**CM-270 The Praxis of Holistic Evangelism (Online)**

**Course Information**

**Instructor Information**

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**Course Description**

This course explores the theology and practice of evangelism in the mission of the church and examines ways pastoral leaders might equip all members to participate in this ministry. This course pays particular attention to helping students develop and articulate a practical theology of evangelism suitable for the student's context, theological heritage, and ministerial self understanding.

**Course Objectives**

At the end of this course, students will have:

1. Developed a robust understanding of the discipline of practical theology and it's merit for the practice of evangelism.

2. Critically examined several biblical and theological foundations for evangelism.

3. Articulate a theology of the church as a missional community.

4. Investigated various models of evangelism and ways of equipping others as partners in the ministry of evangelism.

5. Developed a practical theology of evangelism that is relevant to particular contexts and communities.

**Text Books (to be read before May 25)**

Mortimer Arias, *Announcing the Reign of God*, ISBN: 978-1579105631

Walter Brueggemann, *Biblical Perspectives on Evangelism*, ISBN: 978-0687412334

Orlando Costas, *Liberating News*, ISBN: 9781579109387

Leslie Newbegin, *The Open Secret*, ISBN: 978-0802808295

**Recommended Readings (to be used for final projects)**

Kenda Creasy Dean, *Almost Christian: What the Faith of Our Teenagers is Telling the American Church*, ISBN: 978-0195314847

Robert Fuller, *Spiritual But Not Religious: Understanding the Unchurched in America*, ISBN: 9780195146806

Elaine Heath, *The Mystic Way of Evangelism: A Contemplative Vision for Christian Outreach*, ISBN: 9780801033254

Bill Hull, *The Complete Book of Discipleship: On Being and Making Followers of Christ*, ISBN: 9781576838976

Shannon Jung, *Rural Ministry: The Shape of the Renewal to Come*, ISBN: 978-0687016068

Brad J. Kallenberg, *Live to Tell: Evangelism for a Post-Modern Age*, ISBN: 9781587430503

F. Douglas Powe, Jr., *New Wine, New Wineskins: How African American Congregations Can Reach New Generations*, ISBN: 978-142674224

James A. K. Smith, *Who’s Afraid of Postmodernism? Taking Derrida, Hyotard and Foucault to the Church*, ISBN: 978-0801029189

Leonard Sweet, *Viral: How Social Networking is Poised to Ignite Revival*, ISBN: 9780307459152

Gary Tyra, *The Holy Spirit in Mission: Prophetic Speech and Action in Christian Witness*, ISBN: 9780830839490

**Technical Requirements**

**Microsoft Windows 7 or Higher**

* Windows 7, Windows 8, 8.1, or 10 (10 is due out summer 2015)
* Intel Pentium 4 2.33 GHz or faster CPU and at least 4 GB memory is recommended
* Up-to-date version of  [Adobe Flash Player](http://get.adobe.com/flashplayer/)
* Up-to-date version of  [Microsoft Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player)(or other software that can play videos)
* Up-to-date Word processor and presentation package (Word and PowerPoint 2010 or newer)

**Mac OS/X**

* Mac OS X 10.8x or newer
* Intel processor  and at least 4 GB of RAM
* Up-to-date version of  [Adobe Flash Player](http://get.adobe.com/flashplayer/)  (or see VLC below to play Adobe Flash FLV/F4V files)
* Up-to-date word processor and presentation package (Mac Office 2011 or new or iWorks 09 or newer – must be able to save documents as .doc file)
* One of the following media players
  + [VideoLAN VLC media player](http://www.videolan.org/vlc/download-macosx.html)
  + [Up To Date Quick Time](https://www.apple.com/quicktime/)

**Student Learning Outcomes/Goals**

Provide instructions to students on how they are expected to meet the learning objectives for the course. For example: Will most objectives be met through examination? Through participation? Or through projects?

**Topic Outline/Schedule**

**May 11-July 20**

**Week beginning May 11: Session 1**

**Introduction**

Watch: Video Lectures on the Syllabus and “The Nature of Testimony”

Forum 1a: What experience(s) in your life come to mind when you hear the word “evangelism?” Post in 200 words or less by Wednesday at midnight and respond to one other post by Friday at midnight.

Watch:  *Leap of Faith* Film Clip

Forum 1b: In this clip, what is message -- the Good News? What is the picture we get of God’s purpose or mission? What is the preacher’s purpose or mission? What is good/bad about this “evangelism?” Post in 250 words or less by Thursday at midnight and respond to one other post by Saturday at midnight.

Watch: Video Lecture on “Matthew 21”

**Week beginning May 18: Session 2**

**Biblical Theology of Evangelism**

Testimonies:

Watch: Narrated Powerpoint Lecture on “Evangelism and Mission”

Readings: Brueggemann, Intro – Ch 1

Forum 2: What do you make of Brueggemann’s “taxonomy of evangelism”. Is evangelism an invitation to re-narrate our lives according to the story of Scripture? What obstacles are there to our testimony being “available, credible, significant and present tense?” Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at midnight.

Assignments: Public Posting of Summary of Readings, due Friday at midnight:

**Week beginning May 25: Session 3**

**Biblical Theology of Evangelism**

Testimonies:

Forum 3a: Read 2 Kings 5:1-19. How would the taxonomy of Brueggemann apply to these stories? What is the victory? Who is the announcer? How is it announced? Who is the audience? What is the effect? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at midnight.

Watch: Narrated Powerpoint Lecture on “‘Evangelize’ in the Hebrew Scriptures”

Readings: Brueggemann, Chs. 2- Conclusion

Forum 3b: What do you make of Brueggemann’s three groups to whom the evangelistic task applies? In your church community, on which group are you focused? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning June 1: Session 4**

**Biblical Theology of Evangelism**

Testimonies:

Forum 4a: Read Mark 1:9-15. What is the content of the Gospel in this passage and when have you personally experienced the Kingdom of God? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Watch: Narrated Powerpoint Lectures on “‘Evangelize’ in Matthew and Mark”

Readings: Arias, Intro-Ch 5

Forum 4b: How does the advent of the Kingdom of God change our understanding of evangelism according to Arias. How are the proclamation of the Kingdom and presence of the kingdom related? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning June 8: Session 5**

**Biblical Theology of Evangelism**

Testimonies:

Forum 5a: Read the other “Great Co-missions” by Jesus in the Gospels (Luke 24:47-48; Mark 16:15-18; John 20:21-23). What is the mission of the Church according to these passages? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Watch: Narrated Powerpoint Lectures on “‘Evangelize’ in John and Paul”

Readings: Arias, Ch 6-Conclusions

Forum 5b: What does Arias mean by the “ministry of denunciation” as part of evangelism. In what ways does your church community exercise this ministry? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning June 15: Session 6**

**Biblical Theology of Evangelism**

Testimonies:

Forum 6a:In many communion liturgies, the people of God proclaim the mystery of faith, “Christ has died, Christ is risen, Christ will come again,” What does that third phrase mean to you? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Watch: Narrated Powerpoint Lecture on “Eschatology and Mission”

Readings: Newbegin, chs. 1-6

Forum 6b: Given Newbegin’s argument, how does the lordship of Christ and the doctrine of the Trinity shape our witness as Christians? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at midnight.

Assignments: Public Posting of Summary of Readings due Saturday at Midnight

**Week beginning June 22: Session 7**

**Biblical Theology of Evangelism**

Testimonies:

Watch: *Cold Comfort Farm* Film Clip

Forum 7a: What in this portrait of proclamation is the relationship between judgment and gospel? What is the role of the denunciation of sin in the good news? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Watch: Narrated Powerpoint Lecture on “Love, Justice and Judgment”

Readings: Newbegin, chs. 7-10

Forum 7b: How does the “scandal of particularity” and the universal claim of Christ’s lordship relate to the mission of the Church and evangelism within multi-religious and non-religious cultures? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning June 29: Session 8**

**Biblical Theology of Evangelism**

Testimonies:

Forum 8a: Read Acts 16:16-24 and Acts 17:16-34. What is the relationship between the Gospel and Culture? How does this affect evangelism? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Watch: Narrated Powerpoint Lecture on “Cultural Context”

Readings: Costas, chs 1-4

Forum 8b: Given Costa’s argument, what would it mean for your church community to begin to evangelize from and to the periphery? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at Midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning July 6: Session 9**

**Theology and Practice of Evangelism**

Testimonies:

Watch: Narrated Powerpoint Lecture on “Evangelism in the Post-Modern West”

Forum 9a: What are the assumptions about the world for the community you are trying to reach? What are their “myths”? How does the church offer the choice of God’s alterative metanarrative?

Readings: Costas, chs 5-8

Forum 9b: How does Costa’s assertion that God is mission and God is unity shape what we mean by evangelism and the ministry of evangelization in your community of faith? Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Saturday at midnight.

Assignments: Public Posting of Summary of Readings due Saturday at midnight:

**Week beginning July 13: Session 10**

**Practice of Evangelism**

Testimonies:

Watch: Narrated Powerpoint Lecture on “Particularity and Diversity.”

Watch: Narrated Powerpoint Lecture on “Christianity Among the Religions.”

Readings: One Book from the Recommended list that relates to your final project

Forum 10a: Describe your final project, be sure to ask for feedback on some aspect from your classmates. Post in 250 words or less by Wednesday at midnight. Respond to one other posting by Friday at midnight.

Assignment: Theoretical Essays Due Saturday at midnight

**Week beginning July 20: Session 11**

**Practice of Evangelism**

Assignment: Final Project due Wednesday at midnight.

Option 1: Student will write an 8-10 page (double-spaced, 12 pt., Times New Roman) paper analyzing a specific Christian community and its larger context. The student will then develop a plan for how that Christian community can better bring the Gospel to its context. Paper should be properly footnoted with resources listed.

Option 2: Student will create an evangelistic event, intended for the particular community about which the student has done contextual observations. The event may include a sermon, drama, visual presentation, etc. The only limits are your creativity. Accompanying what the student has created should be a 4-5 page (double-spaced, 12 pt., Times New Roman) paper explaining the contextual nature of the event, its implementation, and the theology behind the event. Be sure to clearly state how this event is “evangelism.” Paper should be properly footnoted with resources listed.

**Course Requirements**

**Attendance**

Attendance is mandatory for a course that meets intensively.

**Graded Activities/Assignments**

1. **Written Testimony: Due when name appears by “Testimonies” in the syllabus**

Each student will write a less than 500 word testimony answering the question: “How and through whom did God work that I am a Christian?” This is not a call narrative. How did you meet Jesus for the first time?

1. **Readings Analysis: Assigned at Registration. Due when name appears in syllabus.**

Each student will prepare one 4-5 page (double-spaced, 12 pt., Times New Roman)summary of assigned readings for a given week. The paper will highlight the central points made by the author, discuss strengths and weaknesses, and raise questions. Student(s) will upload a copy of the paper for public view and another copy to be graded by midnight on Saturday the week it is assigned.

See instructions at end of syllabus.

1. **Three** **Theoretical Essays: due August 24, 2019 (6 pages total, double-spaced, 12 pt., Times New Roman)**

Using the readings in the course, this paper must answer the following questions (approximately 2 pages per question):

* What is the mission?
* What is the message?
* What is evangelism?

Students will upload this paper by midnight Saturday, the week it is assigned.

1. **Final Project: These will be presented in class. Due June 15. Presented June 15-16.**

Option 1: Student will write an 8-10 page (double-spaced, 12 pt., Times New Roman) paper analyzing a specific Christian community and its larger context. The student will then develop a plan for how that Christian community can better bring the Gospel to its context. Paper should be properly footnoted with resources listed.

Option 2: Student will create an evangelistic event, intended for the particular community about which the student has done contextual observations. The event may include a sermon, drama, visual presentation, etc. The only limits are your creativity. Accompanying what the student has created should be a 4-5 page (double-spaced, 12 pt., Times New Roman) paper explaining the contextual nature of the event, its implementation, and the theology behind the event. Be sure to clearly state how this event is “evangelism.” Paper should be properly footnoted with resources listed.

See Instructions at end of syllabus.

**Grades will be calculated in the following way:**

Readings Analysis: 25%

Testimony (pass/fail) 10%

Mid-term Exam 25%

Final Project 35%

Participation 5%

Total 100%

**Late work Policy**

Late work cannot be accepted if it is scheduled for presentation in class. Other work will receive a letter grade deduction.

**Grade schema**

94 – 100 = A (Excellent/Outstanding)

90 – 93 = A- (Excellent/Outstanding)

87 – 89 = B+ (Very Good)

84 – 86 = B (Good)

80 – 83 = B- (Adequate)

77 – 79 = C+ (Adequate)

74 – 76 = C (Adequate)

70 – 73 = C- (Substandard)

67 – 60 = D (Inadequate/Poor)

59 – 0 = F (Unacceptable)

**Course Policies**

students are expected to learn how to navigate in Blackboard Learn

students are expected to address technical problems immediately

students are expected to keep abreast of course announcements

students are expected to use their Wesley Seminary email as opposed to a personal email address

students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation

students are expected to observe course netiquette at all times

**Inclusive Language Policy**

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from student handbook)

**Accommodations/Disability Support**

Once admitted to Wesley, students needing accommodations are encouraged to communicate with the Associate Dean for Community Life.  Students should submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student.

**Academic Dishonesty**

Plagiarism is regarded as a serious offence and will result in substantial penalties, including the possibility of academic dismissal. Wesley Theological Seminary 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 and presenting as one’s own (i.e., without proper attribution) the composition or ideas of another, whether from books, a friend, or the Internet.
  + Submitting as one’s own work a paper written (or partially written) by another.

In questions of academic dishonesty (including cheating on exams or papers and plagiarism), the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a “Fail” grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

**SafeAssign**

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to make adjustments and ensure that all source material has been properly cited.

**Blackboard Tracking**

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

**Technical Support**

Students must attempt to solve technical problems, and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

•         Blackboard Training Materials

•        Call Blackboard Support at  (202) 885-6091

•        Email Blackboard Support at [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu)

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at [support@solutionworx.com](mailto:support@solutionworx.com) or by phone at (703) 961-1840

**Other Resources**

Be sure to provide students with other resources they may need.

This may include the following information about the library:

* Library hours can be found here <https://www.wesleyseminary.edu/en-us/library/generalinformation.aspx>
* Information on access the library databases from off campus can be found here <http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395>,

You may also want to include information on the Writing Center, International Student Services, commuter spaces and policies, and any other information that may help students be successful in their assignments.

**INSTRUCTIONS FOR READINGS ANALYSIS PAPER**

General Notes:

• 4-5 pages in length; 12 pt. Times New Roman font; 1-inch margins

• Name in the upper left corner of header; Page numbers in footer

• Formal bibliographic entry on the top of page 1 including chapters

• Footnotes should not be used when referring to the book being reviewed. Quotations or ideas taken directly from the text should be followed by parenthetical documentation giving the page number for the quotation/idea. (64)

Introduction: 1⁄2 page

• Begin with a compelling introductory sentence to “hook” the reader.

• Introduce the book, the author (including biographical information such as education,

training, experience).

• Introduce the book’s primary subject, aim, and scope.

• You may include other matters germane to introducing the book

Summary: 2-3 page

• Summarize the author’s argument. A good succinct summary demonstrates a careful reading of the text and offers a general overview of the book’s contents. Focus on the outline of the text and the major points. The author should recognize your summary as their argument.

• Avoid critique in this section – leave that for the critical evaluation

Critical Evaluation: 1-2 pages

• The primary purpose of the critical evaluation is to respond (both positively and

negatively) to the book’s content and the author’s presentation.

• The following questions may be used to guide your evaluation:

* What does the author hope to accomplish? Does she/he accomplish the purpose? If so, how? If not, why not?
* Does the author approach the subject with any biases (theology, experience, philosophy, denomination, cultural perspectives) that influence her/his conclusions?
* What are the strengths of the book? What contributions does the book make to the study of evangelism? What contributions does the book make for the practice of evangelism in your local church context? Why should someone read this book?
* What are the weaknesses of the book? Does the author properly support her/his thesis? Does the author fairly/adequately consider other viewpoints? Is the book relevant to your context?
* Be specific in your evaluations and arguments. Demonstrate the strength/validity of your argument with concrete examples, clear logic, and good reasoning.

Conclusion: 1⁄2 page

• Now you may utilize the 1st person as you offer an overall evaluation of this text.

• Would you recommend the book to other pastors and/or lay people? Why? Why not?

• What did you learn from this book? What applications may it have in your ministry?

**INSTRUCTIONS FOR FINAL PROJECT**

The purpose of the final project is to engage students in practical theological reflection on

evangelism. Projects can be completed individually or in groups with the approval of the professor.

The following is a general outline of the final project that places it within an explicit practical

theological framework:

The Descriptive: Exegete a particular context or aspect of contemporary culture by identifying the characteristics most significant for Christian evangelism. Use your contextual observations notebook. Specifically, what would any Christian or group of Christians need to know about this community in order to practice evangelism faithfully, effectively, and contextually? What about this context and/or community is relevant for our thinking about the practice of evangelism?

The Normative: Articulate a contextualized theology of evangelism - drawing on course texts and/or additional evangelism texts (minimum of 3) - that offers a perspective on what "ought" to be going on in regard to evangelism in this context. What is the "Good news" in this context? What is evangelism in this context?

The Pragmatic: Propose a strategy for Christian evangelism in this particular context, either a proposal for a specific Christian community within its context or an event. Offer specific resources and strategies for faithful and effective evangelism. Students are encouraged to be creative, drawing on their forming pastoral imagination to develop an evangelism strategy that attends to the description and interpretation of context and a contextualized theology of evangelism.

**Projects will be posted for the viewing and comments of other students.**