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

Instructor	TA
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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.

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	• Identify biblical passages that are central to evangelism.	• Formative Assignments • Final Project
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life	• Reflect on the how the Bible has been understood or misunderstood related to evangelistic practice.	Formative Assignment
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s)	• Connect the need for spiritual formation as a Christian to participation in evangelism.	• Formative Assignment • Viva Engage
4. Promote prophetic inquiry and witness for the sake of justice	• Recognize the intersection of bearing witness to the gospel and social justice.	Quizzes
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings	• Describe how different social locations affect the theological approach to and practice of evangelism.	Quizzes

6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it	• Construct a personal theology of evangelism. • Construct a congregational practice of evangelism.	• Evangelism Equation • Final Project
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	• Evaluate existing ministries of the church in light of new knowledge about evangelism.	• Presentation • Viva Engage

Structure of Course

This course meets in two different ways. During six weeks of the semester (see Course Schedule below), it will be entirely online as a webinar on zoom. During all other weeks, it will meet hyflex, meaning that you can attend face-to-face or online at your discretion. In addition to these synchronous sessions, there will be a substantial amount of asynchronous work, including readings, Viva Engage posts, online lectures, quizzes, and a variety of weekly short assignments that build to the final major assignment.

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 both **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.

Lester, Terence. *When We Stand: The Power of Seeking Justice Together*. Downers Grove, IL: IVP, 2021. ISBN 978-0830831784. **Free – selection posted online.**

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. **(Need to purchase this)**

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

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. **(Need to purchase this)**

_____. "Witness and Evangelism" in *St. Andrews Encyclopaidea of Christian Theology*. https://www.saet.ac.uk/Christianity/WitnessandEvangelism.

Assignments

Unless otherwise noted, all assignments are due each week on Monday by 10 a.m.

- Formative Assignments – 36% of total grade (12 assignments x 3% each)

You will submit an assignment most weeks throughout the course. These are usually very short papers that focus on the readings and online lecture. Please be certain to make a reference to the reading and/or lecture in your responses. You can find the assignments for each week in the course schedule below.

These assignments are meant to be formative, allowing you to process the material in the lectures and readings in preparation for the two major assignments (see below). They will also be the basis for the conversation during the synchronous sessions, so come to each session prepared to share!

There are also two weeks during which you will take a total of four ten-question, multiple-choice quizzes, one for each of the four broad theological traditions you encounter in the readings for those weeks. You have 60 minutes to complete each quiz, which starts when you click on the quiz. You may retake each quiz once. If you retake the quiz, the highest score you receive will be recorded for the course.

- Facilitation and Viva Engage during the Webinars (10% of total grade)

During the webinars, 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. **The week you facilitate is the week you complete this assignment.**

Facilitators in the small groups do the following:

- Make certain that everyone in the group has a chance to respond to the discussion question provided by the webinar leaders.
- Take notes on what everyone in the group says. This will be the material you use for your tweets.
- If called on, report back to the whole webinar when the small group time is over.
- During/after the webinar, you need to post notes of the small group discussion to Viva Engage. You are welcome to tag people in the posts if the people in your group give their consent for that. You can access Viva Engage with your Microsoft Garrett.edu credentials at <https://engage.cloud.microsoft/>.

Here are a few guiding questions to ask yourself as you prepare your posts:

1) *Does this post have substance?* Don't just tweet a pithy catch-phrase rather than strong reflections focused on class content and discussion.
2) *Does this post have purpose?* Related to the first question, this gets at the heart of the assignment. These posts 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 post have enough content?* While grading does not rest on post length, a good rule of thumb is the shorter the post, the less content there is to grade. You may very well blow me away with your erudite 100-character post, but it is better to take the time to write 250 characters. This lets me know you are considering the full conversation.
4) *Does this post reflect the group's discussion?* Engage and rephrase the words of your peers. If someone offers a strong statement or offers a great question, ask permission to tag them in the post. Don't just retweet your own thoughts. **You should have at least one post per person in your group to make certain you are reflecting each person's thought well *plus* one post synthesizing the entire conversation.**

You may include pictures, videos, or any other multimedia you like along with the actual posts if those help convey the point you want to make.

For example, a "C" post would be: "We discussed the importance of loving our neighbors."

An "A" post would be: "A group member [tag group member here if the group member agrees to this] 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."

- Evangelism Equation Assignment (EEA) – 26% of total grade

You will submit an assignment with your completed evangelism equation. This is a summative assignment for the first half of the course and should show clear understanding of the material we have covered. You are welcome to draw from the formative assignments through this point to help you complete the EEA. Citations are not required.

The assignment can be creative and has no particular word count, but if it helps, these are a few things that might help as you think about your assignment format:

1. **Paper format:** A good EEA paper is about 5 pages, double-spaced. However, if you are a concise writer, it could be shorter than that as long as you include all the needed content described below.
2. **Creative format:** The EEA can also be creative. You can draw a cartoon, make a video, create a blog, or anything else, as long as it presents the full content.

While there the format is flexible, the content remains the same for everyone: Using the equation as an outline, articulate each item for yourself (what is your starting point, what is your theological reflection, what is your context, and what are your practices).

Some more detail on what you should include for each item:

Starting Point = Explain your experience of God's goodness through Christ and the metanarrative that makes you want to share that goodness

Theological Reflection = Explain the source(s) of revelation you use and the hermeneutic you use with the source(s). Then, explain how this helps you articulate your experience of God's goodness by teaching you who God is and how God operates in the world.

Contextual Awareness = Describe the context in which you will evangelize, both those who may join you in evangelizing (i.e., your internal context with its passions and gifts) and those you want to evangelize (i.e., your external context with the needs you can meet and where you see the Holy Spirit active in it already).

Creative Practices = Describe the words and deeds you will use to evangelize, explaining the transformative sign you hope they provide. Be certain to include how you will invite people to take the next step toward faith in Christ.

- Final Project (29% of total grade)

At the end of the course, you will have a final project that is both practical and summative, allowing you to use all the material you have covered in the course already in a way that can be used outside the classroom.

There are three options for the final project. Pick one: a grant application, a social media presentation of the gospel, and a presentation to a congregation. Each is described below.

1. Complete a Grant Application

The Foundation for Evangelism funds grants for small- and medium-sized congregations to practice evangelism. Using the material covered in this course, complete the grant application used by the Foundation. The Foundation has based much of its granting process on the Evangelism Equation and SOAR model, so you will be able to use much of what we covered in this class as you complete the application. In addition, should you choose to apply for the grant in 2026, you will be in great shape to do so.

2. Social Media Evangelism Outreach

Use your social media account to build an evangelistic presentation to share with others. Since this is in a public setting, you should develop the presentation with sensitivity for who you think will encounter it. If you use Instagram or X (Twitter), make certain to tag the course accounts so we can see it (the course username for both platforms is @evangelismonlin – that's not a typo, there is no "e" at the end of the username.)

The presentation may use any sort of media (written words, videos, audio, etc.), but it must at least include the following

1. A clear sense of who your audience is.
2. An explanation of the goodness of God through Jesus Christ.
3. Your story of how you came to believe in this goodness and why it is important enough for you to share it.
4. Some responses to questions or concerns you expect your audience to share.
5. A clear invitation for your audience to take a measurable next step.

If you are presenting to primarily a church audience (e.g., through a podcast where your listeners are usually other Christians), you may choose to follow the outline for the presentation below since you will be doing more to inspire them to participate in evangelism rather than trying to evangelize them per se.

3. Presentation to Inspire a Group of Christians to Participate in Evangelism.

The goal is for this presentation to be used in a real ministry setting (e.g., a congregation you are serving) so please construct it with that in mind.

The format is flexible. It can be a paper, a Power Point presentation, a video, or anything else you might actually use at your ministry setting. (All formats will require a bibliography document along with them, but they can be uploaded separately to Canvas.)

Some possible formats you could use for your presentation:

- Sermon
- Presentation to a committee
- Lesson plan for a small group

Regardless of which of these you choose, or if you choose a different format that fits your ministry site better, the presentation must do the following:

1. Define evangelism.
2. Provide a biblical warrant for engaging in the practice of evangelism.
3. Cast a vision for the goodness of God through Jesus Christ.
4. Draw from the SOAR Model to provide a clear picture of how the ministry can begin to operationalize a new practice of evangelism, finishing with a vision for what it would look like if the ministry was successful in this work.
5. Construct at least one goal the audience can use to measure whether they are moving effectively toward that vision.
6. Cite all works (texts and lectures) used.

Presentations that are documents may be uploaded as a Word or Power Point file. Documents should be approximately 1000 words.

Videos can be created with the video software of your choice. For videos, you can either upload the video to Canvas (if they are small enough files) or just post the link to the video (if you uploaded it to YouTube or somewhere else.) Videos should be 10-15 minutes long (unless being used for a sermon that requires a longer period of time).

Grade Scale – all assignments are graded out of 100 points

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

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 grounds for failing the course.

Course Schedule (Please see Canvas for exact dates and deadlines.)

Hyflex Courses will meet in-person or online via Teams, whichever way you prefer to attend. Webinars will meet via Zoom using the link you receive after registering for the webinar zoom link.

All assignments must be completed by Monday at 10 a.m. each week (including the first week!). Be sure to watch lectures and read texts *before* completing the assignments.

Theme for Week	Texts	Assignment – read texts and watch lecture before doing these	Meeting Dates
What is Evangelism? Biblical Foundations for Evangelism	McNeil, intro, chs. 1-6	1. How does McNeil's use of the Bible help you think about ways to connect Bible passages with evangelism? 2. What biblical passage(s) are most meaningful for you related to evangelism. List and explain each one (no more than 50 words per passage).	Hyflex: Teams or classroom 1/27
The Imagination and Character of the Evangelist (2 videos)	McNeil, ch. 7-11, conclusion	1. How does McNeil's imaginative work help you think about the ways Christians should act in the world? 2. What sparks your imagination about God (nature, movies, music, art, etc.)? List and explain each one (no more than 50 words per entry).	Hyflex: Teams or classroom 2/3
Defining Evangelism	St. Andrews Encyclopedia Article on Witness and Evangelism	1. Reflection: Drawing from the reading and video, what would you say are the most important features of evangelism? Explain in 350 words or less. 2. Create Viva Engage account and email username to the TA before the webinar. 3. If you are asked to, please facilitate the small group during the webinars. You will not be graded. 4. Everyone in the course should tweet/thread once regardless of if they facilitated to make certain that they understand the twitter process and so the TA can see	Webinar 2/10

		your social media account in action. This is pass/fail. 5. Begin looking for material for the final presentation.	
Articulating Our Starting Point	Teasdale, intro, chs. 1, 2	1. Reflection: Select three pictures or videos (these can be ones you have taken or ones on the web). One should represent God's goodness to you in the past, one the present, and the future. Explain each in 150 words or less. 2. If it is your turn, facilitate the small group during the webinars. 3. Facilitators keep notes of what your group discusses during the small group in the webinar. 4. Facilitators post different starting points people in the group shared and/or the good that binds people in your group to Jesus. 5. Continue looking for material for your final presentation.	Webinar 2/17
Theological Reflection	Teasdale, ch. 3	1. Reflection: Tell the story of when God spoke to you most clearly. How did you know it was God? Answer this in 500 words or less. 2. If it is your turn, facilitate the small group during the webinars. 3. Facilitators keep notes of what your group discusses during the small group in the webinar. 4. Facilitators post about the portions of the Biblical narrative that people in your group find most meaningful and why. 5. Continue looking for material for your final presentation	Webinar 2/24
Contextual Awareness	Teasdale, ch. 4; Lester, ch. 1	1. Reflection: Describe the context in which you expect to practice (or are currently practicing) evangelism. What do you think "abundant life" would look like in that context? How might Lester's	Webinar 3/3

		notion of proximity and vulnerability help you think through this? Answer in 500 words or less. 2. If it is your turn, facilitate the small group during the webinars. 3. Facilitators keep notes of what your group discusses during the small group in the webinar. 4. Facilitators post about the contexts where your group members are serving and what sorts of ministries they have used to reach those contexts. 5. Continue looking for material for your final presentation.	
Developing Creative Practices	Teasdale, ch. 5	1. Take the (ungraded) quizzes on the link below. After you take the two quizzes, share your results and how they help you to think about creative practices of evangelism that fit your gifts and passions. Answer in 400 words or less. 2. If it is your turn, facilitate the small group during the webinars. 3. Facilitators keep notes of what your group discusses during the small group in the webinar. 4. Facilitators post how group members are seeking to offer their words and deeds to the Holy Spirit to become signs that point people to God. 5. Continue looking for material for your final presentation.	Webinar 3/10
A Congregational Strategy	Teasdale, ch. 6, appendix	1. Using the equation as an outline, articulate each item for yourself. See syllabus explanation of the Evangelism Equation Assignment (EEA). 2. If it is your turn, facilitate the small group during the webinars.	Webinar 3/17

		3. Facilitators keep notes of what your group discusses during the small group in the webinar. 4. Facilitators post what sort of transformation each group member would like their evangelistic ministry to inspire in the people they serve. 5. Continue looking for material for your final presentation.	
Measuring Effectiveness in Evangelism	Metrics and SOAR worksheets	Map your equation onto the SOAR Model presented in the video. What is the impact you want to make as a result of your evangelistic practices? What outcomes will you use to measure if you are moving toward your impact?	Webinar 3/24
Spring Break (3/31) – No Class			
Theological Traditions and Evangelism: Black, Feminist, Latin American Liberation, and Process (No video this week)	Russell – entire, Cone, 531-553, Pope-Levinson 155-173, *Creative Transformations* – entire (all are online)	Quizzes on Liberationist and Process Theologies	Hyflex: Teams or classroom 4/7
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	Hyflex: Teams or classroom 4/14
Final Project	N/A	Submit Final Project by 11/22 at 11:59 p.m. – this session will be a workshop to walk through your projects so far.	Hyflex: Teams or classroom 4/21
Contemporary Practices of Evangelism	Articles posted online	N/A	Hyflex: Teams or classroom 4/28

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 Canvas, 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 should connect with a laptop or desktop, *not* a mobile device (including phones, tablets, and Chromebooks). The software does not give you full ability to participate if you connect via mobile device.**
    - **You will need a working microphone and speakers with your computer to participate in the webinars. You are welcome to use your webcam, though not required to do so.**

- Viva Engage – You will use Viva Engage during this course. This is very similar to using Facebook or Instagram, and it comes free with your Garrett email account.
    - Go to: https://engage.cloud.microsoft/
    - Sign in using your Garrett email credentials
    - Post to the feed using the "discussion" button (it looks like a small, square word balloon). We will cover how to do this in class.
        - You are encouraged to read/respond to other people's posts, including liking them. You are not graded on these responses.

Academic Policies

This course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz.

Course Policies

1. **Excellence in Writing**: Even though this is an evangelism 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.

4. **AI Policy**

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
• Generative AI help with papers (generating topics, ideas, outlines, arguments) • Generative AI help with writing (paraphrasing, summarizing, generating language for assignments) • Generative AI help with reading (summarizing or outlining reading assignments)	• Language translation • Language assistance for non-native English speakers	• Editing, polishing, or revising paper drafts • Proofreading • Presentation design • Citation generation • Research • Note-taking Note: the professor used these tools in developing the course material.
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.		

Instructor/TA Interaction and Grading

If there is a TA for 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.

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 scheduled breaks, or on 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). Both will be online during the webinars, and the TA will be tracking the tweets to make certain they meet the requirements laid out in the syllabus. During Parts 2 and 3 of the course the TA will be the primary point of contact for all questions and will track the quizzes. The instructor will grade all discussion forums and will grade the final presentations.

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 are the rubrics 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 can lead to an automatic 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."

Rubric for Formative Assignments				
Submitted on time, answers question, refers to lectures and readings, well written 100 points	Submitted on time, answers question, refers to lectures and readings, not well written 80 points	Submitted on time, answers question, does not engage course materials, well written 70 points	Submitted on time, answers question, does not engage course materials, not well written 50 points	Submitted late or submitted on time and ignores prompt or missing 0 points

Rubric for Evangelism Equation Assignment					
There is a clearly stated starting point.	Present, clear, concise 10 points	Present, but is generic instead of personal 8 points	Present, but does not offer a vision of God's goodness. 7 points	Implied only 5 points	Not present 0 points
There is a clearly stated theological reflection.	Present, clear, concise 10 points	Present, but limited self-awareness in how theology affects evangelism. 8 points	Present, but only as a statement that is unapplied to the presentation. 7 points	Implied only 5 points	Not present 0 points
The presentation shows familiarity with the congregation's internal context	Present, clear, concise 10 points	Present, but unclear to someone unfamiliar with the context 8 points	Present, but unintelligible to someone unfamiliar with the context 7 points	Implied only 5 points	Not present 0 points
The presentation shows familiarity with the congregation's external context, especially opportunities and/or hindrances among those who the congregation wants to do evangelistic ministry.	Present, clear, concise 10 points	Present, but unclear to someone unfamiliar with the context 8 points	Present, but unintelligible to someone unfamiliar with the context 7 points	Implied only 5 points	Not present 0 points
There is a clear invitation for those being evangelized to "take a next step" in faith that is appropriate to their situation.	Very persuasive invitation 10 points	Somewhat persuasive invitation 8 points	Informative, not persuasive invitation 7 points	Vague or unclear invitation 5 points	No invitation 0 points

The assignment includes creative and concrete practices of word and deed to offer that invitation.	Present, clearly aligns with earlier parts of the equation. 10 points	Present, shows some alignment with earlier parts of the equation. 8 points	Present, but only loosely aligned with earlier parts of the equation. 7 points	Present but as generic calls to action, not related to earlier parts of the equation. 5 points	Not present 0 points
The assignment describes the hoped for sign the Spirit will use to transform people through the practices.	Clear vision for the Spirit's involvement 10 points	Recognition of Spirit, but not clearly connected to the practices. 8 points	Acknowledgment that Spirit is important, but no more. 7 points	Evangelism described as human endeavor on God's behalf. 5 points	No sense of God's involvement with evangelism. 0 points
The assignment shows engagement with and citation of course materials.	At least three sources are used from the course, and they are used correctly. 10 points	Only two sources are used, and they are used correctly. 8 points	Only one source is used correctly or more sources are used with some lack of understanding 7 points	Regardless of number of sources, all are misunderstood 5 points	Not present 0 points
The overall presentation was coherent (it made sense).	Very coherent 10 points	Mostly coherent, with a few minor parts unclear 8 points	Some key parts were unclear 7 points	Several key parts were unclear 5 points	Completely incoherent 0 points
The assignment was on time.	Yes 10 points	1 day late 9 points	2 days late 8 points	3 days late 7 points	4+ days late 0 points

Rubric for Evangelism Final Assignment

Note that for the final assignment, while I expect these items to be addressed in some way, I recognize that they may be addressed obliquely (e.g., in a social media post you may not define evangelism directly but will rather demonstrate what evangelism practice should look like) or in the process of answering questions (e.g., the grant application and its reference to John 10:10) rather than through a direct explanation that is possible through a sermon. If you are not certain I will be able to detect how you are addressing a specific item, feel free to upload a short document that explains what you are doing.

There is a clear definition of evangelism.	Present, clear, concise 10 points	Present, but exegesis is somewhat unclear. 8 points	Present, does not show understanding of what evangelism is. 7 points	Implied only 5 points	Not present 0 points
The Scripture was clearly explained in terms of evangelism.	Present, clear, well exegeted 10 points	Present, but exegesis is somewhat unclear. 8 points	Present, but exegesis not focused on evangelism. 7 points	Present, but only as a prooftext. 5 points	Not present 0 points
There is a clearly stated starting point.	Present, clear, concise 10 points	Present, but is generic instead of personal 8 points	Present, but does not offer a vision of God's goodness. 7 points	Implied only 5 points	Not present 0 points
There is a clearly stated theological reflection.	Present, clear, concise 10 points	Present, but limited self-awareness in how theology affects evangelism. 8 points	Present, but only as a statement that is unapplied to the presentation. 7 points	Implied only 5 points	Not present 0 points
The presentation shows familiarity with the congregation's internal context	Present, clear, concise 10 points	Present, but unclear to someone unfamiliar with the context 8 points	Present, but unintelligible to someone unfamiliar with the context 7 points	Implied only 5 points	Not present 0 points

The presentation shows familiarity with the congregation's external context, especially opportunities and/or hindrances among those who the congregation wants to do evangelistic ministry.	Present, clear, concise 10 points	Present, but unclear to someone unfamiliar with the context 8 points	Present, but unintelligible to someone unfamiliar with the context 7 points	Implied only 5 points	Not present 0 points
The presentation provides goals, including measurements to determine if the goals are being met, that the congregation can take as next steps in their evangelistic practice.	Present, clear, concise 10 points	Present, but goals and measurements are not clear. 8 points	Present, but goals and measurements are unrealistic. 7 points	Implied only 5 points	Not present 0 points
The presentation shows engagement with and citation of course materials.	At least five sources are used for the course, and they are used correctly. 10 points	Only four sources are used, and they are used correctly. 8 points	Only three sources are used correctly or more sources are used with some lack of understanding 7 points	Less than three sources are used correctly, or all sources used are misunderstood 5 points	Not present 0 points
The presentation is persuasive.	Very persuasive 10 points	Somewhat persuasive 8 points	Informative (not persuasive), but interesting 7 points	Informative, boring 5 points	Not informative, Boring 0 points
The overall presentation was coherent (it made sense).	Very coherent 10 points	Mostly coherent, with a few minor parts unclear 8 points	Some key parts were unclear 7 points	Several key parts were unclear 5 points	Completely incoherent 0 points