MS 625 Interpersonal Evangelism

Art McPhee

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Asbury Theological Seminary
MS625/ME710 Interpersonal Evangelism

Professor: Art McPhee  Fall Term, 2006
Campus Mail Box: 791  Tuesdays 8:00-10:45 a.m.
E-mail: art_mcphee@asburyseminary.edu  Credit: Three Hours
Phone: 858-2215  Conference: Tuesday afternoons or by appointment

INTRODUCTION AND COURSE DESCRIPTION

Welcome to “Dynamics of Interpersonal Evangelism.” In addition to careful attention to the biblical basis for person-to-person evangelism, this course includes theological and practical reflection on the following: contemporary communication theory; training methods; models; and resources for sharing the gospel and calling people to repentance and Christian discipleship. Since, in an era of religious and cultural pluralism, an undifferentiated tack is inadequate, we will also give thought to how contexts and cultures affect witness to the evang.

COURSE OBJECTIVES

Evangelization is ultimately relational, involving interpersonal encounters. The aim of this course is twofold:
1. to stimulate critical thinking on contemporary evangelistic assumptions and applications of the New Testament expectation that Jesus’ disciples will be witnesses to the Good News
2. to prime and prepare course participants for interpersonal faith sharing and for training others in interpersonal sharing.

SESSION COMPONENTS

Sessions will include the following: lectures; group Bible study, discussion of the readings and texts; discussion of contemporary thinking and practice on interpersonal evangelism; case studies; student presentations; videos; and interaction with guest presenters.
**REQUIRED TEXTS**

Crandall, Ron  

Dawson, Scott, ed.  

Green, Michael  

Kraft, Charles  

Wright, N.T.  

**ADDITIONAL READING FOR ME 710 STUDENTS**

ME710 students are required to read and review an additional text on interpersonal evangelization. See Selected Bibliography for possibilities.

**ASSIGNMENTS**

*Written Assignments*

1. For MS 625 participants (Apostolic Ministry Requirement)  
   a. At the end of the course, submit a reflection paper to your faculty guide.  
      i. The paper will be no more than five pages and will be a reflective conversation on the topic of *Missio Dei* (the Mission of God).  
      ii. The student will reflect on and make statements about the following:  
          (1) What do you believe and what scriptural, theological, and ecclesial reasons do you offer for those beliefs concerning the missio Dei?  
          (2) What would you do in deed and action in light of the missio Dei?  
          (3) How have you changed because of the missio Dei?
2. For all participants, including auditors:
   a. Prepare discussion notes for class on each week’s readings (one for each reading unit being discussed). As needed, include page numbers for personal and class reference. Bring your notes to the class discussions as memory joggers. Turn them in at the end of the class session. See the instructions, suggestions, and template in Appendix A (pp. 7-8).
   b. Do one of the following:
      i. Interview a Christian friend or acquaintance about his or her conversion story and write a three-page report. The first part of the report should summarize the person’s story (process, influential persons, barriers, etc.); the second part should analyze the various factors involved in the person’s conversion and also list several insights for interpersonal faith-sharing.
      ii. Alternatively, you may share your faith with a friend or acquaintance along with an invitation to consider Christ’s call to discipleship. Summarize the conversation and present your analysis of how it went. Include insights that may be helpful in other opportunities for interpersonal evangelism.
   c. Using the format and style guide of the journal, Missiology, write a researched article on a contemporary interpersonal evangelism issue or topic. The article, excluding abstract, notes, and references should be about 3,000 words long. Turn in your topic (a brief description) on the second week of class (9/12). Turn in your first draft of a working outline by the fourth week (9/26). As you do your research, develop your outline further. Be prepared to share your progress as the semester progresses. The paper is due December 5.

3. For ME710 participants:
   a. Turn in a brief book review of the additional book you chose to read (due the final day of class).

Class Presentations

4. For ME 645 participants only:
   a. Present a five-minute summary-commentary on one of the 11 sections of Dawson’s Complete Evangelism Guidebook.
   b. Prepare two or three questions based on it, and lead a 15-minute class discussion on the topic of that section.
   c. Sections will be assigned on the first day of class; longer sections may be divided between two students.

5. For ME710 participants only:
   a. Present and lead a 45-minute case study discussion (with a handout for distribution to the class) on a faith-sharing encounter.
i. The encounter should be based on a real historical or contemporary one.
ii. Use attachment, “Case Study: Conversation with Ambedkar” as a model.
b. Presentation dates will be assigned on the first day of class.

**Reading and Assignment Schedule**

**Week 2 (September 12)**
- Reading unit Wright, Pt. 1
- Student-led discussion on Dawson, Sec. A
- Research topic description due

**Week 3 (September 19)**
- Reading unit: Wright, Pt. 2
- Student-led discussion on Dawson, Sec. B

**Week 4 (September 26)**
- Reading unit: Wright, Pt. 3
- Student-led discussion on Dawson, Sec. C
- First draft of working outline for research project due

**Week 5 (October 3)**
- Reading unit: Kraft, Chs. 1-2
- Student-led discussion on Dawson, Sec. D

**Week 6 (October 10)**
- Reading unit: Kraft, Chs. 3-4
- Student-led discussion on Dawson, Sec. E

**Week 7 (October 17)**
- Reading unit: Kraft, Chs. 5-6
- Student-led discussion on Dawson, Sec. F

**Week 8 (October 24)**
- Reading unit: Kraft, Chs. 7-8
- Student-led discussion on Dawson, Sec. G

**Week 9 (October 31)**
- Reading unit: Kraft, Chs. 9-10
- Student-led discussion on Dawson, Sec. H
Week 10 (November 7)
Reading unit: Kraft, Chs. 11-12
Student-led discussion on Dawson, Sec. I

Week 11 (November 14)
Reading unit: Crandall, Chs. 1-2
Student-led discussion on Dawson, Sec. J

November 21—No Class (Reading Days)

Week 12 (November 28)
Reading unit: Green, Chs. 1-10

Week 13 (December 5)
Reading unit: Crandall, Chs. 1-2
Student-led discussion on Dawson, Sec. K

Week 14 (December 12)
Reading unit: Crandall, Chs. 3-4
Research article due

EVALUATION

<table>
<thead>
<tr>
<th>MS625</th>
<th>ME710</th>
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<tbody>
<tr>
<td>Reading Notes/Book Reviews</td>
<td>36 points</td>
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<tr>
<td>Conversion Story Report</td>
<td>16 points</td>
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<tr>
<td>Class Presentation from Dawson</td>
<td>16 points</td>
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<tr>
<td>Article</td>
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<tr>
<td>Reading Notes/Book Reviews</td>
<td>36 points</td>
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<tr>
<td>Conversion Story Report</td>
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<td>Case Study Presentation</td>
<td>16 points</td>
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<tr>
<td>Article</td>
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Grading Scale:

<table>
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<tr>
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<td>A-</td>
<td>90-93</td>
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<td>D-</td>
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Incomplete Work: “A grade of ‘I’ denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include attending to church work or other employment. If the work of the course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as ‘F’” (cf. ATS Catalog).

Attendance Policy: One class may be missed without makeup. After that, extra reading is required (50 pages per day missed: from the recommended reading list) and a one page single-spaced paper summarizing the extra reading. If three classes are missed, a conversation with the professor is needed, and there will be a reduction of grade. It is the student’s responsibility to ensure that the attendance sheet is marked prior to leaving class. Any questions arising should be addressed to the professor immediately and should not be left until the end of the semester.
Appendix A: Reading/Discussion Notes

Instructions:
Please type your responses (single-spaced). If you need more than one page, use two sides. Turn these in at the end of each class.

Grading:
- ✅+ signifies good to excellent interaction with the reading unit and is worth 3 points
- ✅ indicates acceptable interaction and is worth 2 points (but improvement is needed)
- ✅– means that the interaction with the reading unit is inadequate and is worth 1 point
- One point deducted for late papers (except for illness or emergency)
- Points added for quality participation in class discussions

Format:
See the template on the next page.

Questions to Ask for General Nonfiction Writing:
1. What is the overall purpose of the book or article? How does this week’s reading unit (e.g. chapter) relate to it?
2. What questions, problems, or arguments are presented?
3. What assumptions are held by the writer?
4. What is the writer's point of view?
5. What data, information, or evidence does the writer present to answer questions, resolve issues, or buttress arguments?
6. What key concepts and ideas does the writer highlight?
7. What conclusions does the writer reach, and/or what inferences are there?
8. What are the implications and consequences for ministry and the church?
9. What questions emerged?

Questions for Biographical Writing:
1. What events, situations, complications, etc. were described in the reading unit?
2. How did the protagonist and/or others in the story respond to them? What actions were taken, decisions rendered, lessons learned, etc.?
3. What assumptions, attitudes, influences, and the like disposed them to respond as they did?
4. Would you have responded differently? How?
5. What new information or insights did you gain from the reading unit?
6. Are there any implications for your own life and ministry?
7. What questions do you have as a result of the reading?
8. What would make for a valuable discussion in class?
Reading/Discussion Notes (Template)

Name: Date:

Reading Unit (Title and pages read):

Author:

Summary or Key Points

Insights and Ideas

1.

2.

3.

Possible Applications

1.

2.

3.

Questions

1.

2.

3.

Discussion Points or Questions for Class
Appendix B: For Additional Reading

Aldrich, Joseph C.

Brueggemann, Walter

Coleman, Robert E

Crandall, Ron

Conn, Harvie M.

Eisenman, Tom L.

Fox, H. Eddie Fox and George E. Morris

Greenway, Roger S.

Griffin, Em

Hunter, George G.

Kennedy, D. James

Krabill, James R.

Little, Paul E.

McPhee, Arthur G.

McRaney, Will
Metzger, Will

Mittelberg, Mark; Strobel, Lee, and Hybels, Bill

Packer, J.I.

Pippert, Rebecca Manley
2003 *Talking about Jesus Without Sounding Religious.* Downers Grove, IL: InterVarsity

Pippert, Rebecca and Ruth Siemens

Posterski, Don

Styles, J. Mack

Stott, John R.W.
1973 *Basic Christianity.* Downers Grove, IL: Downers Grove, IL: InterVarsity Press.

Tomczak, Larry

Wallis, Jim

Watson, David
1976 *I Believe in Evangelism.* Eerdmans.