I. PURPOSE

This course is designed to give you an introduction to the ministry of evangelism. We will explore a theology and practice of evangelism as a multi-dimensional, “holistic,” kingdom calling: word and deed, individual/personal and corporate/public. The aim is to equip you to be more effective in your personal evangelism as well as in your role as a leader-equipper in a local church.

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
- To understand the barriers (personal, cultural) to the gospel in our society
- To understand the content of evangelism, the essential elements of the gospel
- To understand the world- and life-view of non-Christian neighbors better

A Heart for God: Transforming Your Affection
- To have a deep, joyful, personal conviction concerning the biblical priority of evangelism
- To have a broken heart for non-Christian friends, with genuine love and respect
- To have a personal commitment to pray for and pursue friends and neighbors
- To grow in personal confidence in sharing the gospel and in God’s ability to save anybody

A Life For Ministry: Transforming Your Behavior
- To practice principles for communicating with non-Christians
- To begin to present the gospel in both “private” and “public” ministry settings
- To take steps towards developing an evangelistic culture at a local church
- To adopt evangelism as a “lifestyle”

III. FORMAT

This course is scheduled to be taught in seven (7) four hour classroom sessions (12:00pm-4:00pm) beginning Monday, February 1, 2015 and ending March 28, 2015. Classroom sessions may include lecture (including guest lecturers), group discussion and group exercises. Classroom sessions will follow the following general schedule:

12:00  Review
12:10  Testimony #1
12:20  Lecture & Discussion (or Group Exercise) – I
1:20  Break
1:30  Testimony #2
1:40  Lecture & Discussion (or Group Exercise) – II
2:40  Break
2:50  Testimony #3
3:00  Lecture & Discussion (or Group Exercise) – III
4:00  Dismissal
Office Hours: Appointments with Duke Kwon may be scheduled through his administrative assistant, Juliet Vedral (Community Life Coordinator, Grace Meridian Hill), at 202-680-3061 or juliet@gracemeridianhill.org. Appointments in Tysons Corner may be scheduled for Mondays 4:15pm-5:00pm (immediately after class) or at other times and days in the District of Columbia.

IV. TEXTS (REQUIRED READING*)


V. REQUIREMENTS

1. Class Attendance and Participation. This course requires attendance and active participation by all students. Class lectures are essential for the proper fulfillment of assignments; lectures also assume that the student is making regular progress in readings. Tardiness, unexcused absences and/or lack of class participation will impact the student’s final grade.

2. Reading. Students are required to read—thoughtfully and interactively—all books listed as “Required Reading.” Although required, the completion of reading will not be assigned a grade.

3. Testimony. Please prepare a three (3) minute mini-testimony to be shared during class time. Three of you will share your stories each week; the class will respond to you with encouragement and prayer. The goal of this exercise is twofold: to refresh our hearts and minds with the stories of our conversions; and to practice communicating a portion of our testimony under more “typical” evangelistic conditions (e.g., concisely, semi-spontaneously, casually, in the middle of a conversation, etc.). Therefore, please include these two elements in your mini-testimony: (A) Tell us about the surprise of the gospel in your life! What makes you the unlikeliest person for Jesus to save (cf. Mk. 10:26; Phil. 3:4-11; 1 Tim. 1:12-17)? (B) Craft your story as a personal response to one of the following questions/issues commonly raised non-Christians.

(a) “I’m really hurting. I don’t think a loving God do this to his children. I wouldn’t.”
(b) “The Bible is full of errors and backwards, oppressive ideas.”
(c) “It feels like bondage to follow all these moral rules.”
(d) “I think God just wants me to do my best to be a good person.”
(e) “I’ve been hurt by Christians in the past. I don’t want to be associated with them.”
(f) “I don’t know how God wouldn’t accept my gay best friend.”
(g) “I just want to be happy and positive, none of that ‘confession’ stuff.”
4. **Prayer.** Please choose one non-Christian friend, co-worker, neighbor, or family member whom you will pray for on a regular basis throughout the duration of this class. *You will share the name of this person the day you share your testimony.*

5. **“Foundations of Evangelism” Quiz.** A brief “mid-term” quiz will be given on Monday, February 15, 2015 (short answers reflecting relevant class lectures).

6. **Reading & Reflection Paper #1: Reason for God.** (1) Choose ONE “doubt” addressed in chs. 1–7. In a few paragraphs, analyze how Keller chooses to communicate with his non-Christian reader (e.g., arguments, “respect” for doubts, word choice, logic, tone, illustrations, etc.). Make note of ways his approach models the evangelistic principles taught in (a) Barrs’ *The Heart of Evangelism*, in our class lectures and (b) in Keller’s own “Introduction.” (2) Then choose one of Keller’s “Reasons For Faith” in chs. 8–14. Again, in a few paragraphs, analyze how Keller communicates with his non-Christian reader. How does he “contextualize” and “translate” Biblical truths for his audience? *(This paper should be 2-3 pages, double-spaced, i.e., roughly 600-900 words.)*

7. **Reading & Reflection Paper #2: unChristian.** Choose ONE description of/perception about Christianity from chs. 3–8. (1) Summarize this objection. (2) Then describe how you can (in the words of Jerram Barrs) “build bridges” with a person who holds this view, searching for aspects of truth in their complaints and of virtue in their lives that should be commended. Articulate every reason why this objection to the Christian faith makes sense, not only logically but also emotively/personally. What does the objector long for? (3) Finally, briefly describe how the story of the gospel honors and “fulfills” this longing. How does the gospel both challenge and “complete” the narrative assumed in this critique of Christians? *(This paper should be 2-3 pages, double-spaced, i.e., roughly 600-900 words.)*

8. **Reading & Reflection Paper #3: Outgrowing the Ingrown Church.** Using different principles and examples from the book, reflect on the following: (1) What are the marks of an “ingrown” church? Be concrete. (2) Choose 1-2 aspects of an outward-facing/“missionary” church presented by the author. Explain in a few paragraphs how a local church can build and grow in that dimension of ministry. Again, be concrete. Describe strategies and action items. You may use your own local church as a case study. *(This paper should be 2-3 pages, double-spaced, i.e., roughly 600-900 words.)*

9. **Reading & Reflection Paper #4: Special Lectures (March 7, 21).** Choose one (1) of the special lectures to focus on. Summarize 2-3 key ideas that stood out to you, interacting with the authors you’ve been reading whenever relevant (especially Miller and Conn). Explain why you think they are important and propose a few ways that you, as a leader, could shape your local church to grow in this area of ministry. *(This paper should be 2-3 pages, double-spaced, i.e., roughly 600-900 words.)*

10. **Listening Project Report.** Have an intentional/planned conversation with a non-Christian friend or acquaintance for a minimum of 15 minutes. Your goal is to listen, listen, LISTEN—coming to a deeper understanding what others actually believe. Your approach: (1) Explain to a friend that one of your seminary/graduate school classes is talking about how Christians (church leaders in particular) do a poor job listening to people outside the Christian faith, and therefore, don’t understand them. Ask them if they would be willing to help you grow and learn through a brief listening exercise during which you’ll ask a few questions and they can say
whatever they want. (“I won’t get offended. I promise!”) (2) During the conversation, ask them questions such as these, feeling free to add various follow-up questions:

- Do you agree that Christians—church leaders in particular—do a poor job is listening to, and understanding, people outside the Christian faith?
- What is your impression of Christians? What words/feelings come to mind? (“Don’t worry, you won’t offend me.”)
- If you don’t currently attend a church, could you tell me a few reasons why? What kind of church could you see yourself attending?
- Is there anything you feel the church (or Christians in general) do right or do well?
- What do you think of Jesus?
- What would you say is most wrong with the world? What are the biggest problems we’re facing today in society?

You will notice, most of these questions are worded as “opinion” questions; it is important that your questions not being to feel like a quiz of their theological knowledge. You want to this to be as non-threatening as possible so as to receive the most helpful feedback as possible! As your friend shares, you may NOT teach, lecture, correct, or respond to them—except for general comments of affirmation or clarification. Show empathy, respect, and a sense of humor through both verbal and non-verbal cues. (3) After the conversation, write up a 3-4 page report of your conversation. Summarize your dialogue. Interacting with various principles set forth in Jerram Barr’s *The Heart of Evangelism,* comment on the following (but not limited to the following): What tone/atmosphere were you able to set? What struck you about your friend’s responses? What was most helpful? Did anything surprise you? How did you express empathy and respect? What did you learn from this exercise?

11. EXTRA-CREDIT: Scrutinize a Worship Service at Grace Meridian Hill. Come worship with us at Grace Meridian Hill! Experience the service and community through the eyes of a non-Christian. Evaluate how the church is doing in its evangelistic endeavor. What worked? What could improve? Would your non-Christian friend(s) feel welcomed, or have a meaningful encounter with God, at this church? *(This paper should be 2-3 pages, double-spaced, i.e., roughly 600-900 words.)*

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.

A Note on Late Assignments: All late assignments will be penalized automatically. If you are legitimately hindered from completing an assignment on time (e.g., death in the family), please submit a written request, explaining your situation and asking to waive the late penalty. Under no circumstances will any late assignments be received after May 1.

Grading Percentages:

<table>
<thead>
<tr>
<th>Testimony</th>
<th>5%</th>
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<tbody>
<tr>
<td>Foundations of Evangelism Quiz</td>
<td>15%</td>
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### VII. COURSE SCHEDULE & ASSIGNMENT DUE DATES

Students will be responsible for preparing for all assignments in a timely fashion according to the following schedule:

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Lecture</th>
<th>Related Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>February 1</td>
<td>Foundations of Evangelism I</td>
<td>-</td>
<td>-</td>
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<tr>
<td>February 8</td>
<td>Foundations of Evangelism II; Knowing Myself</td>
<td>PACKER (all); BARRS (Section 1-2)</td>
<td>Testimonies 1, 2, 3</td>
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<tr>
<td>February 15</td>
<td>Knowing Neighbor I</td>
<td>KELLER (Introduction, Part 1); BARRS (Section 3)</td>
<td>“Foundations of Evangelism” QUIZ; Testimonies 4, 5, 6</td>
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<tr>
<td>February 22</td>
<td>Knowing Neighbor II</td>
<td>KELLER (Part 2); BARRS (Section 4)</td>
<td>R&amp;R Paper #1 DUE; Testimonies 7, 8, 9</td>
</tr>
<tr>
<td>February 29</td>
<td>Knowing Neighbor III; Knowing Gospel I</td>
<td>KINNAMAN (chs. 1-5); MILLER (Section I-III)</td>
<td>Testimonies 10, 11, 12</td>
</tr>
<tr>
<td>March 7</td>
<td>Evangelism &amp; Mercy; Evangelism and Islam</td>
<td>KINNAMAN (chs. 6-Afterward); MILLER (Section IV-VI)</td>
<td>R&amp;R Paper #2 DUE; Testimonies 13, 14, 15</td>
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<tr>
<td>March 14 (READING WEEK)</td>
<td>NO CLASS!</td>
<td>-</td>
<td>-</td>
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<tr>
<td>March 21</td>
<td>Corporate Evangelism; Knowing Gospel II</td>
<td>CONN (all)</td>
<td>R&amp;R Paper #3 DUE; Testimonies: 16, 17, 18</td>
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<tr>
<td>March 28</td>
<td><em>(Snow Day Make-up Lecture?)</em></td>
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<tr>
<td>April 4</td>
<td>-</td>
<td>-</td>
<td>R&amp;R Paper #4 DUE</td>
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<td>April 11</td>
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<td>April 18</td>
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<td>Listening Project Report DUE</td>
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### VIII. COURSE OBJECTIVES RELATED TO MDIV* STUDENT LEARNING OUTCOMES

Course: Evangelism  
Professor: Rev. Duke Kwon  
Campus: Washington, DC  
Date: February 1, 2015

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>ARTICULATION</strong> (ORAL &amp; WRITTEN)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
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<tr>
<td><strong>SCRIPTURE</strong></td>
<td>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.)</td>
<td>Minimal</td>
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<tr>
<td><strong>SANCTIFICATION</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
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<td>DESIRE FOR WORLDVIEW</td>
<td>Moderate</td>
<td>Students are encouraged to make evangelism a &quot;lifestyle&quot; rather than activity; equipped in relating all of life to the gospel and to the non-Christian</td>
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<tr>
<td>WINSOMELY REFORMED</td>
<td>Strong</td>
<td>Proper ethos (fruit of the Spirit) arising from a Reformed vision for the gospel of grace is a central emphasis; lectures and exercises stress the importance of &quot;tone&quot; and manner in evangelism; relevant reading: <em>Heart of Evangelism</em> (Barrs); <em>Reason for God</em> (Keller)</td>
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<tr>
<td>PREACH</td>
<td>Moderate</td>
<td>All principles and exercises are applicable to pulpit ministry; &quot;Evangelism and Preaching&quot; lecture focuses specifically on equipping students to preach to non-Christians effectively; relevant reading: <em>Heart of Evangelism</em> (Barrs); <em>Reason for God</em> (Keller)</td>
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<tr>
<td>WORSHIP</td>
<td>Moderate</td>
<td>&quot;Evangelism and Worship&quot; lecture focuses on equipping students to lead corporate worship, in all its various elements, as a vital means for evangelizing non-Christians; relevant reading: <em>Outgrowing the Ingrown Church</em> (Miller).</td>
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<tr>
<td>SHEPHERD</td>
<td>Minimal</td>
<td>Principles and exercises are relevant to relationships developed in a shepherding context; relevant reading: <em>Outgrowing the Ingrown Church</em> (Miller).</td>
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<tr>
<td>CHURCH/WORLD</td>
<td>High</td>
<td>Students are instructed to understand the post-modern, &quot;millennial&quot; worldview and learn to build bridges with people regardless of their religious, political, or cultural background; students will &quot;interview&quot; a non-Christian to understand their world- and life-view better; relevant reading: <em>unChristian</em></td>
</tr>
</tbody>
</table>