

## **Empowering the Congregation through Evangelism**

**Course #: 34-537**

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This class involves travel to the Amplify Conference in Naperville. You will need to be available to attend this conference all day, June 27-29. More info about the conference is available at <<http://www.amplifyconference.tv/>>. You will need to register separately for the conference at the student rate of \$99.

### **Description of Course**

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

- **Knowing** the intersection of ecclesiology and evangelism and how different theories of evangelism interpret this intersection.
- **Doing** the work of recognizing the role of mission in biblical texts and in the nature of the church, and using this recognition to develop a conceptualization of evangelism.
- **Being** leaders who can help congregations become evangelistic in the various aspects of their ministry.

### **Course Learning Goals**

- Students will learn to understand evangelism as an underlying ethic for congregational practice instead of being a discrete ministry.
- Students will learn to develop an authentic practice of evangelism based on their own experience and theological reflection.
- Students will learn to use a SWOT analysis to analyze how a congregation already undertakes evangelistic practices and to set goals for more effective evangelistic analysis.

### **Key Questions Addressed by the Course**

- What does it mean for a congregation to engage in evangelism collectively?
- How can a congregation develop a common vision for engaging in evangelism?
- How can a congregation determine whether it is engaging in evangelism effectively?
- How can a congregation build on its existing assets to engage in effective evangelism?

## Text List

Dietrerich, Inagrace and Lacey Warner. *Missional Evangelism*. Eugene, OR: Wipf and Stock Publishers, 2002. No ISBN number. **Free - Posted on Moodle**

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

Hunter III, George G. *The Apostolic Congregation: Church Growth Reconceived for a New Generation*. Nashville: Abindgon, 2009. ISBN 978-1-426-70211-2. \$16.00.

Pew Research Center, May 12, 2015, “America’s Changing Religious Landscape.”  
**Free – available at** <http://www.pewforum.org/files/2015/05/RLS-08-26-full-report.pdf>

Sweet, Leonard. *Nudge: Awakening Each Other to the God Who’s Already There*. Colorado Springs, CO: David C. Cook, 2010. ISBN 978-1-4347-6474-4. \$16.58.

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.

## Course Policies

1. **Attendance:** You are not graded on attendance. However, you are graded on course participation and on the level of facility you demonstrate in your written work with the material covered in the class sessions.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

## Assignments

### 1. Reading and Class Participation = 10% of grade

The students are expected to read the assigned texts in full before attending each class session and to be ready to discuss their understandings of the texts. Preparedness and participation in the course will be noted and graded.

### 2. Class Analysis = 30% of grade

Bring the information you gathered about your congregation along with a basic SWOT analysis to class. Explain it briefly, and the class will provide feedback on the analysis.

### 3. Evangelism Sermon = 30% of grade

Write a sermon in which you introduce the topic of evangelism to your congregation. The paper must include the following:

- At least one Scripture text with some exegesis of it using a missional hermeneutic.
- Your personal navigation of evangelism (including your starting point, your theology, and your practices).
- At least one way your congregation's culture fits with your conceptualization of evangelism.

The sermon should take no longer than 10 minutes to preach.

### 4. Edited Notes from Amplify Conference = 30% of grade

To help each other learn more from the Amplify Conference, take notes on all the sessions you attend (plenary and track sessions). Edit these notes so that they fit the format below, then upload them for everyone in the class to use.

Your edited notes should include the following items:

**Session Title:** xxx

**Presenter:** [Include the presenter's name and title, e.g., Mark Teasdale, Evangelism Prof at Garrett-Evangelical Theological Seminary.]

**Content:** [Use bullet points to highlight primary learnings.]

**Resources:** [If the presenter includes references to any books, videos, websites, etc. that you think might be useful, list those in this section with bullet points]

**Action Items:** [Use bullet points to list any strategies or activities that a congregation should do in order to improve its evangelistic ministry. If the presenter did not offer any, share your own thoughts about actions based on the session. Make certain to let us know if it is your idea or the presenter's.]

## Course Calendar

### June 19: Laying the Groundwork

- First half of class: We are already empowered!
- Texts: Bible; Dietrich and Warner

The Great Commissions and developing a missional hermeneutic for both the Bible and ecclesiology.

- Second Half of Class: Navigating evangelism
- Text: Teasdale, intro, chs. 1-6

Emphasis on learning how to discern and articulate the starting point, theology and practice of evangelism. Use time in class to develop conceptualizations and meet 1-on-1 with Dr. Teasdale to discuss them.

### June 20: Teaching Your Congregations about Evangelism

- First half of class: New metaphors of evangelism
- Texts: Sweet, Part I

How might we present the topic of evangelism to individual Christians? How can we interpret the work of evangelism in the practices of the church, especially membership?

- Second Half of Class: The Ethics of Evangelism
- Text: Teasdale, appendix; Hieberts, selected readings only

What are the ethical implications laid upon the evangelist so they do not violate carrying good news?

### **June 21: Learning Your Context**

- First half of class: Demographics, Psychographics and Church Culture
- Text: Teasdale, appendix; Hunter, chs. 2-5; Pew Research Center

How does a congregation become meaningful to those around it? Learning its own culture as well as about the people who live in its ministry area is essential to this.

- Second half of class: Library research

Go to the library to learn about your congregation and your neighborhood.

### **June 22: Leading Your Congregation in Evangelism**

- First half of class: Evangelism as grounding for all church activities
- Text: Teasdale, ch. 5; Hunter, chs. 1, 6-7

Look at the areas of worship, education, outreach, administration, and spiritual formation

- Second half of class: SWOT Analysis
- Text: N/A

Learn how to do a SWOT analysis and use it with a case study in a group exercise.

### **June 23: Class Analysis**

Bring appropriate demographic, psychographic, and cultural material about your congregation and its context to class, along with a basic SWOT analysis of it. Be prepared to explain this (no more than five minutes). The class will then help you analyze it together, generating possible goals for your congregation.

### **June 24, 25, 26**

No class: upload your sermon explaining evangelism to your congregation.

### **June 27**

Attend Amplify Conference

### **June 28**

Attend Amplify Conference

### **June 29**

Attend Amplify Conference

### **June 30**

No class: Upload edited conference notes to be shared with others in the class.

## How I Grade

Below is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade.

Please notice, also, that it takes creative work to receive an “A.” Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a “B.”

	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the entire assignment.)
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	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 and offering creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with the course materials (readings and lectures), 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 make reference 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 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 in 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 clearly does not address the issues raised by the other student.
Collegiality	The assignment is academic in tone, 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, though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.

