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MS 610 The Ministry of Evangelism

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A SYLLABUS AND GENERAL GUIDE FOR

MS610 “The Ministry of Evangelism”

January Term

January 11-27, 2005: 8:00-12:20 Tuesdays, Wednesdays, Thursdays

James B. Buskirk, Professor Asbury Theological Seminary

I. COURSE DESCRIPTION

The course equips students with contemporary models and strategies of personal, small group, congregation, community and world evangelization based on biblical, theological, historical and cultural foundations. Attention will be given to recognizing the social, personal and spiritual needs of people and relating the gospel to such needs. Efforts will be made to develop an integrated, Wesleyan model of evangelism bringing strategies and methods into closer harmony with God's ultimate purpose: the great commission, and the commandment of love. This is a basic course for all that seek to serve Christ and his Church with a global consciousness and a local effectiveness.

II. COURSE OBJECTIVES

- A. A clear understanding of the gospel with regard to content and delivery.
Content: The student should know the basic content of the gospel as taken from Scripture and informed by theology, tradition, and experience.
Delivery: While having an overall appreciation for the different approaches to evangelism, the student should develop a style of presentation that acknowledges his/her uniqueness and gifts to proclaim the Good News in several different kinds of settings.
- B. Some practical experience in witnessing. Each student will be required to present a witness and write a summary evaluating their own effectiveness.
- C. An awareness of one's own sphere of influence. Each student should also be able to risk going beyond their comfort zones to identify those opportunities where they can minister effectively.
- D. Each student should have developed some specific tools for motivating churches lay ministry and evangelism.
- E. Each student will write an evangelistic sermon including the invitation for response and extra credit will be given to those who present this in the class.
- F. Each student will be required to develop a projected single area of evangelism for a local church.

III. TOPIC LISTINGS AND SEQUENCE (Subject to modification)

- Day 1** INTRODUCTIONS: to the class and professor; to the course's contents, contexts, requirements and some definitions; of evangelistic thought and practice informed by syntheses of biblical, theological, historical, ethical, cultural and personality foundations
THE PASTOR AS EVANGELIST: unifying concepts of ministry with a focus on evangelism
Futuring and Person centered administration
Time management: weekly and monthly
Motivating and supervising the ministerial staff and/or lay staff
Affirmation and Accountability
- Day 2** **THE CHURCH AS EVANGELIST:** Believing, Belonging, Becoming
BELIEVING: "Kerygma" and "Didache" for the local church
A Trinitarian Theology of Evangelism
Grace Upon Grace:
A Wesleyan Understanding of Grace
***(Book Critique due)
- Day 3** EVANGELISTIC PRESENTATIONS
Preparation to Preach/Teach Evangelistically
Preaching the evangelistic sermon
The Invitation: preparing and giving the invitation
Attracting new prospective Christians
- Day 4** **EVERY FELLOWSHIP AS EVANGELIST**
BELONGING: A Biblical View of "Soteria"
Salvation of the whole person: Personality Dynamics and Grace
"Koinonia" in the Body of Christ: appropriate texts
Pastoral leadership in diverse congregations
***(Evangelistic Sermon due)
- Day 5** HEALING AND EVANGELISM: Pastoral Evangelism Counseling for Wholeness
Physical and Inner Healing
The Lay Ministry of Healing for Believers
Small Groups: Disciples making Disciples

- Day 6** FELLOWSHIP EVANGELISM: ASSIMILATION
 Evangelism and the Church School
 Youth and Family Evangelism
 The Care and Feeding of New Christians
 The Vows we make—and keep: Begging to Pray, Worship, Give and Serve
 *** (Second Book Critique due)
- Day 7** **EVERY MEMBER AS EVANGELIST**
BECOMING:
 SERVICE EVANGELISM
 Every member, a minister
 Community Ministries and Urban Outreach
 Twenty Transferable Principles
 Discovering our Gifts in Ministry!
- Day 8** WITNESS EVANGELISM
 Jesus' Evangelism: Direct, Indirect, Directed and
 Ten ways to "be" His Witnesses
 Called to Be Witnesses—
 Gifted in Witnessing
 Adult Pedagogy: Practicing and Reflecting
 ***(Case Study/Evangelistic Conversation due)
- Day 9** CROSS CUTURAL WITNESSING (Reading Report Sheet- beginning of class)
 Missions through the local Church and Connectional Church
 "Go" and/or "Send" "Wanted: World Christians"
 Into the World: Here and to the uttermost
 ***(Integrative Term Report due)
- Final Hour** **Exam** (Typed class notes or final exam)

IV. Course Evaluation Procedures

Requirements:

- A. Attend and participate in class sessions.
- B. Complete assigned readings of approximately 1200 pages (900 pages in the required texts), and at least one text from the collateral reading (for the remaining 300 pages). A **READING REPORT** form attached, must be signed and turned in no later than the final class date and must include all texts and reading credit to be counted, including any make-up credit needed for absences.
- C. Two book critiques (limited to one single-spaced, typewritten page) from their selections from the required texts.
- D. A witness report using the prepared form (to be explained). (Maximum of 2 pages).
- E. Write an evangelistic sermon plus the invitation utilizing the class lecture and your Reading. Extra credit will be given to two volunteers who preach their sermon in class.
- F. Integrative term report (5-7 pages, typewritten, double-spaced) composed as if it is to be given to the ruling board of a local congregation (or youth group) known to you. It should incorporate recommendations for more effective community ministries or evangelistic outreach. Take into consideration the nature of your projected community, and the condition of the church (or youth group). Apply what you deem helpful from the course readings, lectures, and your personal past experience. Note the additional guidelines at the end of the syllabus.

Grading scale for course: Two book critiques 20% (maximum of 1 page each)
A witness report 10% (graded with professor's comments.
maximum of two pages)
Prepare an evangelistic sermon with invitation 20% (maximum of 7
pages) Preached in class 1-5 extra points (on term grade)
Term Report (5-7 pages) 20%
Typed class notes or exam 30%

[ALL PAPERS MUST HAVE A SPO# FOR THEM TO BE RETURNED VIA THE SPO! Students desiring privacy may attach a self-addressed large envelope.]

Attendance:

Students are required to record their own attendance on an attendance sheet. Missing more than one class period (one hour) will require 100 extra pages read for each class missed up to two. Further absences will reduce the grade for the course three points for each additional absence. **You are responsible to report the number of classes missed on your READING REPORT form and identify the pages read as "make up."**

V. BIBLIOGRAPHY

Required Texts:

- Barna, George, Evangelism That Works, Regal Books, Ventura, Cal., 1995, 164 pp.
Beckham, William A., The Second Reformation, Touch Pub. 1995, 241pp.
Hybels and Mittelberg, Becoming a Contagious Christian, Zondervan, 1994, 221pp.
*Seamonds, John T., Tell It Well, Beacon Hill Press, 1981, 223pp.
Streett, R. Alan, The Effective Invitation, Kregel Publications, 1984, 218pp.
Swanson and Clement, The Faith Sharing Congregation, Discipleship Resources, 1999, 104pp.
Tuttle, Robert G., Jr., Can We Talk? Abingdon, 1999, 110pp.
*This book is difficult to get in significant quantity. The student may want to select either Seamonds or Tuttle in that one book deals with the Gospel across cultures and the other with the transcultural Gospel.
Note: Approximately 900 pages are to be read from this list.

Collateral Texts:

- Crandall, Ron, Turnaround Strategies for the Small Church, Abingdon, 1995, 166pp.
*Green, Michael, New Testament Evangelism, OMF Literature, 1979
Hunter, George, III, To Spread the Power, Abingdon, 1987, 200pp.
Lascalgo, Craig, A., Evangelistic Preaching That Connects, Inter Varsity Press, 1995, 167pp.
*Raines, Robert A., The Secular Congregation, Harper and Row, 1968, 132pp.
*These books are difficult to get.
Note: Approximately 300 pages should be read from this section.

Recommended Reading:

- Abraham, William J., The Logic of Evangelism, Eerdmans, 1989.
Aldrich, Joseph C., Life-Style Evangelism, Multnomah, 1978.
Arn, Win and Charles Arn, The Master's Plan for Making Disciples, Church Growth Press, 1987.
Benedict & Miller, Contemporary Worship for the 21st Century, Discipleship Resources, 1994.
Bonhoeffer, Dietrich, Letters and Papers From Prison, Macmillan, 1953
Bugbee, Bruce, What You Do Best, Zondervan, 1995.
Coppedge, Allan, The Biblical Principles of Discipleship, Frances Asbury Press, 1989.
Crandall, Ron, The Contagious Witness, Abingdon, 1999.
DeVries, Mark, Family-Based Youth Ministry, Intervarsity Press, 1994.
Dodson, Ed, Starting a Seeker Sensitive Service, Zondervan, 1993.
Dunnam, Maxie, Congregational Evangelism, Discipleship Resources, 1989.
Dunnam, Maxie, Going on to Salvation, Discipleship Resources, 1989.
Fox & Morris, Faith-Sharing, Discipleship Resources, 1986.
Garlow, James L., Partners in Ministry, Beacon Hill, 1981.
George, Carl F., Prepare Your Church for the Future, Revell, 1992.
Green, Michael, Evangelism Through the Local Church, Nelson, 1992.
Green, Michael, Evangelism in the Early Church, Hodder & Stoughton, 1970.
Green, Michael, I Believe in the Holy Spirit, Eerdmans, 1975.
Harper, Steve, Devotional Life in the Wesleyan Tradition, Upper Room, 1983.
Harre, Alan F., Close the Back Door, Concordia, 1984.

Henderson, D. Michael, John Wesley's Class Meeting, Evangel, 1997.

Hull, Bill, Building High Commitment in a Low-Commitment World, Revell, 1995.

Hunter, George, III, The Celtic Way of Evangelism, Abingdon, 2000.

Hunter, George, III, Church for the Unchurched, Abingdon, 1996.

Hunter, George, III, Leading & Managing a Growing Church, Abingdon, 2000.

Johnson, Ben, Speaking of God: Evangelism as Initial Spiritual Guidance, Westminster/John Knox, 1991.

Johnson, Ronald W., How Will They Hear If We Don't Listen?, Broadman & Holman, 1994

Jones, E. Stanley, Conversion, Abingdon, 1959.

Krass, Alfred C., Beyond the Either-or Church, Tidings, 1973.

Lacour, Lawrence, Adventuring With God in Evangelism, Fairway, 2000.

Maddox, Randy L., Responsible Grace, Kingswood Books, 1994.

Martin, O. Dean, Invite What Do You Do After the Sermon, Tidings, 1973.

Mathison, John Ed, Tried & True, Discipleship Resources, 1989.

Mead, Loren B. The Once and Future Church: Reinventing the Congregation For a New Mission Frontier, Alban Institute, 1991.

Ogden, Greg, The New Reformation, Zondervan, 1990

Ortlund, Raymond C., Let the Church Be the Church, Word, 1983,

Pippert, Rebecca M., Out of the Salt-Shaker, Inter-Varsity, 1979.

Raines, Robert A., New Life in the Church, Harper, 1961.

Schaller, Lyle, The Seven-Day-a-Week Church, Abingdon, 1992.

Seamands, Stephen A., Holiness of Heart and Life, Abingdon, 1990.

Smith, Donald K., Creating Understanding: A Handbook for Christian Communication Across Cultural Landscapes, Zondervan, 1992.

Stagg, Paul L., The Converted Church, Judson Press, 1967.

Stiles, J. Mack, Speaking of Jesus: How to Tell Your Friends the Best News They Will Ever Hear, IVP, 1995.

Strobel, Lee, Inside the Mind of Unchurched Harry and Mary, Zondervan, 1993.

Tuttle, Robert G., Jr., Someone Out There Needs Me: A Practical Guide to Relational Evangelism, Zondervan, 1983.

Warren, Rick, The Purpose Driven Church, Zondervan, 1995.

Weber, Hans-Ruedi, Salty Christians, Seabury Press, 1963.

Wright, Timothy, A Community of Joy: How to Create Contemporary Worship, Abingdon, 1994.

Date _____

Name _____

Report on an Evangelistic Conversation

(Confine report to the limits of this page leaving at least a one-inch margin for comments by the professor)

1. Background. Context of the conversation: where, when, with whom? How did it come about? What were your intentions, expectations, anxieties, etc?

2. Description. How did the conversation begin, continue, conclude? What happened between you and the other person? Between the other person and God?

3. Analysis and Evaluation. Identify issues, significant openings and closings of response and what was going on in the relationship. How did the person evaluate the experience?

HOW TO DO A BOOK CRITIQUE

1. This book critique should contain the following:
 - A. Analysis of **content** (more objective 50-60%).
 - Describe: What is it? Was it achieved?
 - **Strengths**: What does the book do, contribute, etc.
 - **Weakness**: What is missing, etc.
 - B. Application (more subjective: 50%)
 - What do find helpful, not so helpful, etc.
 - How does this information impact my ministry?

2. Use a writing resource manual.

Some resources to keep in mind.

 - Slade, Carol. Form and Style. 10th ed. Boston: Houghton Mifflin Co., 1996 (cf. grammar, syntax, style, etc.).

3. Assignment grading information.

Each assignment will be evaluated on the following basis.

 - **Perception**: Did you understand the material?
 - **Thoroughness**: Did you cover the main elements?
 - **Clarity**: Did you clearly communicate your ideas?
 - **Objectivity**: Did you represent the author's views?
 - **Mechanics**: Did you use a proper writing technique (see above)?
 - **Application**: How did this material impact you?
 - **Integration**: Can you incorporate what you learned into your life and ministry (**most important**)?

GUIDELINES FOR THE INTEGRATIVE TERM REPORT

Assignment Instruction: (5-7 pages)

Content: The intent here is to provide you with a working tool to take to your local church or organization.

- Each report should contain a brief description of the church or organization in question (history, location, particular problems, special opportunity for growth, etc.).
- State your program (be specific, do not try to spread yourself too thin).
- State your resources (how do you plan to implement the program).
- Project a time line (this part completed by...)
- Describe your desired results.

Style: Keep it simple.

- Watch your syntax and grammar (proof read your paper)
- Avoid run on sentences.
- Feel free to use headings.
- Double space with ample margins for instructor's comments.

Documentation:

- Footnotes (identify your sources: class notes and discussions, your Reading, etc.).
- Bibliography.