

Syllabus
Wesley Theological Seminary Course of Study
for the
Winter Hybrid—January (on-line), February 21-22

CS-523 Our Mission; Evangelism
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Please read this syllabus carefully and do not hesitate to email me at dpowe@wesleyseminary.edu with any questions.

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: To obtain textbooks or view the list go to **My Wesley** on the website (<https://www.wesleyseminary.edu/MyWesley>) and click on the button that says “Textbooks” From there select your program (Course of Study Summer Intensive), then select your course number. You may order books on-line directly from our e-store.

You may also order your books from Cokesbury or any other bookseller or borrow from friends.

Required Textbooks:

Miofisky, Matt and Jason Byassee. 8 Virtues of Rapidly Growing Churches (Abingdon Press, 2018)

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:

Jones, Scott. The Evangelistic Love of God and Neighbor

Assignment Instructions

Students are to read all required texts before doing assignments. Please pay attention to the due dates for all assignments. Instructions on posting to Blackboard are on the COS webpage. If you run into trouble, please contact blackboardsupport@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.

January on-line assignments:

Please read the required text to aid in completing the learning modules.

Please note that all assignments are in Bb. Click on **Learning Modules** found on the left-hand side when you are in the bb class. Once you click on Learning Modules you will see Module 1, Module 2, etc. Click on Module 1 and follow the instructions to complete the assignment. Do the same for modules 2-4.

Assignment I: Introductions

Students should answer the following question in the discussion forum. **Please answer in the forum itself and do not attach a document. Please click create a thread to answer the questions.** You are also to read all of your classmates introduction and to briefly comment on something they shared. All comments should be positive! You can do this by hitting reply to your classmates thread. The questions are the following:

1. Name (preferred to be called)
2. Your ministry context or contexts
3. Name one of your favorite childhood books
4. Tell us something about the book
5. Your favorite Wesley hymn and what it conveys theologically to you

Due on January 7 by midnight. 5% of your grade

Assignment II: What is Evangelism?

Students should click on the What is Evangelism powerpoint. Students should hear my voice explaining each powerpoint. The slides will automatically advance. Listen to the lecture and then go to the forum below it to answer the questions. **Please write answers in the forum itself.** Students should create their own thread to answer questions.

1. Which of these characteristics does your congregation do well? Why do you think so?
2. Which of these characteristics does your congregation not do well? Why do you think so?

3. How can we better embrace all four today and reclaim our Wesleyan heritage?

Due by January 13 at midnight. 10% of your grade

Assignment III: Wesleyan Christology

Please watch the Hal Knight video (linked below) on Christology and answer the following questions. The response to each question should be at least 2 paragraphs. Please respond to two of your classmates and share how their answers helped you to think about evangelism differently. A one paragraph response is suffice.

1. How does Knight describe the shift from Jesus' message to the message shared by the early Christians? How does your congregation understand the good news?

2. How does Knight describe the way the Wesley's understood atonement?

Please watch the Hal Knight video (linked below) on Christology and answer the following questions. The response to each question should be at least 2 paragraphs. Please respond to two of your classmates and share how their answers helped you to think about evangelism differently. A one paragraph response is suffice.

1. How does Knight describe the shift from Jesus' message to the message shared by the early Christians? How does your congregation understand the good news?

2. How does Knight describe the way the Wesley's understood atonement?

Due by January 17 at midnight. Responses to classmates due by January 21. 15% of grade

Assignment IV: Wesleyan Practices—2 parts

Part 1:

Students should watch the Paul Chilicote video linked below and answer the following questions. The response for each question should be two paragraphs. Students should respond to one classmate. Please share what new insight you gained from reading the classmates response (one paragraph).

1. How does Chilicote describe the holistic vision of evangelism?

2. What does Chilicote name as the three great characteristics of evangelism? Which one's does your congregation do well, not so well?

Part 2:

Students should watch the F. Douglas Powe video linked below and answer the following questions. The response for each question should be two paragraphs. Students should respond to one classmate. Please share what new insight you gained from reading the classmate's response (one paragraph).

1. What is a common challenge in evangelism and how do we avoid it?
2. What are the different models of testimony discussed? How can you help your congregation become more comfortable with testimony?

Due January 24 by midnight for both parts. Responses for both parts due by January 28. 20% of grade

Assignment V: Community Assignment Paper

Students should write a 10 to 11 page paper (12 pt. font and double spaced). Students should begin by doing a walking tour of the community surrounding the church (drive if needed). Students should then access missioninsite and do a comparison. Students should answer these questions.

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, compare to walking tour)?
3. How does your congregation match the demographics of the zip code?
4. What ministries are you currently offering in the zip code? (Do they match the demographic information)
5. What are the evangelistic opportunities based upon demographics of the zip code?

This assignment must be posted by 1pm on February 21 in Bb. 30% of grade

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. Students should prepare a powerpoint or an outline to share with the class. 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?

Presentations will be February 22 in class. 20% of grade

Provisional Class List

Feb 21-- Theology of evangelism: Abraham and Jones

Feb 22-- Postmodernity and presentations

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.

A “D” means the individual needs to see me.

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.

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 members 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 forms 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.