

## Theology of Evangelism (TOE) Course #: CL-510x

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### Purpose of Course

This course equips students to synthesize their personal experiences of God's goodness with contextual awareness, various theological perspectives, and biblical teachings to develop creative practices of evangelism that are true to their personal faith. In doing this, the course will provide students with the core competencies needed for certification in Evangelism and/or for ministerial development through either the MA or MDiv degrees.

The learning goals of the course are:

- **Knowing** the practices and disciplines of inviting, welcoming, and nurturing persons in the Christian faith with a focus on the theological principles undergirding evangelism.
- **Doing** the work of critically examining and assessing biblical and theological scholarship in developing practices of evangelism, and of leading a variety of approaches to evangelism within a faith community.
- **Being** able to lead the members of local faith communities to articulate the gospel message as well as to help individual Christians and entire communities recognize their participation in the gospel message.

### Structure of Course

This course will be taught entirely online, and it has three parts to it. Part 1 is constructive, providing an opportunity to navigate toward an understanding and practice of evangelism that is authentic to you. Part 2 is an introduction to the theory and theologies of evangelism, with a focus on personal formation and theology. Part 3 applies evangelism to current events and to theological education more broadly.

**Part 1 requires you to participate in live webinars 6 – 7:30 p.m. (Central Time) on six Wednesdays: 9/16, 9/23, 9/30, 10/7, 10/14, and 10/21. There is also a video web conference you must attend that will be held on a Saturday in October (TBA).** In addition, part one is open access, meaning that we will expand the course to include students from outside the seminary who will only be joining us for those six weeks.

During those six weeks, you will participate in small groups with these new students, facilitating their engagement with the material in the readings and webinars. Students who take Theology of Evangelism for credit do not need to register separately for the webinars. They are automatically registered by the Connectional Learning Office at Garrett. You will receive information within 48 hours of the first webinar on how to access the webinar. You will need to purchase the book on your own, just as they do for their other academic classes.

Parts 2 and 3 are asynchronous, meaning that you will be given assignments and will be free to log on at any time to complete those assignments by the given deadlines. Also, in parts one and three you will be assigned to a group. As such, while you can choose when you do the work, you will need to coordinate any group activities.

**You must be able to access the webinars to complete your assignments in Part 1. You will also need a Twitter account for some of the assignments. See the assignments section for details.**

**For Twitter:** Use @evangelismonlin in all your course tweets. You can read, subscribe to, and tweet to @evangelismonlin at <http://markteasdale.net/evo-evangelism-online.html>. If you do not have a Twitter account, or do not know how to use Twitter, please see this [simple tutorial](#) on it.

## Texts

Cone, James H. "Evangelization and Politics: A Black Perspective." *Black Theology: A Documentary History, volume two: 1980-1992*. eds. James H. Cone and Gayraud S. Wilmore. Maryknoll: Orbis, 1993. ISBN 0-883344-773-8. **Free – selection posted online.**

*Creative Transformations* 15 no. 4, Fall 2006. ISSN 1062-4708. **Free – posted online.**

*International Review of Mission* vol. 94, no. 372, January 2005. No ISBN. The following articles are all **free and posted online.**

Kärkkäinen, Veli-Matti. "Spirit, Reconciliation and Healing in the Community: Missiological Insights from Pentecostals," 43-50.

Grundmann, Christoffer H. "Inviting the Spirit to Fight the Spirits? Pneumatological Challenges for Missions in Healing and Exorcism," 51-73.

Logan, James C. *How Great a Flame! Contemporary Lessons from the Wesleyan Revival*. Nashville, TN: Discipleship Resources, 2005. ISBN 0-88177-472-3. \$5.99. Amazon.

McNeil, Brenda Salter. *A Credible Witness: Reflections on Power, Evangelism and Race*. Downers Grove, IL: IVP, 2008. ISBN-13 978-0830834822. \$13.24. Amazon.

Pope-Levinson, Priscilla. *Evangelization from a Liberation Perspective*. New York: Peter Lang, 1991. ISBN 0-8204-1169-8. **Free – selections posted online.**

Russell, Letty M. "Liberation and Evangelization – A Feminist Perspective." *Occasional Bulletin of Missionary Research* vol. 2, 1978. No ISBN. **Free – selection posted online.**

Teasdale, Mark R. *Evangelism for Non-Evangelists: Claiming and Living the Gospel Authentically*. Downers Grove, IL: IVP, 2016. ISBN 978-0-8308-5166-9. \$16.00. Amazon.

## Assignments

- Personal Evangelism Presentation (35%)

You will develop a Google Slide presentation using personal photos and/or videos you have taken. Once you create it, share it with both the professor and the TA.

Over the semester, you should be on the lookout of for situations in which you see the Good News of God through Jesus Christ being manifest. If possible, use your phone to take a photo or video of the situation. (If you do not have the ability to take these photos and/or videos, please let me know. I can offer an alternative form of this assignment for you.)

At the end of the semester, you will use these photos and videos to develop a Google Slide presentation. This presentation will should include twelve slides:

1. A title slide including your name
2. Five photo/video slides
3. Five slides sharing your personal evangelism equation
4. A citation slide

Each slide in the presentation (except the title and citation slides) should follow the 1/5/5 rule:

- Have no more than one image (video or picture) on it.
- Have no more than five lines of text
- Have no more than five words in each line of text
- Additional verbiage necessary to explain your slide (including citations) should be put in the "speaker notes" underneath the slide.

Each of the five photo/video slides should:

1. Describe what your picture/video is and why you believe it demonstrates the Good News of God through Jesus Christ.
2. Describe how you could use this picture to explain to other Christians ways they might be able to share their faith with others.
3. Make connections between your reflection on the photo or video with what we covered in class. Include citations pointing to material we have covered in class (including lectures, texts, and biblical passages, if used). You should draw from a minimum of two different sources per slide. The citation only needs to include the author's name (or title of the book if there is no clear author) and the page number.

The five evangelism equation slides should be organized as follows:

1. A slide with your full equation.
2. A slide explaining your starting point.
3. A slide explaining your theological reflection (what you believe to be revelatory and how you interpret it)
4. A slide explaining the context in which you most frequently expect to be evangelizing (this could be a place, a specific group of people). Explain what you think they most need to hear as Good News and why.
5. A slide presenting some creative evangelistic practices for engaging with people in the context you described.

The citation slide should be a list of texts and lectures used in the presentation. It should be in alphabetical order based on the last name of the author.

This assignment is integrative, helping you gather the ideas from the Knowing course objective with the Doing course objective you have learned in the webinars in such a way you can express the Being course objective by recognizing yourself as an evangelist.

- Discussion Board Posts (15%) (3 boards x 5% each)

The discussion boards are places for you to interact with your fellow students and with me on the material covered in the lectures and readings for that week. You will be placed in a group with other students to do this.

To post on the discussion board:

1. First read the material assigned and log into Moodle to click on the lecture link for the week and watch the lecture (on Youtube).
2. Click on the discussion board link that corresponds to the lecture and start a thread. In your post you should provide thoughtful ideas, insights, questions about the lecture and reading. **This initial post should be 300 words (+/- 10%) and should be posted by Wednesday at 11:59 p.m. of the week it is due.**

3. In addition to posting an initial comment on the lecture itself, you must read and respond to the posts of the other students in your group. Your response should demonstrate engagement with the ideas presented by your fellow student. **These response posts must be 150 words (+/- 10%) and should be posted by Thursday at 11:59 p.m. of the week it is due.**

These assignments deal with the Being course objective, inviting you to consider your experiences, thinking, and character in reference to evangelism.

- Theology Quizzes (20%) (4 quizzes x 5% each)

There are two weeks of reading—with no lectures—in Part II. During these weeks you are introduced to several distinct theological traditions and how they relate to evangelism.

To help test your knowledge related to this material, there are four ten-question, multiple-choice quizzes, one for each of the four broad theological traditions you encounter in the readings. You have 60 minutes to complete each quiz, which starts when you click on the quiz. You may also retake each quiz twice. If you retake the quiz, the highest score you receive will be recorded for the course.

**You must take the quizzes by Friday at 11:59 p.m. of the same week the readings are assigned. If you do not take the quiz by this time, you will receive a zero for it.**

These quizzes are hard. In most questions, there are several answers listed which agree with the author's perspective. You must determine which answer is the PRIMARY argument of the author and select that one.

These quizzes deal with the Knowing course objective, inviting you to learn about how different theological traditions relate to evangelism.

- Leadership in Part One (30%)

During Part 1, you will be assigned to a small group that includes students who are both from the seminary and who are from outside the seminary. This group will meet in virtual break-out rooms during the live webinars.

Each week, one of the seminarians in the group will be the facilitator of the small group. Depending on how many seminarians there are, you may serve as a facilitator more than once. When it is your turn, you must do the following:

- Prior to breaking into the small groups, the instructors will provide you with specific ideas your group should discuss. You will facilitate the conversation in your group, making certain that everyone in the group has a chance to participate in the conversation about that idea.

- Taking notes on what everyone in the group says. As people share, you should be keeping track of what they are sharing, whether on a piece of paper or on your computer. Either way you should have a record of what was said in the conversation.
- Assigning a spokesperson from the group to report back to the whole webinar when the small group time is over. This can be you or someone else from the group.
- During/after the webinar, you need to use Twitter to tweet out the notes you took based on the small group conversation. This should include a minimum of five tweets each time you facilitate. More are welcome if you have more to share. The tweets should not use people's names. However, you are welcome to tag people in the tweets if the people in your group give their consent for that.

Here are a few guiding questions to ask yourself as you prepare each of your Tweets:

1) *Does this Tweet have substance?* Don't just tweet a pithy catch-phrase rather than strong reflections focused on class content and discussion.

2) *Does this Tweet have purpose?* Related to the first question, this gets at the heart of the assignment. These Tweets reflect not only the discussion you're having in the groups, but also your ability to synthesize information and present it with clarity.

3) *Does this Tweet have enough content?* While grading does not rest on Tweet length, a good rule of thumb is the shorter the Tweet, the less content there is to grade. You may very well blow me away with your erudite 30-character Tweet, but it is better to take the time to give 130-180 characters. This lets me know you are considering the full conversation.

4) *Does this Tweet reflect the group's discussion?* Engage and rephrase the words of your peers. If someone offers a really strong statement or offers a great question, ask permission to tag them in the Tweet. Don't just retweet your own thoughts.

For example a "C" tweet would be: "We discussed the importance of loving our neighbors. @EvangelismOnlin"

An "A" tweet would be: "A group member discussed the importance of loving our neighbors. This is an opportunity to share the goodness we have experienced from God. We need to love them invitationally: in a way they can understand and respond to. @EvangelismOnlin"

This assignment relates to the Doing course objective, inviting you to do the work of thinking through how to engage in evangelism, and the Being course objective by giving you the opportunity to serve as a leader in helping others think through evangelism.

**Course Schedule – subject to change before the start of class. Please see Moodle for exact dates**

**The live webinars will be 6 – 7:30 p.m. (Central Time) on six Wednesdays: 9/16, 9/23, 9/30, 10/7, 10/14, and 10/21. There is also a video conference you must attend that will be on a Saturday in October (TBA). You are required to participate with these live.**

<b>Part 1 of the Course – GETS and other students use open-access website and webinars</b>			
<b>Week</b>	<b>Theme for the Week</b>	<b>Reading – do before assignment</b>	<b>Assignment</b>
1	What Is Evangelism? (Video posted)	None	Discussion Board – Share a negative experience you have had with evangelism and explain how the biblical view of evangelism informs the way you think about what happened  Take pictures/videos
2	The Role of Evangelism in Theological Education	Teasdale, appendix	Webinar – Log onto the first webinar. This webinar is to orient you to what the webinars are like and to provide a basic overview of the content of the webinars.  Take pictures/videos
3	Articulating Our Staring Point	Teasdale, intro, chs. 1, 2	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos
4	Theological Reflection	Teasdale, ch. 3	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos

5	Being Aware of Context	Teasdale, ch. 4	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos
6	Developing Our Practices	Teasdale, ch. 5	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos
7	A Congregational Strategy	Teasdale, ch. 6	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos

**Part 2 of the Course – GETS students only  
use Moodle and Google Docs**

<b>Week</b>	<b>Theme for the Week</b>	<b>Reading – to be done before assignment</b>	<b>Assignment – to be done after reading and watching the video (if a video is posted on Moodle)</b>
8	The Need for Imagination (Video posted)	McNeil, foreword, intro, chs. 1-5	Discussion Board – What are the greatest reductions of humanity and God that you see in the culture? How has the church intentionally or unintentionally accepted these reductions in how it presents the gospel?  Take pictures/videos
9	The Need for Long-term Character Formation (Video posted)	McNeil, chs. 6-11, conclusion, appendix	Discussion Board – What aspects of discipleship do you aspire to develop in yourself? How will these aid your ability to lead others in witnessing to the full gospel of Jesus Christ?  Take pictures/videos



10	Theological Traditions and Evangelism: Black, Feminist, Latin American Liberation, and Process (No video this week)	Russell – entire, Cone, 531-553, Pope-Levinson 155-173, <i>Creative Transformations</i> – entire (posted online) (all are online)	Quizzes on Liberationist and Process Theologies  Take pictures/videos
11	Theological Traditions and Evangelism: Pentecostal and Wesleyan (No video this week)	Kärkkäinen – entire, Grundmann – entire (all are online), Logan – entire	Quizzes on Pentecostal and Wesleyan Theologies  Take pictures/videos

**Part 3 of the Course – GETS students only  
use Moodle**

<b>Week</b>	<b>Theme for the Week</b>	<b>Reading – to be done before assignment</b>	<b>Assignment</b>
TBD	Applying Evangelism – Good News in Crisis	Coronavirus materials posted	Attend the joint ASM/AETE/APM webinar on missions during the coronavirus pandemic.
13	Applying Evangelism (No video this week)	None	Google Slide Presentation Due

## Technology Notes

Given the lack of personal contact during the course, you will need to be certain you have sufficient technological ability to access and participate in this course. **It is the student's responsibility to have sufficient technology to access and participate in the course.** The instructor will assume this and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements:

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.
- Hardware – You will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain you can run the necessary software and fully participate online.
  - **For the webinars, you will need to connect with a laptop or desktop, not a mobile device (including phones, tablets, and Chromebooks). The software does not allow you to participate in the virtual small groups if you connect via mobile device.**
  - **You will need a working microphone and speakers with your computer, but not a web cam, to participate in the webinars.**
- Twitter – You will need to use Twitter at certain times during this course. If you do not have a Twitter account, or do not know how to use Twitter, please see this [simple tutorial](#) on it.
- Google Slides – If you are not certain how to use Google Slides, please see this [tutorial](#) for it.

## Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

### Writing

- **Academic integrity and plagiarism:** (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

### Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

### Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

## **Course Policies**

1. **Excellence in Writing:** Even though this is an UM Studies course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please contact the instructor.

2. **Intellectual Virtue:** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

3. **Late Work:** Late work is not accepted in this course.

## Instructor/TA Interaction and Grading

If there are both an instructor and a TA in this course, the primary work of the TA is to be a point of contact for students concerning the course and to review the lectures. In addition to this, the TA may participate on the discussion forums as needed. Contact information for the TA will be provided on Moodle.

**For all questions and concerns about the course, you should contact the TA first, not the instructor.** If the instructor is necessary to resolve the issue, the TA will contact him.

Both the TA and the instructor will do their best to respond to emails within 24 hours of when they are sent. Be aware that if you send an email during the weekend, during Easter Break, or on major Christian holy days, you will need to wait until a regular school day for an answer.

The TA and instructor will both be online several hours a week (excluding weekends and holidays). The instructor will focus on the discussion forums and wikis for all groups. Unless a student contacts the instructor, it is unlikely you will engage in interaction with the instructor during this first portion of the course. During the collaborative part of the course, he will focus on the conceptualizing evangelism forum and wikis for all groups, though he will also be monitoring and grading all the discussion forums. Do not expect the instructor to provide feedback on all discussion forums. He will only interact when there is a group poses a question for him or when he feels specific guidance could be helpful for the group.

All grades are the final decision of the instructor. Given the restrictions of the online format, there will be little opportunity to appeal grades. Keep in mind that the syllabus lays out in detail what is required for good grades. Deviation from the syllabus will lead to a lower grade.

## How I Grade

The following is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade.

Please notice, also, that it takes creative work to receive an "A." Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a "B."

	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the entire assignment.)
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	N/A	N/A	The student failed to follow the directions provided by the instructor in the syllabus or online. Depending on how severe the breach of directions is, this can lead to a failing grade for the entire assignment.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.
Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and offering	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.

	creative and constructive insight for further conversation on the topic at hand.	comprehension of the material.	student uses the appropriate materials, but does not represent them accurately.	
Responses (When a response to other students is required)	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on ideas raised in course materials. The response invites constructive conversation.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on course materials.	The student responds to others, but shows little interaction with course materials in the response.	The student responds in a hostile way that seeks to end conversation, or the student's response does not address the issues raised by the other student.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.