1-1-2005

MS 610 The Ministry of Evangelism

James B. Buskirk

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2843
I. COURSE DESCRIPTION

The course equips students with contemporary models and strategies of personal, small group, congregation, community and world evangelization based on biblical, theological, historical and cultural foundations. Attention will be given to recognizing the social, personal and spiritual needs of people and relating the gospel to such needs. Efforts will be made to develop an integrated, Wesleyan model of evangelism bringing strategies and methods into closer harmony with God’s ultimate purpose: the great commission, and the commandment of love. This is a basic course for all that seek to serve Christ and his Church with a global consciousness and a local effectiveness.

II. COURSE OBJECTIVES

A. A clear understanding of the gospel with regard to content and delivery.
   Content: The student should know the basic content of the gospel as taken from Scripture and informed by theology, tradition, and experience.
   Delivery: While having an overall appreciation for the different approaches to evangelism, the student should develop a style of presentation that acknowledges his/her uniqueness and gifts to proclaim the Good News in several different kinds of settings.

B. Some practical experience in witnessing. Each student will be required to present a witness and write a summary evaluating their own effectiveness.

C. An awareness of one’s own sphere of influence. Each student should also be able to risk going beyond their comfort zones to identify those opportunities where they can minister effectively.

D. Each student should have developed some specific tools for motivating churches lay ministry and evangelism.

E. Each student will write an evangelistic sermon including the invitation for response and extra credit will be given to those who present this in the class.

F. Each student will be required to develop a projected single area of evangelism for a local church.
III. **TOPIC LISTINGS AND SEQUENCE** (Subject to modification)

Day 1  INTRODUCTIONS: to the class and professor; to the
course’s contents, contexts, requirements and some definitions;
of evangelistic thought and practice informed by
syntheses of biblical, theological, historical, ethical,
cultural and personality foundations
THE PASTOR AS EVANGELIST: unifying concepts of
ministry with a focus on evangelism
Futuring and Person centered administration
Time management: weekly and monthly
Motivating and supervising the ministerial staff and/or lay staff
Affirmation and Accountability

Day 2  THE CHURCH AS EVANGELIST: Believing, Belonging, Becoming
BELIEVING: “Kerygma” and “Didache” for the local church
A Trinitarian Theology of Evangelism
Grace Upon Grace:
A Wesleyan Understanding of Grace
*** (Book Critique due)

Day 3  EVANGELISTIC PRESENTATIONS
Preparation to Preach/Teach Evangelistically
Preaching the evangelistic sermon
The Invitation: preparing and giving the invitation
Attracting new prospective Christians

Day 4  EVERY FELLOWSHIP AS EVANGELIST
BELONGING: A Biblical View of “Soteria”
Salvation of the whole person: Personality Dynamics and Grace
“Koinonia” in the Body of Christ: appropriate texts
Pastoral leadership in diverse congregations
*** (Evangelistic Sermon due)

Day 5  HEALING AND EVANGELISM: Pastoral Evangelism Counseling for Wholeness
Physical and Inner Healing
The Lay Ministry of Healing for Believers
Small Groups: Disciples making Disciples
Day 6  
FELLOWSHIP EVANGELISM: ASSIMILATION  
Evangelism and the Church School  
Youth and Family Evangelism  
The Care and Feeding of New Christians  
The Vows we make—and keep: Begging to Pray, Worship, Give and Serve  
*** (Second Book Critique due)

Day 7  
EVERY MEMBER AS EVANGELIST  
BECOMING:  
SERVICE EVANGELISM  
Every member, a minister  
Community Ministries and Urban Outreach  
Twenty Transferable Principles  
Discovering our Gifts in Ministry!

Day 8  
WITNESS EVANGELISM  
Jesus’ Evangelism: Direct, Indirect, Directed and  
Ten ways to “be” His Witnesses  
Called to Be Witnesses—  
Gifted in Witnessing  
Adult Pedagogy: Practicing and Reflecting  
*** (Case Study/Evangelistic Conversation due)

Day 9  
CROSS CULTURAL WITNESSING  (Reading Report Sheet- beginning of class)  
Missions through the local Church and Connectional Church  
“Go” and/or “Send” “Wanted: World Christians”  
Into the World: Here and to the uttermost  
*** (Integrative Term Report due)

Final Hour  
Exam (Typed class notes or final exam)
IV. **Course Evaluation Procedures**

Requirements:

A. Attend and participate in class sessions.
B. Complete assigned readings of approximately 1200 pages (900 pages in the required texts), and at least one text from the collateral reading (for the remaining 300 pages). A **READING REPORT** form attached, must be signed and turned in no later than the final class date and must include all texts and reading credit to be counted, including any make-up credit needed for absences.
C. Two book critiques (limited to one single-spaced, typewritten page) from their selections from the required texts.
D. A witness report using the prepared form (to be explained). (Maximum of 2 pages).
E. Write an evangelistic sermon plus the invitation utilizing the class lecture and your Reading. Extra credit will be given to two volunteers who preach their sermon in class.
F. Integrative term report (5-7 pages, typewritten, double-spaced) composed as if it is to be given to the ruling board of a local congregation (or youth group) known to you. It should incorporate recommendations for more effective community ministries or evangelistic outreach. Take into consideration the nature of your projected community, and the condition of the church (or youth group). Apply what you deem helpful from the course readings, lectures, and your personal past experience. Note the additional guidelines at the end of the syllabus.

Grading scale for course:  
Two book critiques 20% (maximum of 1 page each)  
A witness report 10% (graded with professor’s comments. maximum of two pages)  
Prepare an evangelistic sermon with invitation 20% (maximum of 7 pages) Preached in class 1-5 extra points (on term grade)  
Term Report (5-7 pages) 20%  
Typed class notes or exam 30%

[ALL PAPERS MUST HAVE A SPO# FOR THEM TO BE RETURNED VIA THE SPO! Students desiring privacy may attach a self-addressed large envelope.]

**Attendance:**

Students are required to record their own attendance on an attendance sheet. Missing more than one class period (one hour) will require 100 extra pages read for each class missed up to two. Further absences will reduce the grade for the course three points for each additional absence. **You are responsible to report the number of classes missed on your READING REPORT form** and identify the pages read as “make up.”
V. BIBLIOGRAPHY

Required Texts:
Tuttle, Robert G., Jr., *Can We Talk?* Abingdon, 1999, 110pp.
*This book is difficult to get in significant quantity. The student may want to select either Seamonds or Tuttle in that one book deals with the Gospel across cultures and the other with the transcultural Gospel.

Note: Approximately 900 pages are to be read from this list.

Collateral Texts:
*Green, Michael, New Testament Evangelism*, OMF Literature, 1979
*These books are difficult to get.

Note: Approximately 300 pages should be read from this section.

Recommended Reading:
Hunter, George, III, Church for the Unchurched, Abingdon, 1996.
Johnson, Ronald W., How Will They Hear If We Don’t Listen?, Broadman & Holman, 1994
Krass, Alfred C., Beyond the Either-or Church, Tidings, 1973.
Mead, Loren B. The Once and Future Church: Reinventing the Congregation For a New Mission Frontier, Alban Institute, 1991.
Ortlund, Raymond C., Let the Church Be the Church, Word, 1983,
Pippert, Rebecca M., Out of the Salt-Shaker, Inter-Varsity, 1979.
Report on an Evangelistic Conversation
(Confine report to the limits of this page leaving at least a one-inch margin for comments by the professor)

1. **Background.** Context of the conversation: where, when, with whom? How did it come about? What were your intentions, expectations, anxieties, etc?

2. **Description.** How did the conversation begin, continue, conclude? What happened between you and the other person? Between the other person and God?

3. **Analysis and Evaluation.** Identify issues, significant openings and closings of response and what was going on in the relationship. How did the person evaluate the experience?
HOW TO DO A BOOK CRITIQUE

1. This book critique should contain the following:
   A. Analysis of **content** (more objective 50-60%).
      - **Describe**: What is it? Was it achieved?
      - **Strengths**: What does the book do, contribute, etc.
      - **Weakness**: What is missing, etc.
   B. Application (more subjective: 50%)
      - What do find helpful, not so helpful, etc.
      - How does this information impact my ministry?

2. Use a writing resource manual.
   Some resources to keep in mind.

3. Assignment grading information.
   Each assignment will be evaluated on the following basis.
   - **Perception**: Did you understand the material?
   - **Thoroughness**: Did you cover the main elements?
   - **Clarity**: Did you clearly communicate your ideas?
   - **Objectivity**: Did you represent the author’s views?
   - **Mechanics**: Did you use a proper writing technique (see above)?
   - **Application**: How did this material impact you?
   - **Integration**: Can you incorporate what you learned into your life and ministry (**most important**)?
GUIDELINES FOR THE INTEGRATIVE TERM REPORT

Assignment Instruction: (5-7 pages)

Content: The intent here is to provide you with a working tool to take to your local church or organization.

- Each report should contain a brief description of the church or organization in question (history, location, particular problems, special opportunity for growth, etc.).
- State your program (be specific, do not try to spread yourself too thin).
- State your resources (how do you plan to implement the program).
- Project a time line (this part completed by…)
- Describe your desired results.

Style: Keep it simple.

- Watch your syntax and grammar (proof read your paper)
- Avoid run on sentences.
- Feel free to use headings.
- Double space with ample margins for instructor’s comments.

Documentation:

- Footnotes (identify your sources: class notes and discussions, your Reading, etc.).
- Bibliography.