It maybe that the teleological end is confused with a secondary end (e.g., the goal of teaching people to be good to each other is presented instead of the goal of drawing people into the life of holiness). Lack of holistic thinking.	It is not clear that the group developed a teleological end that they can use for evangelism.
Content: Theology = 10	A clear explanation of the definitions of the major theological ideas connected to the starting point. All "question begging" terms and ideas presented in the starting point and germane to achieving the teleological end are addressed and developed. If a specific theologian is relied upon (e.g., Wesley), the references are accurate and in keeping with that theologian's writings.	A clear explanation of the definitions of the major theological ideas connected to the starting point. Beyond this, thought, there is only a minimal attempt to work out the theological implications for how to reach the teleological end. References to a theologian are accurate, but may not be fully explained.	Definitions are present, but are not necessarily clear. There is no attempt to work out question begging ideas that would lead to the teleology. References to theologians are prooftexts.	Definitions are missing to key terms in the starting point, or are so unclear as to make them unhelpful. References to theologians are prooftexts only and may be inaccurate.
Content: Practice = 10	A creative and logical application of the starting point and theology sections is evident in examples of practice that are both reasonable and challenging for Christians as individuals and as congregations to undertake.	A logical, though not necessarily creative, application of the starting point and theology sections in the examples of practice. They are reasonable ideas for practice, but not necessarily challenging.	A set of practices that loosely seem to connect to the starting point and theology sections are presented. These practices are not considered in terms of whether they are actually practicable for Christians.	A list of practices is either missing, or is presented in a way that does not show any reflection on the ideas in the starting point and the theology sections.
Collaboration (can be assigned personally if problems develop in the group) = 5	Each person in the group clearly participated in the final wiki. This does not equate to each person having a specific quote in the final version of the wiki, but that each person contributed in the working out of the final form. A clear process of the group members evaluating each other's thoughts is present.	Each person participated in the wiki, though certain voices dominated in a collegial way. There is not a clear process for how the members evaluated each other's thoughts.	Certain group members were non-responsive or certain group members were aggressively unwilling to listen to the input of others. Only the most basic evaluations are made of each other's thoughts.	There was no group work or the group became dysfunctional during the development of the wiki.
Collegiality = 5	Evaluation of other group member's work is presented thoughtfully and based on course materials in such a way to invite dialogue and constructive conversation.	Evaluation of other group member's work is presented thoughtfully and based on course materials, but is (whether intentionally or not) only deconstructive without a further prompting of constructive work.	Evaluation of other group member's work is based more on personal experiences and ideas than on course materials, or misuses course materials. Alternately, the evaluation is intentionally deconstructive without a prompting of constructive work.	Evaluation is a sharing of personal experiences and ideas without any reference to course materials. The evaluations are either strictly deconstructive, are personally attacking, or are simply off topic.

Appendix on the Final Paper

- **Final Paper = 25% of final grade**
- **For due dates see course calendar (last page of the syllabus)**

This is the final assignment for the course. You should only complete it when you have accomplished all the other parts of the course. Only you, the instructor, and the TAs will have access to it.

Revisit what you posted in the very first assignment for this course (My Understanding of Evangelism, pt. 1) and use it as a case study for theological reflection paper in the following ways:

1. Include your original explanation of why the web material described your view of evangelism entering the course. Just cut and paste it from the first assignment.

2. Reflect on and share what you think the biblical foundations are for the practice of evangelism in your original post. Specifically, what Bible passages might this form of evangelism draw from to inform it? Why? (600–800 words)

3. Reflect on and share what you think the theological foundations are for the practice of evangelism in your original post. Specifically, does it fit with one of the theologies we studied or is it better described as drawing from a different theology or a mixture of several theologies? (800–1000 words)

4. Reflect on whether the practice of evangelism evident in your first post fits with any aspects of the respective conceptualizations of evangelism presented by Abraham and Stone. Does anything in the practice agree with the ideas or practices advocated by Abraham or Stone? Does anything disagree with the ideas or practices advocated by Abraham or Stone? Make certain you relate it to BOTH authors, not just to one. (800–1000 words)

5. Offer a final analysis of your original post. Does it still represent what you think evangelism is? Why or why not? (Hint: drawing from your personal conceptualization of evangelism to do this is very helpful.) (600–800 words)

Your paper should include these five sections, and should be subtitled appropriately to show each section. Do NOT organize this paper in any other way than it is presented here. Be certain to answer the questions specifically related under each section. Do NOT either write fewer or greater numbers of words than the range listed for each section.

All papers should be typed in 12 point Times New Roman font, double-spaced, and page-numbered with 1" margins on all sides.

You should write this paper on your own computer and then upload it to the "My View of Evangelism, Pt. 2" assignment under the "Being" section. Remember to use Turabian style for the citations in the paper.

An overview of all assignments in the order they should be completed

1. **My View of Evangelism, pt. 1**
   - Look around the internet for a video or website that represents your view of evangelism entering the class. The video/website can be humorous, serious, inspirational, or just about anything else as long as it is not pornographic.
   - In the assignment under the "Being" section paste the url for the web content, including a brief explanation (no more than 100 words) explaining why this is symbolic of your view of evangelism. Personal experience is fine here – you do not need to engage in any academic review at all. This is just a personal reflection.

- **Beginning Assignment = 4% of final grade**

2. **On-Line Quizzes**
   - Requires significant reading and note taking, then taking multiple choice quizzes posted under the "Knowing" section.
   - On-Line Quizzes = 16% of final grade (Each quiz = 2% of final grade)

3. **Discussion Board Posts**
   - Post initial threads created by each student in each forum by Wednesday 11:59 p.m.
   - Post responses in the threads of all other group members in each forum by Thursday 11:59 p.m.
   - **Discussion Board Posts = 40% of final grade (Each forum = 5% of final grade)**

4. **Group Wiki**
   - Based on the personal conceptualizations of evangelism posted in the discussion board forum on "Conceptualizing Evangelism" students will collaborate to develop a joint conceptualization of evangelism in the group wiki.
   - **Group Wiki = 15% of final grade**

5. **My View of Evangelism, pt. 2**
   - Write a theological reflection paper based on My View of Evangelism, pt. 1. When you are finished, upload your paper to Moodle.
   - **Final Paper = 25% of final grade**

Course Calendar (All assignments are due by 11:59 p.m. on the date indicated)

Week of 1 February: Course opens on Moodle

By 3 February at 11:59 p.m.: Post "My View of Evangelism, Pt. 1" in the Being section.

1 February–26 February: Complete all readings and quizzes in the Knowing section.

28 February–14 April: Watch one lecture and participate in the corresponding discussion forum per week in the Doing section. Post your initial response by Wednesday 11:59 p.m. of the week and your responses to each of your group mates by Thursday 11:59 p.m. of the week.

- Week of 14 February: Why Study Evangelism?
- Week of 21 February: Evangelism in the Bible
- Week of 28 February: Conceptualizing Evangelism
- Week of 6 March: Conceptualizations of Evangelism – Eschatology as a Controlling Narrative
- Week of 13 March: Conceptualizations of Evangelism - Critiquing Modernity
- Week of 20 March: HOLY WEEK – NO POSTING NECESSARY
- Week of 27 March: Conceptualizations of Evangelism – Evangelism, Religious Pluralism and Conversion
- Week of 3 April: Applying Evangelism – Some Thoughts on Church Growth
- Week of 10 April: Applying Evangelism – Evangelism and Spiritual Formation

17 March–7 April: Develop Group Conceptualization of Evangelism Wiki in the Doing section.

By 7 April at 11:59 p.m. Send an email to the instructor to state that your group conceptualization wiki is complete and ready for grading.

By 24 April at 11:59 p.m.: Turn in "My View of Evangelism, Pt. 2 under the Being section. Course concludes.

Navigating Evangelism Retreat Schedule

This is a schedule I have used for guiding local churches through navigating evangelism. In some cases, church leaders have used this meeting time as a piece of a larger visioning effort. The process works equally well whether it is standalone or if it is part of something larger.

9 – 9:30 Intro, get acquainted, share positives and assets of the church
(As people introduce themselves, ask them to share with the group what they believe the greatest assets of the church are. Keep this list, as it will be used for the take home question later.)

9:30 – 10:30 Laying the Foundation: The Great Commissions
(Explain that evangelism is much more nuanced and expansive than most people think. Lead them through the Great Commission exercise to help them see this. Each group should take one of the five commissioning passages: Matt 28:16-20, Mark 16:9-20, Luke 24:36-53, John 20:19-31, Acts 1:1-11.)

10:30 – 11:30 Navigating Evangelism
(Give a brief lecture using the formula for navigating evangelism, then provide time for individual participants to jot down a personal starting point, theology, and practices)

11:30 – 12:30 Working Lunch: Collaborating on a Common view of Evangelism in Light of the Mission and Vision of the Church
(Go through each part of the navigation formula and have people report out what they wrote. When everything is recorded, discuss points of commonality and divergence among the individual conceptualizations. Then, consider how these ideas agree or disagree with the existing mission and vision of the church. See if there is a better way to rearticulate mission and vision that fits with what has been shared.)

12:30 – 1:30 SWOT Analysis of Specific Ministries in the Church
(Use redeveloped mission and vision statements as the baseline for a SWOT analysis of all the ministries in the church. Break the group out by ministry leadership.)

1:30 – 2:00 Reporting Analyses, Setting Goals
(Report back how each ministry fared in the SWOT analysis. Set goals as benchmarks for how to keep the individual ministries and church as a whole moving toward the new mission and vision.)

Take home question for participants so that they can emphasize their strengths in working toward the rearticulated mission and vision: How can we best use the list of assets generated at the beginning of the day to work toward these goals?

Modified SWOT Analysis for Use with Navigating Evangelism

This is the modified version of the SWOT analysis that I use to measure a church's ministries in light of the beliefs that have surfaced when they have navigated evangelism together. It can be used to provide an overview analysis of an entire congregation's ministries or focused on a specific area of ministry.

This version differs from the SWOT analysis model used in business and other settings. To begin this SWOT analysis, invite people to call out anything they believe is notable about their congregation, whether it is internal or external to the congregation. This is a brainstorming session, so there are no right or wrong answers. This can include naming individuals (e.g., solid leaders who help move the church forward as well as people who are causing problems for the church), acknowledging the setting of the church (e.g., the building is in a hard-to-find location, there is a new subdivision being built nearby, the population is poor/rich/middle-class, there are racial tensions in the area), describing management issues (e.g., revenue for the church is up/down/flat, there is substantial deferred maintenance, the church has a huge mortgage payment, there is dissension in the staff), as well as pointing to programs and ministries (e.g., the youth group, worship services, Christian education classes). If the congregation is analyzing just a specific ministry rather than the entire church, then the items should focus on that ministry appropriately.

Once the group has generated a list of these items, a moderator helps the group categorize them. The four categories of the SWOT analysis each start with one of the letters in SWOT:

- **S**trengths—These items currently move the congregation toward the starting point it developed when navigating evangelism.

- **W**eaknesses—These items currently hinder the congregation from moving toward the starting point it developed when navigating evangelism.

- **O**pportunities—These items can help the congregation as it moves toward the starting point in the future.

- **T**hreats—These are items may hinder the congregation from moving toward its starting point in the future.

The reason the starting point is used is that it points to what motivates us to do ministry by pointing to the ultimate good we want to see accomplished. All our ministries should be defined by this.

There are two items to highlight in looking at these categories. First, they are separated by time. Strengths
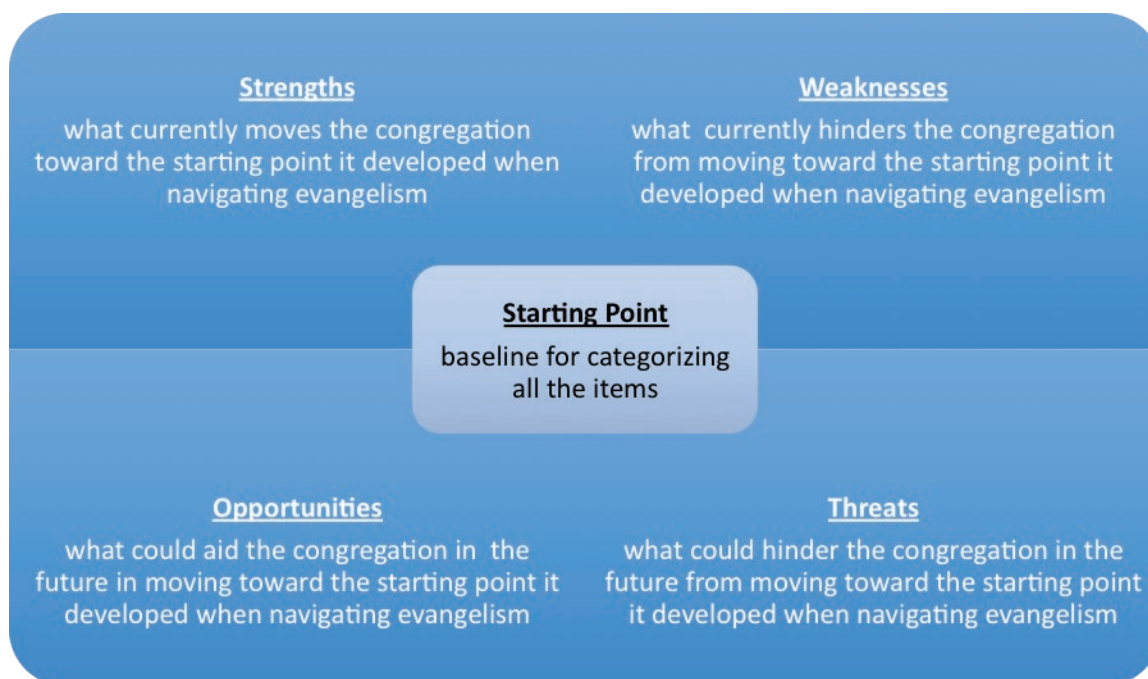
and weaknesses are based on the present state of things. Opportunities and threats are based on what can happen in the future. This helps give a snapshot of how the church is currently doing and offers insight into what can be done to improve going forward.

Second, the baseline is your starting point. Something is strong or weak, or presents an opportunity or a threat based on how it relates to the starting point. This is critical to remember, since people often tend to categorize items based on what seems good on a gut level. For example, if a church has a youth group most people would likely put the youth group in the strength column. However, if the church has a starting point that emphasizes inviting new people to hear the good news, and the youth group had remained the same size for the past two years, then the youth group would not be a strength since it is not currently moving the church toward living into its conceptualization. Instead, the youth group would properly be categorized as an opportunity, since the youth group opens the future possibility for inviting new youth to hear the good news at the church even if it is not doing this now.

It is possible to put items in more than one category. For example, if a congregation has a starting point that emphasizes nurturing people to a deeper level of Christian discipleship, a new subdivision being constructed across the street from the church could be both an opportunity and a threat. It could be an opportunity by opening the door for a large number of new people to come to the church where they could be nurtured as Christian disciples. It could be a threat because existing people in the congregation may feel uncomfortable with the influx of new people and decide to leave. It could also be a threat because the new people coming to the church might overwhelm the church's capacity to provide personal discipleship training. Likewise, for the same church a children's Sunday school program that is run essentially as drop-off childcare would be a weakness because little discipleship formation is happening in it. At the same time, the fact that people are dropping off their children at the church is an opportunity both to nurture the children and to reach out to the parents who at least think highly enough of the church to entrust their children to it.

It is important, within reason, to balance negatives with positives. This is especially important in the Weaknesses and Opportunities categories. Where there are weaknesses, look for opportunities to improve them, such as in the above example of the Sunday school. Not all weaknesses can be remedied this way, but a great many can point us to opportunities for living more fully into our conceptualizations.

Once the group has categorized all the items, the last step is to set goals. These goals are benchmarks that will help the church move toward its starting point. The goals can be inventive (trying new programming), therapeutic (working to heal or fix weaknesses), preventive (seeking to avoid threats), systemic (seeing common themes in the categories that require more significant institutional change), and/or management (dealing with resource issues). Depending on what the analysis reveals, any or all of these types of goals are appropriate. For example, a church that wants to invite new people to hear the good news in worship may struggle to bring in new people if the bathrooms are in terrible disrepair. Setting a goal of fixing the bathrooms is a necessary step toward the starting point. If the same church has lots of great programs, but only a certain core group of people that tends to participate in them, it may need to set a systemic goal of dealing with poor communication about these events beyond the inner circle of church leaders.

The examples of possible goals are endless. The important thing is that the goals are based on good goal-setting techniques (e.g., SMART—Specific, Measurable, Attainable, Realistic, Time-bound) so that the people in the church know if they are reaching them. As well, since navigating evangelism leads to developing creative practices for sharing the good news, it is appropriate to see how those practices might connect with the specific actions called for in the goals.

The result of this should be a clear evangelistic snapshot of a church or ministry that lets church leaders know how the church is doing in relation to its starting point now and how it can move toward it in the future, as well as providing a workable roadmap for engaging in its creative practices of evangelism and meeting its goals.

Links

There are a vast number of resources available for evangelism. These include several denominational and parachurch groups that provide strong material about evangelism. The following is by no means a complete list, but it provides a taste of what is available.

World Council of Churches—The WCC has a dedicated focus on evangelism and publishes regular materials on evangelism. It is worth searching their site for conciliar documents and events related to evangelism. This is a link to the 2012 document "Together Towards Life: Mission and Evangelism in Changing Landscapes" http://www.oikoumene.org/en/resources/documents/commissions/mission-and-evangelism/together-towards-life-mission-and-evangelism-in-changing-landscapes

Discipleship Ministries of The United Methodist Church—Discipleship Ministries oversees all disciple making activities in The United Methodist Church. They have a dedicated staff member who directs evangelism activities and who also provides several resources about evangelism. In 2015, they cosponsored a series of webinars with the WCC on evangelism that are available archived online.

http://www.umcdiscipleship.org/resources/world-council-of-churches-evangelism-webinars

Foundation for Evangelism—The Foundation was developed by a group of lay people who felt strongly about the need for evangelism to be included in theological education. Since then, they have endowed several professorships in evangelism and have also worked to support campus ministries and provided fellowships for doctoral students focusing on evangelism in their studies.

http://foundationforevangelism.org/

Academy for Evangelism in Theological Education (AETE)—AETE is the primary academic guild dealing with evangelism. It welcomes students, professors, and practitioners to annual meetings (held alongside of ASM) and includes both evangelicals and mainline Protestants. It also publishes an annual peer-reviewed online journal entitled *Witness*.

Main site: https://aete.online/

Witness site: http://journals.sfu.ca/witness/index.php/witness/index

American Society of Missiology (ASM)—While not just focused on evangelism, ASM provides a larger academic context for discussing evangelism among missionaries, missiology scholars, and students. They also publish texts and the journal *Missiology*.

http://www.asmweb.org/content/home

Billy Graham Center for Evangelism (BGCE)—The BGCE is a leading voice in scholarship and new research around evangelism. They regularly host conferences that bring scholars and practitioners to-

gether. They also have made a substantial amount of the expertise and insight they have available free online. This includes through the Gospel Life Blog and the Rekindle: Engaging Gospel Conversations YouTube channel that they jointly host with Q Place. http://www.wheaton.edu/BGCE

Christianity Today and *Outreach Magazine—Christianity Today* focuses on cultural analysis in reference to the church and how Christians can maintain a faithful public witness. *Outreach Magazine* deals with church planting and evangelism practices.

http://www.christianitytoday.com/

http://www.outreachmagazine.com/

Lifeway Research—A major Christian research group focused on gathering statistics specifically about Christians, the church, and the relationship between the those outside the church and the Christian faith.

http://lifewayresearch.com/

The Association Religion of Data Archives—An enormous database of virtually every major study done in reference to religion from a wide variety of reputable sources (e.g., Pew Research Center), many dealing with the attitudes of Christians, of people toward the church, and of shifting demographics.

http://thearda.com/