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# MS 610 The Ministry of Evangelism

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# The Ministry of Evangelism

## **MS610X Syllabus**

**Robert G. Tuttle, Jr., Ph.D.**

(My friends call me Bob)

**Fall Semester, 2005**

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**This syllabus may be amended prior to the beginning of class.**

**OK, Let's get this show on the road.**

By virtue of the fact that you have gotten this far means that you are in the right room for MS610X. So sit back and relax. I'm probably more anxious about this than you are. In the video you will see as the first module opens I make an honest attempt to introduce myself. If I look a bit grim, not to worry. I sometimes get a bit intense when talking about evangelism. I once received an award as "Intimidator of the Year." Imagine that, as sweet as I am. It kinda hurt my feelings. It's just that I am real serious about God and the potential the body of Christ has for doing significant ministry. Although I've never had a job I did not like, I really love teaching. If you will pray that we all get an anointing from God this will be a great experience. Without that anointing, it's going to be a long semester.

It would probably be wise if you had a hard copy of this document to take with you when duty calls. Since computer formats vary, you might lose something in the translation, but I am hoping that this will still make sense enough for you to follow. Let's give it a try.

## **I. COURSE DESCRIPTION** (a way of describing general goals).

This course seeks to equip you with contemporary models and strategies of personal, congregational, and world evangelization based on biblical, historical and cultural foundations (I know, a real mouthful). We will give particular attention 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 who seek to serve Christ and his Church with a global consciousness and local effectiveness.

## **II. COURSE OBJECTIVES** (a way of talking about specific goals).

A. I intend to communicate a clear understanding of the gospel with regard to content and delivery. Content: I want you to understand the basic content of the gospel as taken from Scripture and informed by reason, tradition, and experience. Delivery: While having an overall feel for the different approaches to evangelism, I believe it is important to develop a style of presentation that acknowledges your own uniqueness and ability to proclaim the Good News of Jesus Christ in several different kinds of settings. I am truly not out to clone anyone. Since our spheres of influence are different, our gifts are different. You come into contact with people everyday I could not relate to nearly as easily as you can, simply because of who you are.

B. It is important to provide you with some practical experience in witnessing. You will be required to present the gospel in several different settings and write a number of case studies evaluating your own effectiveness. You will hate me now, but love me later. Trust me on this one.

C. It is important to become aware of your own sphere of influence. I want you to be able to identify those opportunities where you can minister most effectively.

D. I want to assist you in developing some specific tools for motivating churches toward evangelism.

E. The final project is designed to assist you in developing a specific program of evangelism for a particular local church.

### **Your ExL Class Peers and Team Members** (folks you can trust along the way)

For the second module we will break into teams of 3. I will give each team specific areas of responsibility for interaction so that you can contribute added expertise to the general discussion. Once we see just how well this works, we may extend the teams for additional modules.

### **Learning Covenant** (not exactly the law of the Medes and the Persians, but close to it, check out Esther 1:19).

I promise to give this whole experience my best shot. If I screw up you will forgive me as long as I make an honest attempt to put it right--**right**? Just so you can know what to expect, let me spell out a few things for the record.

#### What you can expect from me:

1. I will have all of your materials and assignments on-line by 9 am (ET) at the starting date for each of our five learning modules (when possible, I would like for you to have the new module a week in advance).
2. I will respond to all of your messages on a first come first serve basis. I check my e-mail most weekdays and in case of an "urgent" message (simply write URGENT in caps in the subject line) and I promise a quick turn around (just please don't cry wolf).
3. If you can afford the telephone, I also answer my voice mail messages promptly. In case of an emergency I can even be reached at home (407 328 0438).

4. If I need to be out of town, I will let you know in advance. Once a month I preach in local churches around the country ( if I happen to be in your area perhaps we can get together) so I will not be available at home at that time, but my wife can give you a number where I can be reached.
5. While I might not participate in all your discussions, I will monitor your group conversations and participate at times.
6. Once or twice during the semester, I will check in with you to see how you feel about this ExL experience and ask for your suggestions (be gentle).
7. I promise to pray for you daily as a class. I promise to pray individually, per your request. If we are going to get through this thing with our faculties still in tact, we will need to watch each others backs. We really are a team.

What I can count on from you:

1. You will actively participate as a member of a learning community. MS601X is not an independent study. Our classroom may be electronic but it is nonetheless real. We will be interacting with and learning from one another. Expectations (including participation) will be spelled out with each learning module.
2. You will invest the same amount of time in this class as if you were on campus. Plan on 10-12 hours of reading, reflecting, discussing, and writing each week.
3. I would appreciate all electronic messages pertinent to the class itself being posted to the Discussion Center. Although some assignments might be the exception to this (and I am not prohibiting personal e-mail communication), in an on-campus setting classroom questions and responses would be heard by all. Let's make an honest attempt to make our electronic classroom experience similar.
4. Send documents of several pages as "attached files," but shorter responses in e-mail messages. Most of these will be posted to the Discussion Center.
5. If you have responsibilities that take you away from our community for a few days, please let us know in advance.
6. Sometimes things happen. If in crisis, e-mail me as soon as possible so we can adapt the schedule and pray for you specifically.
7. I would appreciate it greatly if you would recruit one or two friends to pray for us during this semester.

**ExL Contact Information:**

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:

[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu)

Phone: (859) 858-2393

For **technical support, library research support, library loans, and ExL media** contact Information Commons:

[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu)

Phone: (859) 858-2233

Toll-free: (866) 454-2733

### **Accessing Information Commons Materials:**

#### **1. General Questions:**

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/icommons/hours.shtml>.

#### **2. Materials Requests:**

To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/icommons/index.shtml>

ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

#### **3. Research Questions:**

ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

#### **4. Online Databases:**

To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

### **Copyright Information**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

### **ExL Media Copyright Information**

No further reproduction and distribution of [media for this course] is permitted by transmission or any other means.

### **III. COURSE EVALUATION PROCEDURES**

Requirements:

- A. Participate in classroom on-line sessions.
- B. Complete assigned readings of approximately 1200 pages (1,000 pages in the required texts), and at least one text from the related reading (for the remaining 200 pages).
- C. Three book critiques limited to one single-spaced, typewritten page (two from the six required texts and one from the related reading). A brief paper, **"How to Do a Book Critique"** will be attached below and to end of the **"House Keeping"** paper to be read in preparation for Module one.
- D. Three case studies using the prepared form (**also attached below and to the "House Keeping"** paper).
- E. Term report (maximum of 10-12 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 **specific** recommendations (with time lines) for a more effective evangelistic outreach, taking into consideration the nature of your community, and the condition of your church (or youth group). Apply what you deem helpful from the course readings, on-line lectures, practicums, and your personal involvement. Include a bibliography. **Note the outline entitled "Guidelines" attached below and to the "House Keeping paper.**

Grading scale for course:

1. Three book critiques 30%.
2. Three case studies 20% (not actually graded).
3. Term Report 50%.

See the module listings for the specific assignments **due at the end of the module.**

### **IV. MODULE LISTINGS AND SEQUENCE** (Subject to modification).

Remember that these are just outlines and the modules themselves will spell out the procedures in detail.

**Welcome:** The "Welcome Video" Introduction: At the beginning of the first module only.

**Each individual Module will also begin with a fifteen minute video including a brief devotional (relevant to the material), some instructions regarding on-line interaction, and a brief review of the module material. The following material will be highlighted according to the specific form of communication. You can expect a video, an entry entitled, "House Keeping," a paper, and an audio tape (sent separately) in this first module.**

**Module 1:** Sept. 5, 2005

- A. Watch the **video** (including a devotional, on-line instructions and review).
- B. Study the **entry** entitled, House Keeping, regarding assignments, definitions and guidelines relevant to vocabulary and on-line communication (e.g. Discussion Center communiqués 25 to 50 words, please).
- C. Read the **paper** entitled, "The Holy Spirit as the Great Evangelist--God's Initiative in the Drama of Rescue" (approximately fifteen pages).
- D. Listen to an **audiotape** entitled, "Communicating the Christian Faith Today--Some General Characteristics of Growing Churches." All of the audiotapes will be approximately one hour in length so that you can listen to them in your automobile.

Additional reading **assignments**: Begin reading in the various required texts.

Written **assignments**: First book critique. First case study. (**Critique and Case study due Sept 23**). The written assignments can be posted to the **MS610X Office** and included as an attachment or sent by snail mail (**Asbury Seminary, 8401 Valencia College Lane, Orlando, FL 32825**).

**Module 2:** Sept. 26, 2005

- A. Watch the **video** devotional, on-line instructions and review.
- B. Read the print out book Someone Out There Needs Me" (Part I, "The Gospel Core"). **Team "A"** will discuss the case in chapter 4.
- C. Read the print out book, Someone Out There Needs Me (Part II, "Establishing a Sphere of Influence"). **Team "B"** will discuss the case in chapter 8.
- D. Read the print out book, Someone Out There Needs Me (Part III, "Meeting Felt Needs"). **Team "C"** will discuss the case in chapter 12.
- E. Listen to the **audiotape**, "Other Forms of Evangelism."

Written and reading **assignments**: Reading from the various texts. Second book critique. Second case study. (**Due Oct. 14**)

**Module 3:** Oct. 17, 2005

- A. Watch the **video** devotional, on-line instructions and review
- B. Listen to the **audiotape**, "Advocacy and Evangelism--The Great Commission in Light of the Great Commandment."
- C. Read the **paper**, "Dynamic Equivalence--World (and Indigenous) Religions and Communicating Cross-Culturally" (approximately fifteen pages).
- D. Listen to the **audiotape**, "Community--The Matrix of Natural, Spontaneous Evangelism."

Written and reading **assignments:** Third book critique. Third case study. Continue reading from the various texts. **(Due Nov. 4)**

**Module 4:** Nov. 7, 2005

- A. Watch the **video** devotional, on-line instructions and review
- B. Listen to the **audiotape**, "Youth Evangelism," by Rick Gray, Associate Professor of Christian Ministries, ATS.
- C. Read the print out book, Someone Out There Needs Me (Part IV, "Follow-up, the Indispensable Task"). We will all discuss the case in chapter 16.
- D. Listen to the **audiotape**, "Introduction to Church Growth," from George Hunter, Dean of the E. Stanley School of Evangelism and World Mission.

**Module 5:** Nov. 28, 2005

- A. Watch the **video** devotional, on-line instructions and review.
- B. Watch the **video**, "Equipping the Laity," by Tom Tumblin, Associate Professor of Leadership, ATS.
- C. Listen to the **audiotape**, "The Invitation" (including some reference to the Eucharist).

**Final Assignment** (the course project) **due Dec 9.**

**V. BIBLIOGRAPHY**



## Required Texts:

1. Turnaround Strategies for the Small Church, Ron Crandall (160 pp.).
2. To Spread the Power, George Hunter, III (200 pp.).
3. Becoming a Contagious Christian, Hybels and Mittelberg (221 pp.).
4. Can We Talk?, Robert Tuttle, Jr. (110 pp.).
5. Someone Out There Needs Me, Robert Tuttle, Jr., a print out book available at the Bookstore.

## Related Texts:

Read at least one of the following not previously read.

1. The Heart of Youth Ministry, Goddard and Acevedo (Bristol, 1989).
2. Tell It Well, J. T. Seamands, Beacon Hill, 1981.
3. How to Reach Secular People, George Hunter, III (Abingdon, 1992).
4. A Song of Ascents, E. Stanley Jones (Abingdon, 1979).
5. New Testament Evangelism, Michael Green, OMF Literature, 1979.

## Recommended Reading:

(I forbid you to freak on this. You've got the rest of your life to read all of these.)

Abraham, William J., The Logic of Evangelism, Eerdmans, 1989.

Allen, Diogenes, Christian Belief in a Postmodern World: The Full Wealth of Conviction, Westminster/John Knox Press, 1989.

Arn, Win and Charles Arn, The Master's Plan for Making Disciples, Church Growth Press, 1987.

Berger, Peter L., A Rumor of Angels: Modern Society and the Rediscovery of the Supernatural, Revised Ed., New York; Doubleday, 1990.

Chadwick, Owen, The Secularization of the European Mind in the Nineteenth Century, Cambridge University Press, 1975.

Dodson, Ed, Starting a Seeker Sensitive Service, Zondervan, 1993.

Donovan, Vincent J., Christianity Rediscovered, Orbis, 1979.

Dyrness, William, How Does America Hear the Gospel?, Eerdmans, 1989.

Green, Michael, Evangelism Through the Local Church, Nelson, 1992

\_\_\_\_\_, Evangelism in the Early Church, Hodder& Stoughton, 1970.

Griffin, Em, The Mind Changers, Tyndale House, 1976.

Hendricks, William D., Exit Interviews ("Revealing Stories of Why People Are Leaving the Church), Moody Press, 1993

Hybels, Lynne and Bill, Rediscovering Church: The Story and Vision of Willow Creek Community Church, Zondervan, 1995.

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.

Kraft, Charles H., Communication Theory for Christian Witness, Second Ed., 1991.

McGavran, Donald A., Understanding Church Growth, 3rd Ed., Eerdmans, 1990.

McGrath, Alister E., Expanding Your Faith Without Losing Your Friends, Zondervan, 1989.

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

Newbigin, Leslie, Foolishness to the Greeks: The Gospel and Western Culture, Eerdmans, 1986.

Nida, Eugene A., Message and Mission: The Communication of the Christian Faith, revised ed., William Carey Library, 1990.

Pannenberg, Wolfhart, Christianity in a Secularized World, Crossroad, 1989.

Richardson, Don, Eternity in Their Hearts, Regal Books, 1981.

Roxburgh, Alan J., Reaching a New Generation, IVP, 1993.

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

\_\_\_\_\_, Growing Plans, Abingdon, 1983.

\_\_\_\_\_, Strategies for Change, Abingdon, 1993.

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

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.

Stebbins, Tom, Evangelism by the Book, Christian Publications, 1991.

Toulmin, Stephen, Cosmopolis: The Hidden Agenda of Modernity, New York: Free Press, 1989.

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

\_\_\_\_\_, On Giant Shoulders: The History, Role, and Influence of the Evangelist in the Movement Called Methodism, Discipleship Resources, 1984.

\_\_\_\_\_, Sanctity without Starch, Bristol House, 1992.

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

Watson, David, I Believe in Evangelism, Hodder & Stoughton, 1976.

Wells, David, God the Evangelist, Eerdmans, 1987.

Wimber, John and Kevin Springer, Power Evangelism, Revised ed., Harper and Row, 1992.

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

## **Case Study Report on an Evangelistic Conversation**

Date \_\_\_\_\_

Name \_\_\_\_\_

(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

(R. Jeffrey Hiatt, D.Miss. candidate)

1. A book critique is not:
  - A summary.
  - A reflection paper.
2. A book critique should contain the following:
  - Analysis of the **mechanics** (more objective: 10-15%).
    - Structure of the book.
    - Flow: How does the material fit together?
    - Resources.
  - Analysis of **content** (more objective: 50-60%).
    - Describe: What is it? Was it achieved?
    - **Strengths**: What does the book do, contribute, etc.
    - **Weaknesses**: What is missing, etc.
  - Application (more subjective: 25-34%).
    - How does this information impact my ministry?
    - What do I find helpful, not so helpful, etc.
3. 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.).
    - Adler, Mortimer J. and Charles Van Doren. How to Read a Book. NY: Simon and Schuster, 1972 (note pp. 163-4).
4. 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 Instructions:**

- **Content:** The intent here is to provide you with a working tool to take to your local church or organization.
  4. Each report should contain a brief description of the church or organization in question (history, location, particular problems, etc.).
  5. State your program (be specific, do not try to spread yourself too thin).
  6. State your resources (how do you plan to implement the program).
  7. Project a time line (this part of the program should be completed by ...).
  8. Describe your desired results.
- **Style:** Keep it simple.
- Watch your syntax and grammar (proof read your paper).
- Avoid run on sentences (Why did God invent the semicolon?).
- Feel free to use headings.
- Double space with ample margins for the instructors comments.
- **Documentation:** Some of this can be omitted from the copy presented to the church or organization.
- Footnotes (identify your sources).
- Bibliography.

