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MS 625 Dynamics of Interpersonal Evangelism

Art McPhee

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Welcome to MS625 Dynamics of Interpersonal Evangelism, Syllabus, Spring 2008.

Course Coordinator and Instructor: Art McPhee, Ph.D., E. Stanley Jones Professor of Evangelization

I am delighted that you have chosen to participate in this online learning opportunity. My prayer is that it will not only fulfill a course requirement but be personally beneficial in ways that will help you in your service to God's kingdom.

Unfortunately, I will not be available for questions and help until the second week of the course (I return from India on February 16). However, the first week is all about getting acquainted with your professors and fellow classmates. I along with other Asbury professors have recorded a short video introducing myself and something of my spiritual journey. You can find it at this link:

http://media.asburyseminary.edu/flash/is502

E. Stanley Jones Professor of Evangelization

Course Coordinator and Instructor: Art McPhee, Ph.D.,

Spring 2008
Course Objectives

Upon successful completion of Dynamics of Interpersonal Evangelism, students will be able to:

1. State the New Testament basis for interpersonal evangelism
2. Relate several interpersonal communication theories to the privilege and complexities of faith sharing
3. Critique concepts and models of interpersonal evangelism
4. Witness to their own faith more naturally, spontaneously, and sensitively
5. Train others to more effectively witness to Christ

Course Components

1. PowerPoint and audio lectures
2. Electronic handouts
3. Asynchronous online group discussions
4. Interaction with the professor via e-mail and/or phone
5. Reading, research, writing, and interpersonal communication assignments

Required Reading

This course utilizes two textbooks:


IMPORTANT: THE ASSIGNMENTS ARE BASED ON THE 6TH EDITION. THAT IS THE EDITION YOU WILL NEED.

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Required Reading

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5

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3. Electronic handouts
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Course Components

Train others to more effectively witness to Christ

Relate several interpersonal communication theories to the privilege and complexities of faith sharing

State the New Testament basis for interpersonal evangelism

Upon successful completion of Dynamics of Interpersonal Evangelism, students will be able to:
Assignment Descriptions

Week One

1. During the first week, your job is to get acquainted with and learn to navigate Moodle, seeking technical help if it is needed.

2. Take time to browse the profiles of the other students in the class. You will also want to edit your profile.

3. Assignment: New Testament narratives, see Appendix A.

Week Two

1. You will submit two brief reports of conversations in which you have shared something about your faith with a non-Christian person. The reports should be one to three pages and include reflection on the encounter in the light of the text. You may submit anytime after the 6th week of the course.

2. You will write a review of the Cranial book and one other book of your choice on personal witness. For book review guidelines, see Appendix A.

3. Each week specific reading will be required in the textbooks. Those are listed below in the Course Schedule.

Exams

There will be two exams on the text to prepare for: one at mid-term and the other at the end of the term. Feedback to at least two of them.

1. By Wednesday, you will post your responses to the study guide questions and, if you like, additional questions that emerged for you.

2. By Saturday, you will read the responses of the others in your group and offer feedback to at least two of them.

3. By Wednesday, you will provide a PowerPoint lecture and a study guide with questions from the lecture, reading assignment(s), and scripture study passage.

Papers to Write

1. You will submit two brief reports of conversations in which you have shared something about your faith with a non-Christian person. The reports should be one to three pages and include reflection on the encounter in the light of the lectures and readings. You may submit them anytime after the 6th week of the course.

2. You will write a review of the Cranial book and one other book of your choice on personal witness. For book review guidelines, see Appendix A.

3. You will write a term paper, relating both scripture and interpersonal communication theory to a model you propose for interpersonal faith-sharing in a particular socio-cultural context. Review helps/guidelines, see Appendix A.
Assignment Due Dates

d. Due on Wednesday of the final week of class.
   Should be between 15 and 20 pages in length.
   Theses and Dissertations.

b. Must conform in style to the guidelines in Turabian’s A Manual for Writers of Term Papers, 7th edition.
   Title of the paper: “My Proposed Model for Interpersonal Witnessing.”
   (e.g., “My home town” or “A Mexican community in North America” or “to motorcyclists.”)

Late Work: Unless I have OK’d it in advance, or you are sick, late work will be penalized according to the following formula: 1-2 calendar days late = 20% off; 3-7 calendar days late = 40% off; more than 7 days = 60% off. All work must still be completed and turned in to pass the course.

Grading

<table>
<thead>
<tr>
<th>Term Paper - May 12</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Reports (Conversations)</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Questions/Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>15%</td>
</tr>
</tbody>
</table>

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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 delinquency or 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 an 'F' (cf. ATS Catalog)."

Course Schedule

Module 2: Relational Development

- Read "Social Penetration Theory" (Griffin, pp. 114-129)
- Read "Interpersonal Deception Theory" (Griffin, pp. 97-113)
- Read "Expectancy Violations Theory" (Griffin, pp. 83-96)
- Read "Coordinated Management of Meaning" (Griffin, pp. 66-82)
- Read "Symbolic Interactionism" (Griffin, pp. 51-65)

Module 1: Interpersonal Messages

- Getting Acquainted: (1) with the syllabus; (2) with Moodle and the course site; (3) with the rest of the class
- Get to know each other
- A week of...
Module 3: Relationship Maintenance

Passage for Study: Ways of Speaking in the Church at Corinth (1 Corinthians 14:7-14) (Griffin, pp. 142-155)

Module 4: Cognitive Processing and Influence

Passage for Study: Jesus Meets a Blind Man, the Parents, and Some Pharisees (John 9:1-41) (Griffin, pp. 175-186)

Passage for Study: Give-and-Take Between Jesus and the Twelve (Matthew 16:21-17:21) (Griffin, pp. 156-174)
The official end of each term is 5 pm on the last day of the exam week. This hour is

Incomplete Work

In order to avoid placing an undue burden on the staff, Virtual students may request books, photocopies or emailed attachments of journal articles/ portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

Copyright Policies

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the deadline for handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any of all course work. The student must petition the Registrar and the faculty person involved for permission to receive an “I” at the end of a semester. The petition must be received before 5 pm on the last day of the term.

A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending church work or other employment. If the work of a 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.”

Incompletes either a grade of on “I” if approved, to each student registered for credit in a course. Professors are required to give either a grade or an “I” on their transcripts, provided they meet the deadline for withdrawal.

Students withdrawing from courses after the drop/add period will receive a grade of WD (withdraw) on their transcripts. Other incomplete grades shall be removed one calendar month prior to the close of the following semester unless special permission is granted by the Registrar.

Withdrawal Policy

Students may drop and add classes without penalty during the drop/add period:

- Fall and Spring Semester, through the first week of classes;
- ExL Summer Semester, through the end of the sixth week of classes;
- One-week intensive courses, through the end of the second day of class;
- Other intensive courses, through the end of the first day of class.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar (from the ATS Catalogue, p.32).

Note: For one-week intensive courses, one day equals three weeks in a semester; for other intensive courses, one day equals two weeks in a semester.
After this deadline, a grade of F will be assigned to the course from which the student has withdrawn.

Appendix A: On Writing Book Reviews

Critical Thinking Questions

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 assumptions, problems, or arguments are presented?

8. What are the implications and consequences for ministry and the church?

9. What conclusions does the writer reach, and/or what inferences are there?

Suggested Outline for Book Reviews

- Name:
- Date:
- Email and/or SPO:
- Book and author:

After this deadline, a grade of F will be assigned to the course from which the student has withdrawn.
1. Introduction

   □

   a. This is the place for your summary (keep it brief).

   □

   b. Key points

   □

2. Discussion of the book

   □

   a. This is where you analyze the book's assets, benefits, weaknesses, etc.

   □

   b. Questions such as the ones above will get your thinking started.

   □

3. Insights and ideas gleaned you from the book

   □

   a. First insight

   □

   b. Second insight

   □

   c. Etc.

4. Possible Applications

   □

   a. First

   □

   b. Second

   □

   c. Etc.

   □

   Questions arising from the reading

   □

   a. This is where you analyze the book's assets, benefits, weaknesses, etc.

   □

   b. Questions such as the ones above will get your thinking started.

   □

   Conclusion

   □

   unsure if this is in the right place...