Introduction to Evangelism 2MS508 (Fall 2014)

I. Purpose
This course is designed to give you an introductory overview of the ministry of evangelism. The emphasis will be on helping you develop a more biblical and theological understanding of evangelism and equipping you to be more effective in your personal evangelism and in your ministry leadership roles as an equipper and facilitator of evangelistic ministries.

II. Objectives:

A Mind for Truth: Transforming Your Understanding
• To understand and articulate a biblical theology of evangelism.
• To understand the role of the church in evangelism, especially as it relates to church planting, growth, and multiplication.
• To understand the cultural barriers to the gospel in a secular society.
• To understand the role of discipleship, spiritual multiplication, and transferability in evangelism.
• To understand the nature of the gospel and the essential elements of an evangelistic presentation.
• To be acquainted with the literature, programs, and resources presently available for equipping Christians to be more effective in evangelism.

A Heart for God: Transforming Your Affection
• To have a deep, personal conviction concerning the biblical priority of evangelism in Christian ministry.
• To have a broken heart for the lost, especially for those who are presently in your network of relationships.
• To have a personal commitment to pray for evangelistic ministries and for the lost, especially for those who are presently in your network of relationships.

A Life for Ministry: Transforming Your Behavior
• To learn how to present the gospel effectively to individuals, groups, and large gatherings.
• To learn how to start and lead an evangelistic ministry in a local church.
• To be a personal soul winner, “doing the work of an evangelist” (2 Tim. 4:5) as a way of life.
• To be involved in a ministry of spiritual multiplication that is “winning, building, and sending” those who will “win, build, and send” others.
III. Format

The course will be taught in 13 three–hour sessions (2:00pm-4:00pm) beginning Thursday, August 28, 2014, and ending Thursday, December 4, 2014. Classroom sessions will include lecture (including guest lecturers), class interaction, student presentations and reports, video presentations, self-study exercises, and small group interaction. Individual and small group work sessions will be conducted during the class time. Group study outside of class is strongly encouraged.

Required Use of Social Media: Because of the nature of this course, students are required to own (or have access to) a laptop computer in order to work on assignments during and after class meetings. Students must be familiar with: 1) using the internet (email, browsing, forum-posting, searching, downloading, uploading, etc.), 2) using Microsoft Word (or Pages), Microsoft PowerPoint (or Keynote), and managing PDF (Adobe) documents.

Office Hours: You can schedule an appointment with Dr. Childers through his administrative assistant, Joyce Sisler, at 407-278-4552 or jsisler@rts.edu. Appointments are normally scheduled on Tuesday from 1:15pm-3:00pm and Thursday from 4:15pm-5:45pm. Additional times may be arranged by contacting Joyce. Your teaching assistant is Brandon Velez (brandonevelez@gmail.com). Please contact Brandon first for all issues regarding the course. He will refer you to Dr. Childers if necessary.

IV. Texts

Required:


Recommended:
The following books contain material (see Section VII footnotes) that is not required reading but will help deepen your understanding of the gospel and evangelism.


*Highly Recommended

V. Requirements

A. Attendance, Participation & Notes/Blogs (Reflections)
This course requires attendance and participation at all class sessions. Class lectures and discussions will be based on the assumption that you have completed all of the assigned readings by the required dates. Class will begin promptly at 2:00pm. Tardiness, unexcused absence and lack of class participation will impact your grade.

Your class notes must be dated and typed for every class session you attend. There are normally two class sessions for each day of class. These class session notes will be included as a significant part of your electronic *Evangelism Portfolio* (20% of your course grade). NOTE: You may cut and paste text from the instructor’s lecture notes (to be provided as Word documents online) into your class notes, but you must also include your personal notes for full credit. Designate the weekly class sessions you attend as such: August 28—Class One, August 28—Class Two. If you miss one of the class sessions (e.g. August 28-Class Two), just omit the entry for that class session.

**Example: Week 2 (Next Week)**
September 4--Class One
Your notes (Write 3-4 (minimum) sentences of reflection and application)
September 4--Class Two
Your notes (Write 3-4 (minimum) sentences of reflection and application)

**Blog Page Option (Extra Credit):** Students may write one lengthier (equivalent to 3 paragraphs/1 page) reflection on the whole class (all class sessions), similar to writing a blog post in response to the concepts learned in class. If you choose this second option you must still indicate in writing on the blog post all of the class sessions you attended that day. Extra Credit is given to students who post their blogs every week (not missing one week).
B. Reading Assignments & Reports (25%)

You are required to read thoughtfully (not simply skim) the following books (or assigned selections) and complete a report by the date indicated:

1. *Tell the Truth: The Whole Gospel* (selections) by Will Metzger October 2 (Week 6)
2. *Basic Christianity* (selections) by John Stott October 16 (Week 8)
3. *Evangelism and the Sovereignty of God* by J.I. Packer November 6 (Week 10)
4. *A Faith Worth Sharing* by Jack Miller* December 4 (Week 13)
5. *Evangelism Reader Articles** Final Examination Question

For the Metzger, Stott and Packer books (1, 2 and 3 above), you are required to type a one-page (maximum) reading report following the format of the *Reading Report Form* at the end of this syllabus (5% each)—including the percentage of the assigned pages that you read.

*For the Miller book (4 above), you are required to write *at least one* life application principle related to evangelism (one paragraph minimum) from each of the ten chapters in the book. This assignment must be 3-5 typed pages, double-spaced. It’s best to read this book slowly & thoughtfully. (10%)

**Evangelism Reader Articles** (5 above) will periodically be posted online as an evangelism resource for students. There are no reports required but you will be asked on the Final Exam to indicate the percentage of the articles you read.

*Note:* The reading reports above will not be turned in during class on the due dates, but must be dated on or before the due date and included in (turned into) the student’s electronic portfolio notebook/folder in order to receive full credit. (See Section E below)

C. Personal Outreach Assignment and Report (25%)

1. Personal Outreach Assignment
   - **Identify** a minimum of at least two non-Christians in your present network of relationships. These people must be geographically near—someone you can meet with face-to-face. If you would like to identify someone who is not geographically near you, this would be a third person. You may choose to develop these relationships individually, in teams of two or as a married couple.

   Week 2 Assignment: Determine the names of these people by September 4 and place their names (or descriptions if you don’t know names yet) in your portfolio with date of the entry. For practical help, refer to Chapter 8 (*Rubbing Shoulders With Irreligious People*) in Bill Hybels’ book, *Becoming a Contagious Christian.*

   - **Pray** for the people on your list weekly (minimum) during this semester. Students are strongly encouraged to fulfill their weekly prayer commitment by recruiting someone to pray with and for them at a regular time each week.

   - **Show** them Christ’s love. Initiate a friendship. Find out their needs. Establish a common ground. Listen, care, and build a relationship—try not to see such people as merely a class project.
• **Invite** a non-Christian on your list to join you for some activity such as a meal, a party, a concert, a sports event, a movie, exercising together, an outreach event, a worship service, etc.

• **Share** your personal story (testimony) and/or the gospel as God gives you the opportunity. Attempt to help them take their next steps toward a personal relationship with God through Jesus Christ. **Note:** you are not required to “share a gospel presentation” or have someone make a “profession of faith.”

• **Be accountable** and share your experiences in the weekly class sessions called *Reports From The Field.* You should be prepared to share your most recent outreach experience (negative or positive) in every class session.

**Consider Developing An International Friendship**: Consider cultivating a friendship during the course of the semester with an international non-Christian who is outside the seminary environment and from a culture different than their own. Learn about the international person’s home culture, including the place of Christianity in that culture, and perceived differences between the international’s home culture and North American culture.

**Tips: How to Meet an International Non-believer**:
1) Ask an international believer to introduce you to an international non-believer. You can meet an international believer at one of many Chinese, Korean, Hispanic and other ethnic churches in your area.
2) Volunteer to serve internationals through ministries such as English lessons or outreach to international students.

### 2. Personal Outreach Report
You will receive full credit for this Outreach Assignment by completing a *Personal Outreach Report* (2-3 pages) added to your portfolio and dated by December 16 including:

a. The names and descriptions of each person.

b. A description of the relationship developed with each person, including a description of the invitations issued and the activities experienced.

   **Note:** The desire is for you to have a meaningful experience with a non-Christian during the semester. If after three *sincere* invitations to some event, meal, etc., have been made (even if there has been no positive response) this requirement is fulfilled.

c. The results/lessons learned from these outreach experiences. (Sections B and C should be the bulk of your report.)

d. A statement/description of your faithfulness in weekly prayer for these people.
D. Gospel Presentation Assignments (30%)
The goal of the Gospel Presentation assignments is to help you develop a transferable gospel presentation you can use for personal evangelism and for training others in evangelism.

1. Writing the Gospel Presentation Paper (Weeks 2-7) (20%)
During weeks 2-7 of the semester you will be writing 6 sections of your Gospel Presentation Paper: 1) Testimony, 2) God, 3) Man, 4) Christ, 5) Faith, and 6) Follow Up. Each section topic will have supportive reading materials assigned weekly (from Stott and Metzger) and be presented and discussed in class. See Section VII: Schedule and Assignment Due Dates below.

These 6 sections of your Gospel Presentation Paper should be modeled after (following the major points and sub-points) the outline found in The Five Key Dynamics in Personal Evangelism in the Gospel Communication Resources (GCR) packet (available online).

Your written work on these assignments each week will not be turned in to the professor but added to your personal electronic portfolio. The weekly writing assignments are designed to correspond with the weekly reading assignments and class lectures/discussions. Completed assignments should be dated and added to your electronic portfolio weekly. See Section E below for more information on the ePortfolio.

Note: Students are allowed/expected to improve and revise their Gospel Presentation Papers after the due date of the paper. But subsequent revisions (after the due dates) must be noted and dated (October 16, version 2.0, etc.).

There is no page limit on the Gospel Presentation Paper, but it must include:

a. Your Personal Story (testimony) (approximately 3 minutes when spoken). Guidelines for your testimony can be found in the GCR packet as well as in the class readings & lectures.

b. A presentation of the gospel in prose (as you would present it verbally, not in mere outline form) that includes:
   • The 4 major biblical concepts/motifs:
     o God (Creation)
     o Man (Fall)
     o Christ (Redemption)
     o Repentance and Faith (Consummation)
   • At least one Scripture verse (your choice) to support each major point within each of the 4 concepts.
   • At least one illustration to support each major point within each of the 4 concepts. Refer to the Five Key Dynamics outline in your course syllabus to help determine where Scripture verses and illustrations are necessary.

c. A model prayer of repentance and faith in Christ. (See model in Five Key Dynamics)
d. A suggested follow-up/discipleship plan for a new Christian.
e. The name of a gospel booklet (tract), book, web/mobile resource, etc. the student approves as a useful tool for witnessing.
**To Consider:** On one level, think of this assignment as an opportunity to develop a transferable evangelism presentation that you can use in a church training program. On another level, think of this assignment as a personal letter to a non-Christian family member or friend (you may even want to send your assignment to someone or write it with someone in mind). However, do not overly modify your presentation as to make it ineffective for broader future use.

**2. Gospel Presentation Exercises (Weeks 8-13) (10%)**

During weeks 8-13 of the semester, you will be making seven (7) *Gospel Presentation Exercises* designed to increase your confidence in personal evangelism by sharpening your verbal gospel presentation. Each week you will be required to share the assigned section (from memory) of your *Gospel Presentation Paper* with another RTS Evangelism course student outside of class time.

**This presentation is cumulative:** For the first week, you will share the first section from your *Gospel Presentation Paper (Testimony)*; in the second week you will share the first and second sections (*Testimony & God*); and so on. You will be required to complete a *Gospel Presentation Exercise Sheet* (seven sheets are provided in the Microsoft Word digital version of the GCR packet) before class begins every week, having documented evidence (in your electronic portfolio) of completing the previous week’s assigned *Gospel Presentation Exercise*.

This means that prior to the class meeting on your assignment due date, the student hearing your presentation must provide you with (via email, key-drive, etc.) a completed (including the evaluator’s name and date), digital (Microsoft Word document) *Gospel Presentation Exercise Sheet* (Testimony, God, Man, etc.). In other words, these completed sheets are due to your electronic portfolio folder in order of weeks 8-13 (See Section VII below for specific due dates).

**NOTE:** These *Gospel Presentation Exercises* above do not need to be printed and will not be submitted on the due dates but must be dated on or before the due date (and included in the student’s electronic portfolio notebook due on the last day of finals week) in order to receive full credit.
E. **Evangelism Portfolio and Take Home Final Examination (20%)**

You are required to assemble all your course work into one organized, single electronic portfolio for grading purposes and for your future ministry use. Your portfolio must include properly dated assignments (on or before the due date) in order to receive full credit. You will receive instructions in class regarding how to create your ePortfolio and post your assignments when due. All final portfolio entries/assignments must be completed and uploaded by 5:00 PM, Wednesday, December 16 (the last day of finals). Your electronic portfolio must include:

- Name and number of the course (Introduction to Evangelism 2MS508),
- Date of the course (Fall 2014),
- Name of the professor (Dr. Steven L. Childers),
- Your name and your email address
- Directory (like Table of Contents) so all major portfolio sections can be easily located
- All your course assignments, including, class notes, reading reports, final exam answers, etc.
- All your course notes and resources for your future teaching, including PowerPoint slides, videos, articles, etc.
- Professional appearance. Please make your portfolio look professional, e.g. use nice graphics, formatting, etc. Your portfolio appearance will impact your final grade.

**Course Assignment ePortfolio Components:**

I. Evangelism Course Notes
   - A. Personal Class Notes (Dated)
     --Designated as August 28—Class One, August 28—Class Two, etc.

II. Evangelism Reading Reports
   - A. *Tell the Truth: The Whole Gospel (selections)* by Will Metzger (Dated)
   - B. *Basic Christianity (selections)* by John Stott (Dated)
   - C. *Evangelism & the Sovereignty of God* by J.I. Packer (Dated)
   - D. *Faith Worth Sharing* by Jack Miller (Dated)

III. Outreach Assignment
   - A. Personal Outreach Report (Dated)

IV. Gospel Presentations
   - A. *Gospel Presentation Paper* (Dated: Original & subsequent revisions)
   - B. *Gospel Presentation Exercises* (Dated: 7 total)

V. Final Examination
   - The Final Examination will be comprehensive and essay in format, including all class reading assignments, lectures (including visiting lecturers), and videos. The final examination questions will be made available during the last class of the semester.

   The examination will be open book, open notes and open bible with a three (3) hour time limit (honor system). There is a maximum of one page per answer. The answers to the final exam questions must be typed, dated and included in your ePortfolio. Remember, you will be asked on the Final Examination to indicate the percentage of the *Evangelism Articles* (posted online) you read.
Students are required to prepare for the Final Examination independently. Therefore, all exam review questions must be answered solely by the student. Preparing for the final exam by reading answers written by others to review questions is considered cheating.

VI. Grading

Grades will be assigned according to the RTS grading system: 100-97=A, 96-94=A-, 93-91=B+, 90-88=B, 87-86=B-, 85-83=C+, 82-80=C, 79-78=C-, 77-75=D+, 74-72=D, 71-70=D-, below 70=F.

Late Assignments Policy
All assignments are due to the students ePortfolio before class begins on the appropriate date. Please do not ask the teaching assistant or the professor for permission to turn in an assignment late. All late assignments will automatically be penalized a certain percentage according to the number of days the assignment is late. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family) include a separate written request (1 page max) with the completed assignment (in your ePortfolio) explaining your situation asking for a waiver of the late penalty. No assignments will be received after December 16. We trust you to be honest in the dating of your assignments since they will not be graded until after the last day of the semester.

Grading Percentages:

- Evangelism Reading & Reports (25%)
- Personal Outreach Project & Report (25%)
- Gospel Presentation Paper & Exercises (30%)
  --Gospel Presentation Paper (20%)
  --Gospel Presentation Exercises (10%)
- ePortfolio: Including Course Notes & Take-Home Final Exam (20%)
VII. Social Media Resources

**Class Dropbox**
Students will have personal access to course evangelism resources (Word lecture notes, PowerPoint slides, audio lectures, articles, etc.) through a class Dropbox folder on the web. The class teaching assistant will send all registered students a link to the folder during the first week of class.

**NOTE:** Students who do not have a Dropbox account are asked not to sign up for the account until the teaching assistant sends the weblink during the first week of class. This will allow the entire class to have more space in the course Dropbox folder.

**Hybrid-Blended Learning**
This course will be integrating Hybrid-Blended Adult Education (Androgogy vs Pedagogy) learning principles and methods. This type of learning involves a blending of classroom and web-based learning delivery methods, leveraging the strengths of each. This means that some of the course content that is normally learned in the classroom by passively listening to lectures, will be learned using web-based platforms (including interactive videos of the professor’s lectures, online student discussion forums, etc.) so there will be more time in the classroom for more professor-student interaction, discussion, and practical application of the content to the students personal life and ministry.

**Get to Know The Professor**
- Twitter: [https://twitter.com/stevechilders](https://twitter.com/stevechilders)
- Facebook: [https://www.facebook.com/steve.childers](https://www.facebook.com/steve.childers)
- Blog: [http://www.stevechilders.org](http://www.stevechilders.org)
### VII. Schedule and Assignment Due Dates

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<thead>
<tr>
<th>Date</th>
<th>Reading Assignments</th>
<th>Helps/ Presentations</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>August 28</td>
<td>None</td>
<td>None</td>
<td>Student info &amp; prayer requests to professor (end of syllabus)</td>
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<tr>
<td>Course Intro.</td>
<td>(Week 1)</td>
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<td>Photos, Name Plates, Social Media Prep</td>
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<td>September 4</td>
<td><strong>Testimony</strong>&lt;br&gt;Metzger: 15-22 (Intro), 196-197 (Outline), 209-215 (Testimony)&lt;br&gt;Questions &amp; Contacts¹ (esp. Hybels: 95-117)&lt;br&gt;“Testimony” Resources²</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Testimony</td>
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<td>(Week 2)</td>
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<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Testimony</td>
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<td>September 11</td>
<td><strong>God (Creation)</strong>&lt;br&gt;Stott: 13-23 (Right Approach)&lt;br&gt;Metzger: 53-58&lt;br&gt;“God” Resources³</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Testimony</td>
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<td>(Week 3)</td>
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<td>September 18</td>
<td><strong>Man (Fall)</strong>&lt;br&gt;Stott: 77-100&lt;br&gt;Metzger: 58-67&lt;br&gt;“Man” Resources⁴</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: God</td>
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<td>(Week 4)</td>
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<td>September 25</td>
<td><strong>Christ (Redemption)</strong>&lt;br&gt;Stott: 103-128&lt;br&gt;Metzger: 67-75&lt;br&gt;“Christ” Resources⁵</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Man</td>
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<td>(Week 5)</td>
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<td>October 2</td>
<td><strong>Faith (Consummation)</strong>&lt;br&gt;Stott: 135-163&lt;br&gt;Metzger: 87-111&lt;br&gt;“Faith” Resources⁶</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Christ</td>
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<td>October 9</td>
<td><strong>Follow Up</strong>&lt;br&gt;Stott: 164-179&lt;br&gt;“Follow Up” Resources⁷</td>
<td><strong>Personal Outreach Names Due</strong>&lt;br&gt;Writing Guideline: Faith</td>
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<td>(Week 7)</td>
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<td>October 16</td>
<td><strong>Fall Break (Reading Week)</strong></td>
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¹ Refer to *Transition Questions* in *Gospel Communication Resources (GCR)*. **Hybels: 95-117**. Barrs: 163-177, Keller: 115-123
⁴ Refer to Packer: 59-63; Keller:159-185, Kennedy: 42-43, 89-90,
⁵ Refer to Packer: 63–69; Keller: 186-212, Kennedy: 44–46, 92-93
⁶ Refer to Packer: 70–73; Keller: 213-240, Metzger 75-78; Barrs 267-275, Kennedy: 46–51, 93-101
⁷ Refer to Metzger: 78-82; Kennedy: 51–54, Chap 9 & 10, Keller: 3-114
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<th>Presentation</th>
<th>Stott Reading Report Due (5%)</th>
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<td>October 23</td>
<td>Reading Guideline:</td>
<td>Presentation 1: “Testimony” from memory</td>
<td>Gospel Presentation Paper Due (6 Sections) (20%)</td>
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<td>(Week 8)</td>
<td>Packer: 1-46</td>
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<td>October 30</td>
<td>Reading Guideline:</td>
<td>Presentation 2: &quot;God&quot; section (and all previous) from memory</td>
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<td>(Week 9)</td>
<td>Packer: 46-91</td>
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<td>November 6</td>
<td>Reading Guideline:</td>
<td>Presentation 3: &quot;Man&quot; section (and all previous) from memory</td>
<td>Packer Reading Report Due (5%)</td>
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<td>(Week 10)</td>
<td>Packer: 92-126</td>
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<td>November 13</td>
<td>Reading Guideline:</td>
<td>Presentation 4: &quot;Christ&quot; section (and all previous) from memory</td>
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<td>(Week 11)</td>
<td>Miller: 11-58</td>
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<td>November 20</td>
<td>Reading Guideline:</td>
<td>Presentation 5: &quot;Repentance &amp; Faith” &amp; “Commitment&quot; (and all previous) from memory</td>
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<td>(Week 12)</td>
<td>Miller: 59-116</td>
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<td>November 27</td>
<td>Thanksgiving Holiday</td>
<td>Presentation 6: “Gospel Summary” (and all previous) from memory</td>
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<td>(No Class)</td>
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<td>December 4</td>
<td>Reading Guideline:</td>
<td>Presentation 7: &quot;Follow Up&quot; (and all previous) from memory</td>
<td>Miller Reading Report (3-5pp) Due (10%)</td>
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<td>(Week 13)</td>
<td>Miller: 117-152</td>
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<td>(Last day of class)</td>
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<td>December 10</td>
<td>Gospel Presentation Reports (7) Due (10%)</td>
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<td>(11:00am RTS final paper deadline)</td>
<td>(Last day of finals)</td>
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<td>December 16</td>
<td>Personal Outreach Report Due (25%)</td>
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<tr>
<td>(Last day of finals)</td>
<td>Portfolio with Final Exam Due (20%)</td>
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A Note About Your Notes (Personal Reflections)

For the personal reflections, you're given the option of either:

1. Writing Two Short Reflections (a minimum of 3-4 sentences each) for both weekly sessions, or
2. Writing One Long Reflection: Blog Post (one page or more) on both weekly sessions

Example of two short reflections for Week 1, separated by Session 1 & Session 2

August 21, 2013

Week 1 Session 1
‘The whole gospel to the whole people by whole people.’ Metzger sums up the holistic approach to evangelism. We need to deconstruct the utilitarian model of evangelism and reconstruct it according to the gospel. A holistic understanding of evangelism contains three parts: knowing the gospel, knowing the self, and knowing the world. The concepts we have of the gospel must be integrated into our lives/ministries. ‘What is the Gospel?’ Wrote a one-paragraph answer, which is to be revisited at the end of the semester.

Week 1 Session 2
Who is geographically near me and is a non-Christian? How will I share my testimony with him? Do I have an adult conversion story or not? Often such a conversion story is expected in evangelism, but ironically most Christians we know grew up Christians since infancy. (Psalm 22:9) It's hard to pin-point the precise date and hour of our regeneration, but it's interesting (sad?) that we'd expect this of others.

Example of one longer reflection for Week 1, Sessions 1 & 2 combined

August 28

Week 1 Sessions 1 & 2
What does the word ‘evangelism’ usually bring to mind? Is it knocking on strangers’ doors to hand out tracts? Is it holding up a sign on the street and preaching in open air? Is it finding a certain method most effective in drawing a profession of faith and sticking to it? These are things that came to my mind. And the thought of having to participate in these things… Scary. But true evangelism shouldn’t be that easy. Evangelism that says ‘I will remain friends with a nonbeliever as far as it has the potential to draw a credible profession of faith’ is not Christianity. It’s utilitarianism. It’s the use of people for a certain end result, in this case a profession of faith. Get someone to pray the ‘sinner’s prayer’ and say farewell – that’s good salesmanship, not evangelism. This is terribly ironic.

Although I myself didn’t come to faith and grow in faith this way, for the longest time I’ve expected everyone else to. In fact, most Christians I know don’t have an adulthood conversion story. Most of them were raised Christian from their infancy. (Psalm 22:9) Once I was troubled by the fact that I don’t have an exciting conversion story, and asked my father if that was okay (‘Am I still saved?’). He opened up John 3:8: “The wind blows where it wishes, and you hear its sound, but you do not know where it comes from or where it goes. So it is with everyone who is born of the Spirit.” I don’t know when the Spirit came and regenerated my heart so I’d be born again, nor do I know of ‘the hour I first believed.’ But I do know that my chains are indeed gone,
and I’ve been set free. If that’s good enough for Jesus, it should be good enough for me. Evangelism, therefore, is emphatically not about causing a moment of spiritual rebirth. It’s more about loving a person. The true litmus test for a truly gospel-centered evangelism is ‘I will love this person as Jesus would with or without a credible profession of faith.’

Our faith ultimately is not a faith in faith, but a faith in Christ. Salvation belongs to the LORD, not our ‘evangelistic’ methods. (Psalm 3:8) Truth is, the utilitarian model of evangelism is very common in the Church today. Often the question is ‘What works?’ not ‘What’s Christ-like?’ Our understanding of evangelism needs serious deconstructing in order for some serious reconstructing to happen. How am I (we) to approach evangelism anew? It isn’t enough to merely study about swimming – I have to get in the water. It’s time I strive for ‘the whole gospel to the whole person by the whole person,’ as Jesus did. What if I really surrounded myself with more non-Christians than Christians? What if I really quit speaking Christianese with Christians all the time and learned to ‘be all things to all people’ for the sake of the gospel? What if my life actually looked like Christ’s? Maybe it’s time I stopped playing Christian charades and actually lived like Christ.
Evangelism Student Name  
Evangelism 2MS508  
Dr. Steve Childers  
October 2\textsuperscript{nd}, 2014

Tell the Truth by Will Metzger  
InterVarsity Press, Downers Grove, Illinois

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Metzger begins with an emphasis on the importance of personal witnessing, drawing examples from Scripture to support that approach. He then expounds on the different aspects of the gospel, with special emphasis on explaining the nature of sin. Special concern is given to presenting the gospel to the whole person, that is, in a rationally, emotionally, spiritually viable way. More practical advice is given as well as a guideline for better communication of the foundations of evangelism and the gospel.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

The book is very strong in its practicality. It offers many examples and stories to help the reader come to a better understanding of the principles that are presented in the book. Metzger is clearly experienced in the things he’s talking about. The strength is also in the way the book understands the modern Christian’s concerns and anticipates them. This is a good invitation into evangelism, and doesn’t scare Christians away from what seemed to be a daunting duty.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

This will help me significantly in my interaction with Nader, my Muslim friend. It gives me the points to keep in mind as I present the gospel to him. I have a better understanding of the uniqueness of the gospel, the beauty of the gospel in light of the law, etc.

Best Quote—Be sure to include the page number where the quote can be found.

“This parlor is the heart of man that has never been sanctified and cleansed by the grace of God through the gospel. The dust is his original sin and corruption that have defiled the whole man. The man who began to sweep at first is the law. The maid who brought the water and finished the job was the gospel.” P. 62

Did you read the entire book/selections thoughtfully (not merely skimmed)? Yes √ No ___ % Read (0-100) ___70___
### Course Objectives Related to MDiv Student Learning Outcomes

**Course:** Introduction to Evangelism, 2MS508  
**Professor:** Dr. Steven L. Childers  
**Campus:** Orlando

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<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| **Articulation**<br>(oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | 1. Student partners with a classmate in order to present and execute their Gospel presentation exercises. The student will turn in a term paper with a summary of the exercises in ‘testimony’ form.  
2. Student submits an entire portfolio, from which they can teach in the future. |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Minimal | 1. Student does not engage with Scripture in the original languages.  
2. Student must demonstrate that their understanding of Evangelism is grounded in Scripture and therefore Biblical. |
<p>| <strong>Reformed Theology</strong> | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | 1. Student reads various articles by Reformed authors |
| <strong>Sanctification</strong> | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | 1. Student participates in daily prayer for the 2 individuals they are asked to engage with the Gospel. |
| <strong>Desire for Worldview</strong> | Burning desire to conform all of life to the Word of God. | Strong | 1. Student gains an understanding of and ability to articulate the Biblical theology of Evangelism; the role of the local church in Evangelistic ministry is also explored. |</p>
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**Winsomely Reformed**

Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)

- **Rubric**: Strong
- **Mini-Justification**: 1. Student reads articles and books by authors that are not Reformed, and is shown the value of ecumenicalism.

**Preach**

Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

- **Rubric**: N/A

**Worship**

Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.

- **Rubric**: N/A

**Shepherd**

Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.

- **Rubric**: Minimal
- **Mini-Justification**: 1. Student prayerfully chooses 2 individuals in their lives with whom they will intentionally deepen their relationship with in order to create the opportunity for sharing the Gospel and leading them to Christ. (recommitment to Christ also a possibility). A term paper is then turned in with a summary of God’s work in both relationships and the direction the relationships took over the course of the semester.

**Church/World**

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.

- **Rubric**: Moderate
- **Mini-Justification**: 1. Student learns and/or reads about various traditional ecumenical, as well as current, approaches in regards to Evangelism.
Personal Student Information

Please complete and email this information directly to Dr. Childers at schilders@rts.edu

Name:
Preferred Email Address:

Spouse name (if married):

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS-Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like Dr. Childers to be remembering in prayer for you this semester?