

## Theology of Evangelism (TOE) Course #: CL510

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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 an introduction to the study and practice of evangelism, with a focus on personal formation and theology. Part 2 is constructive, providing an opportunity to navigate toward an understanding and practice of evangelism that is authentic to you. Part 3 applies evangelism to current events and to theological education more broadly.

Parts 1 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.

**Part 2 will require you to log on to participate in live webinars. See the course schedule below for when the live webinars will be.** In addition, part two 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 five weeks. During those five weeks, you will participate in small groups with these new students, facilitating their engagement with the material in the readings and webinars.

You will need to register with UM Discipleship Ministries to watch the live webinars (the registration is free). The link to register and a separate info sheet discussing the activities and assignments during this part are available at <http://markteasdale.net/evo-evangelism-online.html>. **You must be able to access the webinars to complete your assignments in Part 2. 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**

Brooks, David. *The Road to Character*. New York: Random House, 2015. ISBN-13 978-0812993257. \$16.99.

Caldecott, Stratford. "Speaking Truths only the Imagination May Grasp," in *The Pilgrim's Guide: C.S. Lewis and the Art of Witness*. ed. David Mills. Grand Rapids, MI: Wm. B. Eerdmans, 1998. ISBN 0802837778. **Free – selection posted online.**

Chesterton, G. K. *Orthodoxy*. New York: J. Lane, 1909. No ISBN **Free – selection posted online.**

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.

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

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.

Yoder, John H. *What Would You Do?* (John Howard Yoder Series). Scottdale, PA: Herald Press, 1983. ISBN-13 978-0836136036. \$14.99.

## Assignments

- Personal Evangelism Journal and Reflection Paper (30%)

Throughout the course, keep a journal in which you reflect on how you are embodying the good news as you go through your daily life. You should make daily entries in it. This journal is private: just between you and God. It is a place to be honest about how you are living and how your faith finds expression toward the people around you.

At the end of the class, review the journal to craft a reflection paper on how you have evangelized. This paper should:

1. Make connections between your personal experience with what we covered in class.
2. Include footnotes pointing to material we have covered in class *and* a page that lists works cited (including lectures, texts, and even a list of biblical passages, if used).
3. Conclude by applying the evangelism equation, stating clearly 1) your starting point, 2) what you believe to be revelatory and how you interpret it, 3) the context in which you most frequently expect to be evangelizing, and 4) the evangelistic

practices you would like to use both to grow in your own faith and to share the good news with others.

The paper should be 2000 words +/- 10%, 12 pt. font, double-spaced, 1" margins, and uploaded to Turnitin, which will run an automatic plagiarism check on it that includes online sources and other students' papers. Check Moodle for the due date.

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 (20%) (4 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.

- Google Docs on Theology (20%) (4 docs x 5% each)

There are two weeks of reading—with no lectures—at the end of Part I, in which you are introduced to several distinct theological traditions. During these weeks, as a group you will need to fill in the Google Docs available to you online. **You have until Thursday at 11:59 p.m. of each week to complete the two docs relating to the two theological traditions you are reading about as a group for that week.**

If you are unfamiliar with Google docs, please watch [this tutorial](#). Bear in mind that you will not be creating a new document, but editing or commenting on existing Google docs.

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

- Leadership in Part Two (30%)

During Part 2, 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. 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.
- After the webinar is over, you need to use Twitter to tweet out the notes you took based on the small group conversation. The tweets should focus on the question put forward in the course schedule for that week. This should include a minimum of five tweets. 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.

I will grade you on how substantive the ideas are that you share in the tweets and on whether they reflect the different voices in your group.

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 – please see Moodle for exact dates**

**The live webinars will be 6:30-8:00 p.m. (Central Time) on five Thursdays: October 19, 26, and November 2, 9, 16. You are required to participate with these live.**

| <b>Part 1 of the Course – GETS Students Only<br/>Use Moodle</b> |   |  |  |
|---|---|--|--|
| <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>   |
| 1   | What Is Evangelism?<br>(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<br><br>Journal               |
| 2   | The Need for Imagination<br>(Video posted)  | Yoder, ch. 1;<br>Caldecott (online)  | Discussion Board – In what ways do you most wish God would intervene as you relate to other people? Do you think that God does/will intervene that way? Why or why not?<br><br>Journal                 |
| 3   | The Need for Long-term Character Formation (Video posted)   | Brooks, intro, chs. 1 & 10   | Discussion Board – How is evangelism part of Adam I and/or Adam II? Does the notion of evangelism being part of your long-term character formation change how you approach this course?<br><br>Journal |
| 4   | 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) | Google Docs on Liberationist and Process Theologies<br><br>Journal   |

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|---|--|--|--|
| 5 | Theological Traditions and Evangelism: Pentecostal and Wesleyan (No video this week) | Kärkkäinen – entire, Grundmann – entire (all are online), Logan – entire | Google Docs on Pentecostal and Wesleyan Theologies<br><br>Journal  |
| 6 | Applying Evangelism to Problems Today – Reconciliation (video posted)                | McNeil, entire   | Discussion Forum – Evangelism is so often viewed as condemning or divisive. Can you see yourself using it as a way to reconcile people?<br><br>Journal |

**Part 2 of the Course – GETS and Other Students  
Use open-access website**

| <b>Week</b> | <b>Theme for the Week</b>      | <b>Reading – to be done before assignment</b> | <b>Assignment</b>  |
|-------------|--------------------------------|---|--|
| 7           | Articulating Our Staring Point | Teasdale, intro, chs. 1, 2                    | 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.<br><br>Journal |
| 8           | Developing our Theology        | Teasdale, ch. 3                               | 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.<br><br>Journal |
| 9           | Being Aware of Context         | Teasdale, ch. 4                               | 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.<br><br>Journal |

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| 10 | Developing Our Practices  | Teasdale, ch. 5 | 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.<br><br>Journal |
| 11 | A Congregational Strategy | Teasdale, ch. 6 | 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.<br><br>Journal |

**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>                     |
|-------------|---|---|---------------------------------------|
| 12          | Applying Evangelism (No video this week)        | None  | Journal Reflection Paper Due          |
| 13          | The Role of Evangelism in Theological Education | Teasdale, appendix                            | Tweet your articulation of the gospel |

## 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 – Bear in mind that 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 that you have all of these in place so that you can run the necessary software and fully participate on-line.
- Google Docs – You will need to use Google Docs at certain times during this course. If you are unfamiliar with Google docs, please watch [this tutorial](#). Bear in mind that you will not be creating a new document, but editing or commenting on existing Google docs.
- 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.

## Course Policies

- 1. Cheating and Plagiarism:** These are serious breaches of academic integrity, involving claiming credit for the work that someone else has done. Don't do this! If you are uncertain in any way as to what is entailed in these activities, see the instructor.
- 2. 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 see the instructor.
- 3. 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.
- 4. Late Work:** The instructor is under no obligation to accept late work. It is the instructor's discretion whether to accept late work, and under what conditions to accept it if it is to be accepted. As a general rule, late work is unacceptable.
- 5. Disability Accommodation Statement:** Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see "Disabilities Policies and Procedures" in the Student Handbook.

## Instructor/TA Interaction and Grading

If there is 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."

This is the same rubric that you will use for the peer review of the final project. The rubric is already loaded on Moodle and you will be able to click your responses as well as provide additional feedback.

|                     | 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                               | 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. | The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.  |

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|   | and offering creative and constructive insight for further conversation on the topic at hand.  | comprehension of the material.   | Alternately, the 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. |