

## Empowering the Congregation through Evangelism

**Course #: CL-611**

Mark R. Teasdale

Office 734

mark.teasdale@garrett.edu

Phone: 847-866-3954

### Description of Course

This course will acquaint students with the theological and practical considerations of navigating evangelism and integrating evangelism into various aspects of congregational life. In doing this, the course will provide students with the core competencies needed for certification in Evangelism and/or for ministerial development through either Masters or Doctoral degrees.

### Course Learning Objectives

MDiv Degree Objectives	Course Learning Objectives	Means of Assessment
1. Demonstrate a general knowledge of Scripture, history and doctrine, and/or practices of the Christian traditions		
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life	<ul style="list-style-type: none"> <li>• Exegete at least one scriptural passage related to evangelism and its application in a congregational setting</li> </ul>	Evangelism sermon
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s)	<ul style="list-style-type: none"> <li>• Invite congregation into greater spiritual formation through participation in evangelistic ministry</li> </ul>	Evangelism sermon
4. Promote prophetic inquiry and witness for the sake of justice		
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings	<ul style="list-style-type: none"> <li>• Identify how congregations are shaped by demographics and psychographics</li> </ul>	Congregational analysis
6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it	<ul style="list-style-type: none"> <li>• Articulate a personal theology of evangelism.</li> </ul>	Evangelism sermon
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	<ul style="list-style-type: none"> <li>• Describe how evangelism is an underlying ethic for congregational practice instead of being a discrete ministry.</li> <li>• Analyze how a congregation already undertakes evangelistic practices</li> <li>• Set goals for more effective congregational evangelistic practice.</li> </ul>	Congregational analysis

## Text List

### Text to be purchased (paperback or e-book is fine):

Bowen, John, *The Unfolding Gospel: How the Good News Makes Sense of Discipleship, Church, Mission, and Everything Else*. Minneapolis, MN: Fortress Press, 2021. ISBN 978-1506471679. \$20.23 (Amazon).

### Texts provided free on Moodle:

Committee on Faith and Order (CFO), *United Methodist Doctrine and Teaching on the Nature, Mission, and Faithfulness of the Church*, May 3, 2013.

Frost, Michael and Alan Hirsch, "The Shape of Things that Have Come," <https://outreachmagazine.com/features/73343-the-shape-of-things-that-have-come.html>

Hiebert, Paul G. and Frances F. Hiebert. *Case Studies in Missions*. Grand Rapids, MI: Baker Book House, 1987. ISBN 0-8010-4308-5.

Articles from *Witness: The Journal of the Academy for Evangelism in Theological Education*:

Affleck, Bert, "Cross-cultural Evangelism: A Case Study in New Mexico" (vol. 2)

Arias, Mortimer, "'The Great Commission': Mission as Discipleship" (vol. 4)

James, Christopher, "Missional Acuity: 20<sup>th</sup> Century Insights toward a Redemptive Way of Seeing" (vol. 26)

Lear, Heather, "Reclaiming Evangelism for the Local Church" (vol. 28)

Lovin, Robin W., "Evangelism, Ethics, and Evil" (vol. 18)

Oglesby, Enoch H., "The Ethics of Communitas: Toward a Social Evangelism in the Black Church" (vol. 5)

Peters, Ted, "Evangelization within a Religiously Plural Society" (vol. 5)

Taylor, Lynne Maree, "Reaching out Online: Learning from One Church's Embrace of Digital Worship, Ministry and Witness" (vol. 35)

Thomas, Norman E. Case Study: "Evangelism Explosion on Trial at First Church" (vol. 1)

Warner, Lacey, "Methodist Episcopal Deaconesses and the Social Gospel: Social Service with Evangelistic Ministry" (vol. 18)

## Assignments

### 1. Pre-Work: Frost and Hirsch Reflection (DUE 1/12/25 by 11:59 p.m.) 10% of grade

Briefly explain what you find most intriguing in the Frost and Hirsch article. What would you like to explore more? (Paste what you write directly into the textbox in Moodle and submit it; 200-300 words.)

### 2. Reading and Class Participation = 40% of grade (10% per day x 4 days of class)

The students are expected to read the assigned texts in full before attending each class session.

Students will demonstrate that they read the text by being prepared to share *at least* one of the following items in class discussion:

- A new insight they had not had before.
- A question about something that was unclear to them.
- A way they could see applying the reading to their ministry.

In addition, there are regular case studies throughout this course. Students are expected to be active participants in working out the case studies, working with their peers to develop responses, and presenting those responses back to the group.

### 3. Congregational Analysis = 30% of grade

Develop an analysis of a congregation where you would like to enhance the evangelistic ministries. This analysis should include two parts:

1. Demographic/psychographic research on your congregation and on the audience you would like to evangelize.
2. SWOT Analysis of the congregation's current ministry compared to your approach to evangelism (based on how you fill out the evangelism equation)

This analysis should be uploaded to Moodle as a Power Point document, using charts, graphs, and tables where appropriate.

### 4. Evangelism Sermon = 20% of grade

Prepare a sermon in which you will explain what evangelism is to your congregation based on the "evangelism equation" work you have done in class. You should use language that will be understandable and meaningful to your congregation. At the end of the sermon, you should outline a proposal for a concrete next step that the congregation can take together based on where it is compared to your sense of how it should be practicing evangelism now.

You will present your sermon in class, and the other students will use the workshop module to provide a peer assessment of it.

The sermon must include the following:

1. At least one Scripture text that you exegete in a way to present evangelism.
2. Your personal evangelism equation (including your starting point, your theology, and your practices).
3. Connections between your congregational analysis and your evangelism equation.
4. Clear application for your listeners – what is the call to action to take the next step.

Along with the sermon, you should include your reasoning for choosing the call to action that you did. Just include this on the same document at the end of the sermon.

The sermon should be the length expected in your ministry site (hopefully you'll preach it!). Copy and paste the text directly into the Moodle text box. We will use the "workshop" Moodle feature to peer review one another's sermons in real time.

### Grade Scale – all assignments are graded out of 100 points

<b>A</b>	<b>94-100</b>
<b>A-</b>	<b>90-93 (91.5)</b>
<b>B+</b>	<b>87-89 (88)</b>
<b>B</b>	<b>84-86 (85)</b>
<b>B-</b>	<b>80-83 (81.5)</b>
<b>C+</b>	<b>77-79 (78)</b>
<b>C</b>	<b>74-76 (75)</b>
<b>C-</b>	<b>70-73 (71.5)</b>
<b>D</b>	<b>60-69 (65)</b>

Note that all assignments in this course are also considered a form of demonstrating "attendance" in the class each week. Per the academic attendance policy, a student who misses more than two assignments will be considered to have been absent for more than 20% of the class, which is

### Course Calendar

<b>Date</b>	<b>Theme</b>	<b>Reading – to be done before assignment</b>	<b>Activity for the Session</b>
1/13	The Nature, Mission, and Faithfulness of the Church	CFO, entire	Thomas Case Study
	Developing Your Equation	N/A	Develop personal evangelism equations
1/14	Diversity of Practices	Arias, Warner	First part of congregational analysis
	Evangelism, Church, and Discipleship	Bowen, Taylor	

1/15	Forming Congregations and Impact	James, Lear	Second part of congregational analysis – Full analysis due today
	1-on-1s with Dr. Teasdale if desired	N/A	N/A
1/16	Community and Social Ethics	Lovin, Oglesby	Case, Hieberts ch. 52
	Pluralism and Evangelism	Peters, Affleck	Case, Hieberts ch. 4
1/17	Preach Sermons and Peer Review	N/A	

## 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 22-23 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). (22-23 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 22-23 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. (22-23 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 (22-23 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. (22-23 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 except in the case of emergencies.

## Technology Notes

It is the student's responsibility to have sufficient technology to access and participate in the course, especially if doing so entirely online. The instructor 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.

## How I Grade

Below 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.).	The student followed the directions in a way that addressed the core learning objectives, but did not follow the logistical directions (e.g., word counts, outline of assignment).	The student followed the logistical directions but did not address the core learning objectives.	The student failed to follow the logistical and learning objective directions provided by the instructor in the syllabus or online.
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 creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
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.