

Study Guide  
Wesley Theological Seminary Course of Study  
for the  
General Board of Higher Education and Ministry  
Summer Intensive Term 1: July 22 – August 1, 2019

CS-523 Our Mission; Evangelism  
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Please read this study guide *carefully*. We have split the previous pre-course work up into two parts. **Everyone will have one assignment due by June 1 submitted via Blackboard and one assignment due the first day of class.**

Please schedule time each week to work on your pre-course work. If you are able to do this you will have the opportunity to come to DC next summer and enjoy some Sabbath time with us. Please let Sara Sheppard know if we can help you with this in any way.

### Course Description

This course analyzes the theology of evangelism and our faithfulness to God's call. It also examines various strategies for and approaches to the church's evangelistic task in the heritage of United Methodism, stressing the proclamation and the enactment of the gospel.

### Objectives

1. Reflect on and articulate the meaning of the gospel and an understanding of the church as bearers of God's Word to the world.
2. Ground a theology of evangelism in Scripture, the gospel, and the mission of God.
3. Interpret the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation.
5. Critical analysis of and appreciation for electronic media as instruments of evangelism

**Textbooks:** Textbooks can be ordered from Cokesbury or any other bookseller or borrow from friends.

## **Required Textbooks:**

Arias, Mortimar. *The Reign of God*

Knight and Powe. *Transforming Evangelism: The Wesleyan Way of Sharing Faith*

Powe, F. Douglas. *Not Safe For Church: Ten Commandments for Reaching New Generations* (Abingdon Press, January 2015)

## **Supplemental Texts:**

Fox and Morris. *Faith Sharing*

Jones, Scott. *The Evangelistic Love of God and Neighbor*

## **Assignment Instructions**

**Students are to turn in the first pre-course assignment no later than midnight June 1 by posting the paper on Blackboard.** Instructions on posting to Blackboard are on the COS webpage. If you run into trouble, please contact [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu) and they will help you.

If you are new to Course of Study at Wesley, please be sure to check Blackboard **once you receive your logon information from our IT department.** Some faculty will use Blackboard heavily and some will not, but it is up to you as the student to check and see what is posted. You should have access to your courses in Blackboard on or around May 15.

**\*\*Be sure to include your name, course number and Annual conference on each page of your paper. \*\***

## **DUE JUNE 1; SUBMITTED TO BLACKBOARD:**

**Assignment Part I (10 double spaced pages)** due on the first day of class. **This assignment must be posted to blackboard by June 1:**

Students are to read *Transforming Evangelism* and to answer the following questions related to the text:

1. What is the main premise (thesis) of the book?
2. What insights do Knight and Powe give you on Wesleyan evangelism?
3. How can these insights help you to think differently about your approach to evangelism?
4. If you were going to preach a sermon on one of the insights you learned, "What would be your text and the key points you would share with the congregation? (Give 3 to five key points)

5. How would your congregation look different in one year if you taught or preached the insights you learned from Knight and Powe about evangelism?

## **DUE ON FIRST DAY OF CLASS:**

### **Assignment Part II (10 double-spaced pages):**

**This assignment must be posted to blackboard by the start of class (do not bring hard copies!):**

Students are to prepare a congregational study that includes the following information:

1. What is the demographic of the congregation (race, age and economics)?
2. What is the demographic of my zip code (use mission insite or some other census service)? *If you have any issues using mission insite, please contact Dr. Powe.*
3. How does your congregation match the demographics of the zip code?
4. What ministries are you currently offering in the zip code?
5. What are the evangelistic opportunities based upon demographics of the zip code?

### **In Class:**

#### **Presentation:**

Students will do approximately a 15 minute presentation (depend on final number of people in class) on an evangelistic plan for reaching new individuals in their community. The presentation should be grounded in class resources. The following are important:

1. Be creative
2. Who are you trying to reach and why?
3. How will you reach them?
4. How will you maintain efforts at reaching them?
5. How will you evaluate?

#### **Grading**

Assignment Part I: Cong. study	25%
Assignment Part II: papers	50%
Class Presentation	15%
Class Participation	10%
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TOTAL	100%

## Provisional Class Schedule

<b>July 23--</b>	Introduction to course. <b>2<sup>nd</sup> Paper due</b>
<b>July 24--</b>	Theology of evangelism: Abraham
<b>July 25--</b>	Theology of evangelism: Jones
<b>July 26--</b>	Rural Evangelism
<b>July 29--</b>	Postmodernity
<b>July 30--</b>	Presentations
<b>July 31--</b>	Presentations
<b>August 1--</b>	Wrap-up

## Criteria for Evaluating Course Work

Regardless of whether you write a paper, answer an essay question, voice an oral presentation, or create any original project, the academic context requires that certain minimal requirements characterize your work. While there are subjective components in the grading process, most professors are concerned that you become well educated in four basic qualities of excellent academic work:

1. ***Demonstration of an empathetic understanding of the content of texts and resources.*** Your topic should not only be well researched in the library, through interviews and observations, and/or from assigned readings and class discussions, but you should be able to provide a fair description and a clear understanding of texts and resources. This is apparent in the ability to describe and discuss precisely and accurately what an author has written or a speaker has said. Evaluation, response, and critique follow accurate representation of another's ideas—earn the privilege of criticizing a viewpoint by showing that you really understand it.
2. ***Clear critical thinking that provides appropriate specific evidence for conclusions.*** Use the most precise historical, empirical, or contemporary data or information to support the claims of your thesis and paragraphs. Conclusions follow from and are supported by evidence. Be sure that your evidence is relevant, accurate, and detailed. Adherence to clear critical

thinking, relevant and accurate evidence, and logical organization constitute sound arguments. Even creative writing requires logical relationships among ideas to assist your readers in following the plot or main point.

3. ***Creativity that moves beyond reporting someone else's ideas.*** Your creative addition to academic discourse might include questioning, evaluating, applying, criticizing (positively or negatively), developing, or responding. You might see a connection between two or more ideas. You might see information from a unique perspective. The minimal requirement of academic work is correctly repeating what is read or discussed. Excellent work moves beyond repetition to unique insights, organization, correlations, and theses. Work to find your own scholarly and professional voice.
4. ***Grammar, spelling, and form.*** Excellent written work is conscious of proofreading and good communication. Oral presentations are equally accountable for careful expression. A brilliant thesis can be lost in a paper or project that obscures its ideas with careless communication. Your readers and listeners should not have to guess what you mean—help them by speaking and writing well.

### **Grading:**

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An “F” means the individual needs to see me immediately.

**Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class,** and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student’s conference representative by September 30. Grades are not posted on-line.

### **Inclusive Language**

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

### **Academic Policies**

**Attendance:** Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

**Plagiarism:** Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another student’s paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one’s own (i.e. without proper attribution) the composition or ideas of another.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley’s academic policies or contact the Course of Study office 202-885-8688.