

**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: These dates will be set by the end of 2019. 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.**

Hirsch, Alan and Mark Nelson. *Reframation: Seeing God, People, and Mission through Re-enchanted Frames*. 100 Movements Publishing, 2019. ISBN 978-0-9986393-3-8. \$19.99.

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.

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). You should draw from a minimum of four sources (lectures count as only one source, even if you cite more than one of them).
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 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: These dates will be posted by the end of 2019 You are required to participate with these live.

Part 1 of the Course – GETS and other students use open-access website and webinars			
Week	Theme for the Week	Reading – do before assignment	Assignment
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
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. Journal
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. Journal

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. Journal
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. Journal
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. Journal
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. Journal

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

Week	Theme for the Week	Reading – to be done before assignment	Assignment – to be done after reading and watching the video (if a video is posted on Moodle)
8	The Need for Imagination (Video posted)	Hirsch & Nelson, 23-128 (preface, intro, chs. 1-5)	Discussion Board – What are the greatest reductions you see 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? Journal

9	The Need for Long-term Character Formation (Video posted)	Hirsch & Nelson, 131-245 (chs. 6-10, Afterword, Appendices 1-3)	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? Journal
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)	Google Docs on Liberationist and Process Theologies Journal
11	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 Journal

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

Week	Theme for the Week	Reading – to be done before assignment	Assignment
12	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? Journal
13	Applying Evangelism (No video this week)	None	Journal Reflection Paper 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.**
- 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. As a general rule, late work is unacceptable and will be failed.

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 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	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

	counts, content, format, etc.).			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 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.
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	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on	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

	in course materials. The response invites constructive conversation.	course materials.		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.