

## 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. (U.S. Central Time) on six Tuesdays: 2/8, 2/15, 2/22, 3/1, 3/8, 3/15.** In addition, part one is open access, meaning that we will expand the course to include students from outside the seminary who will only be joining us for those six weeks. During those six weeks, you will participate in small groups with these new students, facilitating their engagement with the material in the readings and webinars.

Students who take Theology of Evangelism for credit do not need to register separately for the webinars. They are automatically registered by the Connectional Learning Office at Garrett. You will receive information within 48 hours of the first webinar on how to access the webinar. You will need to purchase the book on your own, just as they do for their other academic classes.

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

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

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

## **Texts**

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

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

*International Review of Mission* vol. 94, no. 372, January 2005. No ISBN. The following articles are 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.

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

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

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

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

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

## Assignments

**Please see Technology Notes for Information on how to use PowerPoint online through your Garrett account and for a link on how to use Twitter.**

- Personal Evangelism Presentation (35%)

Over the semester, you should be on the lookout of for situations in which you see the Good News of God through Jesus Christ being manifest. If possible, use your phone to take a photo or video of the situation. (If you do not have the ability to take these photos and/or videos, please let me know. I can offer an alternative form of this assignment for you.) **Please note that photos/videos cannot include identifiable people other than yourself (e.g., no pictures that others could identify who the subject is) and cannot include people under the age of 18 at all.**

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

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

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

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

Each of the five photo/video slides should:

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

The five evangelism equation slides should be organized as follows:

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

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

This assignment is integrative, helping you move toward all three learning objectives:

**Knowing** by demonstrating that you have learned a core underpinning theory of evangelism (the evangelism equation) and can deploy the equation with material drawn from the various theological sources covered in the course.

**Doing** by providing well-assessed and insightful ways of practicing evangelism that are appropriate to the student's ministry context.

**Being** by having the student select photos and videos out of your personal lives, causing you to articulate their individual participation in the gospel message so you will be equipped to serve as leaders who help others participate in the gospel message.

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

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

To post on the discussion board:

1. First read the material assigned and log into Moodle to click on the lecture link for the week and watch the lecture (on Youtube).
2. Click on the discussion board link that corresponds to the lecture and start a thread. In your post you should provide thoughtful ideas, insights, questions about the lecture and reading. **This initial post should be 300 words (+/- 10%) and should be posted by Wednesday at 11:59 p.m. of the week it is due.**
3. In addition to posting an initial comment on the lecture itself, you must read and respond to the posts of the other students in your group. Your response should demonstrate engagement with the ideas presented by your fellow student. **These response posts must be 150 words (+/- 10%) and should be posted by Thursday at 11:59 p.m. of the week it is due.**

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

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

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

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

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

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

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

- Leadership in Part One (30%)

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

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

- Prior to breaking into the small groups, the instructors will provide you with specific ideas your group should discuss. You will facilitate the conversation in your group, making certain that everyone in the group has a chance to participate in the conversation about that idea.
- Taking notes on what everyone in the group says. As people share, you should be keeping track of what they are sharing, whether on a piece of paper or on your computer. Either way you should have a record of what was said in the conversation.
- If called on, report back to the whole webinar when the small group time is over.
- 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

Please see Moodle for exact dates and deadlines.

**The live webinars will be 6 – 7:30 p.m. (U.S. Central Time) on six Tuesdays: 2/8, 2/15, 2/22, 3/1, 3/8, 3/15. You are required to participate with these live.**

<b>Part 1 of the Course – GETS and other students use open-access website and webinars</b>			
<b>Week</b>	<b>Theme for the Week</b>	<b>Reading – do before assignment</b>	<b>Assignment</b>
1 – GETS students only	What is Evangelism? (Video posted)	None	Discussion Board – What do you think about this explanation of evangelism? How does it compare to ways you have experienced evangelism being practiced?
2	Webinar Orientation	None	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.  Everyone needs to tweet at least once this week  Take pictures/videos
3	Articulating Our Staring Point	Teasdale, intro, chs. 1, 2	Webinar – Leader for the week facilitates conversation in the small group during the webinar, takes notes of what everyone says, and posts at least five tweets based on the notes.  Take pictures/videos

4	Theological Reflection	Teasdale, ch. 3	<p>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.</p> <p>Take pictures/videos</p>
5	Being Aware of Context	Teasdale, ch. 4	<p>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.</p> <p>Take pictures/videos</p>
6	Developing Our Practices	Teasdale, ch. 5	<p>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.</p> <p>Take pictures/videos</p>
7	A Congregational Strategy	Teasdale, ch. 6	<p>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.</p> <p>Take pictures/videos</p>



## Part 2 of the Course – GETS students only use Moodle

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)	McNeil, foreword, intro, chs. 1-5	Discussion Board – What are the greatest reductions of humanity and God that you see in the culture? How has the church intentionally or unintentionally accepted these reductions in how it presents the gospel?  Take pictures/videos
9	The Need for Long-term Character Formation (Video posted)	McNeil, chs. 6-11, conclusion, appendix	Discussion Board – What aspects of discipleship do you aspire to develop in yourself? How will these aid your ability to lead others in witnessing to the full gospel of Jesus Christ?  Take pictures/videos
10	Theological Traditions and Evangelism: Black, Feminist, Latin American Liberation, and Process (No video this week)	Russell – entire, Cone, 531-553, Pope-Levinson 155-173, <i>Creative Transformations</i> – entire (posted online) (all are online)	Quizzes on Liberationist and Process Theologies  Take pictures/videos
11	Theological Traditions and Evangelism: Pentecostal and Wesleyan (No video this week)	Kärkkäinen – entire, Grundmann – entire (all are online), Logan – entire	Quizzes on Pentecostal and Wesleyan Theologies  Take pictures/videos

<b>Part 3 of the Course – GETS students only use Moodle</b>			
<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	PowerPoint Presentation Due on Friday 10 December at 11:59 p.m.
13	Time to Reflect	Take the quizzes on the website:  <a href="https://markteasdale.net/index.php/quizzes/">https://markteasdale.net/index.php/quizzes/</a>	Discussion Board – After you take the two quizzes, post a reflection on the results you received. What do you think? (Ungraded)

## Technology Notes

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

Minimum technological requirements:

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial up cannot. If your home internet connection is not

sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.

- Hardware – You will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain you can run the necessary software and fully participate online.
  - **For the webinars, you will need to connect with a laptop or desktop, not a mobile device (including phones, tablets, and Chromebooks). The software does not allow you to participate in the virtual small groups if you connect via mobile device.**
  - **You will need a working microphone and speakers with your computer, but not a web cam, to participate in the webinars.**
- Twitter – You will need to use Twitter at certain times during this course. If you do not have a Twitter account, or do not know how to use Twitter, please see this [simple tutorial](#) on it.
- PowerPoint – This is available through the Microsoft apps provided by Garrett. Go to <https://www.office.com/>, and click the sign in icon on the upper right of the screen. Sign in using your Garrett-provided login information.
  - Once logged in, click on PowerPoint.
  - In the PowerPoint screen, click on “Start New Presentation”
  - Once you are in the new PowerPoint presentation, click where it says “Presentation Saved” at the top, middle of the screen. Change the title to be your name.
  - You can then begin developing your slides according to the assignment requirements.
  - The document saves automatically as you work (there is no “save” button). Just make certain that it says “Saved” next to your name at the top before you exit the document.
  - When you are finished, simply close the tab with your presentation.
  - Back on the login page, you should see your presentation listed below the app icons under the “Recent” tab.
  - Once you are ready to submit your PowerPoint, on the login page, hover over your presentation’s title and click the three small dots to the far right of your presentation. Click “share.” Then, enter the email addresses of both the instructor and the TA, then click send. This will be how you submit your PowerPoint.
  - **If you develop your PowerPoint on your computer with the app**, you will need to upload the file to this login page in order to share it. Also,

please note that not all formatting done on your desktop app will transfer to the online platform.

## Academic Policies

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

### Writing

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

### Attendance and Class Participation

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

### Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

## Course Policies

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

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

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

## Instructor/TA Interaction and Grading

If there 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 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.)
Writing	The assignment is virtually free of grammatical errors, typos, misspellings, and other writing inelegancies.	The assignment has a few grammatical errors, typos, misspellings, and other writing inelegancies, but they do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and other writing inelegancies, such that they are distracting but do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and they impede understanding the text.
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.