Introduction to Evangelism 2MS508 (Fall 2016)

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 equpper and facilitator of evangelistic ministries.

Warning: Due to the workload and the outreach nature of both the Introduction to Evangelism course (2MS508) and the Introduction to Missions course (2MS518), students are strongly encouraged not to take these two courses during the same Fall semester. There is a reason why these courses are listed in the RTS catalog during different semesters. Many students during the last 22 years wish they had heeded this warning.

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 include 13 three–hour classroom sessions (2:00pm-4:00pm) beginning Tuesday, September 6, 2016, and ending Tuesday, December 6, 2016. Classroom sessions will include lecture (including guest lecturers), learning exercises, 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.

Blended Learning: This course will integrate *hybrid-blended adult education* (*Androgogy*) learning principles and methods. This will include a blending of classroom and web-based learning, leveraging the strengths of each (e.g. *flipped classroom practices*). Course content will be learned using web-based platforms (including interactive videos of the professor's lectures, online student exercises, discussion forums, etc.) so that classroom time can be used more for professor-student interaction, discussion, and practical application of the course concepts to the student's personal life and ministry. There will be 12 online lessons taken by the students during these 13 weeks, with lesson 1 being due on week 2, lesson 2 being due on week 3, etc. See pages below for all online lesson numbers and deadline dates. Students will learn how to access and use the online course lectures and assignments during the first week's session on campus.

Required Use of Social Media and Applications: Because of the nature of this course (blended learning), students are required to own (or have access to) a laptop computer (not merely a tablet, e.g. iPad) in order to work on assignments during and after class meetings. It is especially important for all students to have their laptop computers at the first class session for orientation. 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 converting files to PDF (Adobe) documents for uploading weekly assignments. Students may only use tablets if they can prove (to the TA) the tablet does not limit their ability to complete all assignments.

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 Tuesdays from 4:15pm-5:30pm and Thursdays from 4:15pm-5:30pm. Additional times may be arranged by contacting Joyce. Your teaching assistant is Christopher Simmons ([Christopher@PathwayLearning.org](mailto:Christopher@PathwayLearning.org)). Please contact Christopher first for all issues regarding the course. He will refer you to Dr. Childers if necessary.

IV. Texts

Required:


1 The goal of the required reading is to have the understanding of a Packer/Stott, the heart/life of a Miller, and the skills of a Metzger.
Recommended Books:
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. Some of these books are dated culturally but still have valuable insights into the nature of and means for effective evangelism.


*Highly Recommended

V. Requirements

A. Attendance and Participation In-Class and Online (10%)

This course requires attendance and participation during all in class and online sessions. In-class learning activities will be based on the assumption that you have completed all your assigned online lessons and readings by the required dates. Weekly classes (called Cohort Meetings) will begin promptly at 2:00pm*. Tardiness, unexcused absence and lack of class participation will impact your final grade.

This course also requires active weekly participation in the Online Class Forums and the Online Class Learning Community e.g. Twitter, Facebook, Blog replies, etc. See below for more information and links.

*Students are expected to arrive in class at least 5-10 minutes before 2:00pm in order to have the necessary time to set up their laptop computers, etc. and be ready to begin the class at 2:00pm sharp—so as not to be a distraction to other students after class has begun.
B. Evangelism Reading & Reports (10%)
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 11 (Week 6)
2. *Basic Christianity* (selections) by John Stott  
   November 1 (Week 8)
   November 8 (Week 9)
4. *A Faith Worth Sharing* by Jack Miller  
   December 6 (Week 13)

After reading each book, or the assigned selections (Metzger and Stott), students are required to write a 1-page reading report (single spaced, 12 pt. font) using the format found in the Reading Report toward the end of this syllabus. You are required to upload these reports as part of your weekly online lesson by midnight of the due date.

C. Personal Outreach Project and Report (20%)

1. Personal Outreach Project
   - Identify a minimum of at least two non-Christians (people who would not consider or call themselves followers of Christ) 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.

   Submit Names Week 2: You are required to determine the names of these 2 people (minimum) and submit their first names (or their descriptions if you don’t know their names yet) as a part of your first online assignment due Week 2. For practical help, albeit dated and Western, refer to Chapter 8 (*Rubbing Shoulders With Irreligious People*) in Bill Hybels’ book, *Becoming a Contagious Christian*.

   - Pray for the people 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 a “class project.” Plan to continue your relationship with them after this course is completed.

   - Invite them to join you for some activity such as a meal in your home or a restaurant, coffee at Starbucks, a movie, a sports event (live or on TV), a concert, a play, a party, exercising together, an outreach event, a worship service, etc.

   - Share your personal story (testimony) and/or the gospel with them as God gives you the opportunity. Don’t illegitimately force this on them. Attempt to help them take their “next steps” on their potential journey of becoming a true follower of Jesus Christ. 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. Contact the course TA for a list of local international students from almost every country looking for an American friend to know and often teach them more about Christianity. Don’t miss this life-changing opportunity for you and them!

Become a Radical Welcomer: 1) Ask an international believer to introduce you to an international non-believer. You can meet an international believer at one of many first-generation immigrant 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) submitted online and dated by December 6 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 Paper & Exercises (20%)
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) (10%)
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 be submitted online by the weekly due date. The weekly writing assignments are designed to correspond with the weekly reading assignments, lectures, and discussions. Completed assignments should be uploaded weekly.

Important Note: Your final Gospel Presentation Paper will be the compilation and improvement of your previously submitted 6 gospel writing assignments (Testimony, God, Man, etc.). Students are allowed/expected to improve and revise their previously submitted weekly writing assignments in order to submit a "final" paper drawn from the previous six parts/drafts.

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 studied in the course:
     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 needed.

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 and follow up of new followers of Christ.

To Consider: On one level, think of this assignment as an opportunity to develop a transferable gospel presentation that you can use in a church evangelism 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 during the second half of the semester, having documented evidence (submitted online) 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 (e.g. Microsoft Word document) Gospel Presentation Exercise Sheet (Testimony, God, Man, etc.). These completed sheets are to be submitted online in the order of weeks 8-13 (See Section VII below for specific due dates).

E. Weekly Online Lesson Steps (40%)
You are required to complete a weekly online lesson including interactive video lectures by Dr. Childers and learning exercises such as:

- Assessments (weekly quizzes on video lectures, readings, etc.) equivalent to a Final Exam
- Lesson Summaries (approximately 200 words) equivalent to a Final Paper
- Discussion Forums

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. Assignment Submissions
All assignments (Reading Reports, Prayer Reflection, Lesson Summaries, etc.) are to be uploaded as one of the “Steps” in the Weekly Online Lesson. See Section VII: Course Assignment Due Dates below for the due dates. Access to the online lesson automatically closes at midnight). No assignments will be received after December 9.

Late Assignment Policy
Please do not ask the teaching assistant or the professor for permission to turn in an assignment late. If the weekly online lesson is closed, all late assignments must be emailed as an attachment to the Teaching Assistant when completed. Late assignments will 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 in your email an explanation of your situation asking for a waiver of the late penalty. A group of 3 RTS students will determine if there will be a penalty.
B. Course Grading Percentages:

- Attendance and Participation In-Class and Online (10%)
- Evangelism Reading & Reports (10%)
- Personal Outreach Project & Report (20%)
- Gospel Presentation Paper & Exercises (20%)
- Weekly Online Lesson Steps (40%)

NOTE: In-class and online participation will impact your final grade.

C. Participating in an Online Learning Community

Students are required to use social media (e.g. Twitter, Facebook, Blog, YouTube) as a means of establishing an online peer-learning community that will transcend this course. Examples include tweeting key quotes from the lectures, discussions, and readings, and writing responses to posts on Facebook, a blog page, and a YouTube video page. Online learning participation will be part of the student’s participation grade (10%).

An Opportunity to Impact Students, the Church, and the World: Excerpts from exemplary student work (including weekly lesson summaries, discussion forum entries, etc.) submitted in the online weekly lessons will also be periodically published on these social media platforms as a means of sharing the student’s insights with the broader church body and world. Thousands of people around the world read these social media platforms weekly. This is an opportunity for students to share the concepts they’re learning with each other, the church, and the world.

- Twitter Evangelism Class Hashtag: #RTSOutreach15 (used both in out of class)
- Twitter: https://twitter.com/stevechilders
- Facebook: https://www.facebook.com/steve.childers
- Blog: http://www.stevechilders.org
- Videos: https://www.youtube.com/channel/UCMPa4A2s7JWEfNurE5xPTqQ
## VII. Schedule and Assignment Due Dates

<table>
<thead>
<tr>
<th>Cohort Meeting</th>
<th>Reading Assignments</th>
<th>Helps/ Presentations</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>None</td>
<td>None</td>
<td>Student info &amp; prayer requests to professor (end of syllabus)</td>
</tr>
<tr>
<td>(Week 1)</td>
<td></td>
<td></td>
<td>Photos, Name Plates, Social Media Prep</td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 13</td>
<td><strong>Testimony: Your Story</strong>&lt;br&gt;Metzger: 15-22 (Intro), 196-197 (Outline), 209-215 (Testimony)</td>
<td>Questions &amp; Contacts&lt;sup&gt;2&lt;/sup&gt;&lt;br&gt;(esp. Hybels: 95-117)&lt;br&gt;&quot;Testimony&quot; Resources&lt;sup&gt;3&lt;/sup&gt;</td>
<td><strong>Online Lesson One</strong>&lt;br&gt;Writing Due: Testimony&lt;br&gt;<strong>Names Due</strong></td>
</tr>
<tr>
<td>(Week 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 20</td>
<td><strong>God (Creation)</strong>&lt;br&gt;Stott: 13-23 (Right Approach)&lt;br&gt;Metzger: 53-58</td>
<td>&quot;God&quot; Resources&lt;sup&gt;4&lt;/sup&gt;</td>
<td><strong>Online Lesson Two</strong>&lt;br&gt;Writing Due: Testimony</td>
</tr>
<tr>
<td>(Week 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td><strong>Man (Fall)</strong>&lt;br&gt;Stott: 77-100&lt;br&gt;Metzger: 58-67</td>
<td>&quot;Man&quot; Resources&lt;sup&gt;5&lt;/sup&gt;</td>
<td><strong>Online Lesson Three</strong>&lt;br&gt;Writing Due: God</td>
</tr>
<tr>
<td>(Week 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 4</td>
<td><strong>Christ (Redemption)</strong>&lt;br&gt;Stott: 103-128&lt;br&gt;Metzger: 67-75</td>
<td>&quot;Christ&quot; Resources&lt;sup&gt;6&lt;/sup&gt;</td>
<td><strong>Online Lesson Four</strong>&lt;br&gt;Writing Due: Man</td>
</tr>
<tr>
<td>(Week 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td><strong>Faith (Consummation)</strong>&lt;br&gt;Stott: 135-163&lt;br&gt;Metzger: 87-111</td>
<td>&quot;Faith&quot; Resources&lt;sup&gt;7&lt;/sup&gt;</td>
<td><strong>Online Lesson Five</strong>&lt;br&gt;Writing Due: Christ&lt;br&gt;<strong>Metzger Reading Report Due</strong></td>
</tr>
<tr>
<td>(Week 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 17-21</td>
<td><strong>Fall Break (Reading Week)</strong>&lt;br&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td><strong>Follow Up</strong>&lt;br&gt;Stott: 164-179</td>
<td>“Follow Up” Resources&lt;sup&gt;8&lt;/sup&gt;</td>
<td><strong>Online Lesson Six</strong>&lt;br&gt;Writing Due: Faith&lt;br&gt;AND Follow Up</td>
</tr>
<tr>
<td>(Week 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<sup>2</sup> Refer to *Transition Questions in Gospel Communication Resources (GCR)*, *Hybels: 95-117*<sup>+</sup>, Barrs: 163-177, Keller: 115-123


<sup>5</sup> Refer to Packer: 59-63; Keller:159-185, Kennedy: 42-43, 89-90,

<sup>6</sup> Refer to Packer: 63-69; Keller: 186-212, Kennedy: 44-46, 92-93

<sup>7</sup> Refer to Packer: 70-73; Keller: 213-240, Metzger 75-78; Barrs 267-275, Kennedy: 46-51, 93-101

<sup>8</sup> Refer to Metzger: 78-82; Kennedy: 51-54, Chap 9 & 10, Keller: 3-114
<table>
<thead>
<tr>
<th>Date and (Week</th>
<th>Reading Guideline: Miller: 111-156</th>
<th>Presentation 1: “Testimony” from memory</th>
<th>Online Lesson Seven</th>
<th>Stott Reading Report Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1 (Week 8)</td>
<td>Packer: 1-46</td>
<td>Presentation 1: “Testimony” from memory</td>
<td>Online Lesson Seven</td>
<td>Stott Reading Report Due</td>
</tr>
<tr>
<td>November 8 (Week 9)</td>
<td>Packer: 46-91</td>
<td>Presentation 2: “God” section (and all previous) from memory</td>
<td>Online Lesson Eight</td>
<td>Packer Reading Report Due</td>
</tr>
<tr>
<td>November 15 (Week 10)</td>
<td>Packer: 92-126</td>
<td>Presentation 3: “Man” section (and all previous) from memory</td>
<td>Online Lesson Nine</td>
<td>Packer Reading Report Due</td>
</tr>
<tr>
<td>November 22 (Week 11)</td>
<td>Miller: 11-58</td>
<td>Presentation 4: “Christ” section (and all previous) from memory</td>
<td>Online Lesson Ten</td>
<td>None</td>
</tr>
<tr>
<td>November 29 (Week 12)</td>
<td>Miller: 59-116</td>
<td>Presentation 5: “Repentance &amp; Faith” &amp; “Commitment” (and all previous) from memory</td>
<td>Online Lesson Eleven</td>
<td>None</td>
</tr>
<tr>
<td>November 23-25 (No Class)</td>
<td>Thanksgiving Holiday</td>
<td>Thanksgiving Holiday</td>
<td>Thanksgiving Holiday</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 6 (Week 13) (Last day of class)</td>
<td>Miller: 117-152</td>
<td>Presentation 6: “Gospel Summary” (and all previous) from memory</td>
<td>Online Lesson Twelve (Last)</td>
<td>Miller Reading Report Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation 7: “Follow Up” (and all previous) from memory</td>
<td>None</td>
<td>Gospel Presentation Reports (7) Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Your final presentation!</td>
<td>None</td>
<td>Personal Outreach Report Due</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
</table>
| **Articulation (oral & written)**            |              | 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. |
| Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong       |                                                                                                                                                                                                                  |
| **Scripture**                                |              | 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>| 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      |                                                                                                                                                                                                                  |
| <strong>Reformed Theology</strong>                        |              | 1. Student reads various articles by Reformed authors                                                                                                                                                                |
| Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal      |                                                                                                                                                                                                                  |
| <strong>Sanctification</strong>                           |              | 1. Student participates in daily prayer for the 2 individuals they are asked to engage with the Gospel.                                                                                                           |
| Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong       |                                                                                                                                                                                                                  |
| <strong>Desire for Worldview</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. |
| Burning desire to conform all of life to the Word of God. | Strong       |                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winsomely Reformed</td>
<td>Strong</td>
<td>1. Student reads articles and books by authors that are not Reformed, and is shown the value of ecumenicalism.</td>
</tr>
<tr>
<td>Preach</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Worship</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Shepherd</td>
<td>Minimal</td>
<td>1. Student prayerfully chooses 2 individuals in their lives with whom they will intentionally deepen their relationship 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.</td>
</tr>
<tr>
<td>Church/World</td>
<td>Moderate</td>
<td>1. Student learns and/or reads about various traditional ecumenical, as well as current, approaches in regards to Evangelism.</td>
</tr>
</tbody>
</table>
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?