

# **MS 508 EVANGELISM SYLLABUS**



***REFORMED THEOLOGICAL SEMINARY  
HOUSTON***

***SUMMER 2019***

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Lecturer in Evangelism*

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**SYLLABUS FOR MS508: EVANGELISM**

**REFORMED THEOLOGICAL SEMINARY - HOUSTON**  
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**G. MARK SUMPTER**  
**LECTURER IN EVANGELISM**

**COURSE DESCRIPTION:** This course will train students to be thoughtful, engaging, and God-reliant as those who carry out the evangelistic mandate of the church of the Lord Jesus Christ. We take up biblical teaching and application of principles and methods of outreach, evangelism, and discipleship. Through teaching, modeling, and facilitating, we cultivate a deep desire to reach the lost for Christ. Treating one another as gifts and those who are gifted in the body of Christ, this course addresses both ordained servants and the laity and their respective roles in this ministry. Aiming to nurture a culture of outreach and evangelism in the local church is featured.

**COURSE OBJECTIVES:**

**COGNITIVE (KNOW/UNDERSTAND):**

1. The student will be able to present a full explanation of the gospel message, including an introduction, an organized outline of gospel content, relevant biblical references, illustrations, a conclusion, and a follow-up strategy.
2. The student will be exposed to various models of church evangelism.
3. The student will learn how to present his personal testimony.
4. The student will learn how to build bridges to non-Christians as a means to proclaiming the gospel.
5. The student will learn how to handle objections and the people who make them.
6. The student will learn the importance of prayer in any evangelistic endeavor.
7. The student will become aware of barriers that make the gospel presentation difficult today and take steps to overcome these barriers.

**AFFECTIVE (FEEL/MOTIVATION):**

1. The student will gain a greater motivation and compassion for reaching the lost.
2. The student will gain a deeper desire to maintain a God-centered view and practice of evangelism.
3. The student will gain a deeper conviction that the local church body is God's primary means of evangelism.
4. The student will grow in personal confidence and courage for sharing the gospel.
5. The student will become more sensitive to the needs of people in his/her world.
6. The student will cultivate a hunger for prayer for the lost.

**VOLITIONAL (DO/COMPETENCIES):**

1. The student will memorize Scripture texts relevant to presenting the person and work of Christ.
2. The student will be able to write out and verbalize a gospel presentation outline that will enable him or her to effectively present the gospel.
3. The student will write a dialogue with an unbeliever in order to articulate a gospel presentation.
4. The student will participate in two opportunities of evangelistic ministry, as class-time experience.
5. The student will train to do the work of a personal evangelist, aiming to model and facilitate corporate outreach, evangelism, and discipleship through the local church.
6. The student will read classic books on the topic of the evangelistic mandate of the church and its practice.



## Course Objectives Related to MDiv\* Student Learning Outcomes

**MS 508: Evangelism Course/Summer 2019—Mr. Sumpter**

<b>MDiv* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</p>			
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Student required to articulate a complete gospel presentation and a philosophy of ministry of evangelism
<b>Scripture</b>	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.)	Moderate	Required to memorize Scripture verses, with some comprehension of the context (minimal hermeneutics). Redemptive History gives shape to Scriptural basis and practice of evangelism.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Lecture is given on the theological foundations for evangelism.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Emphasis on prayer and heart for evangelism
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Minimal	Philosophical considerations are included.
<b>Winsomely Reformed</b>	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.)	Strong	Relational evangelism and bridge building, as well as an appreciation for other traditions is emphasized.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	Evangelism sermons are required in the RTS/Houston preaching lab Courses.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	Liturgical evangelism and community evangelism are addressed.
<b>Shepherd</b>	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.	Moderate	Philosophy of shepherding, along with corporate evangelism is addressed.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Views of the Christian's relationship to non-believers and understanding worldviews are addressed.

**REQUIRED TEXTBOOKS:** (Required: read 700-725 pages)

1. Anyabwhile, Thabiti. The Gospel for Muslims: An Encouragement to Share Christ with Confidence, 2010, Moody Press, 172 pp.

A highly recommended book for understanding how to share the Gospel with followers of Islam.

2. Kuiper, R. B. God Centered Evangelism (org. ed. 1961; repr 1978), Banner of Truth Trust, 242 pp.

A book on how God's sovereignty, truth, and love motivates the church to evangelize.

3. Metzger, Will. Tell The Truth, 1981:Fourth Edition: 2012, InterVarsity Press, 292 pp.

A focus on gospel content with an emphasis on God-centered evangelism and communication of the whole gospel, i.e., God's holiness and sovereignty, as well as His love.

**OTHER READING (ON RESERVE):**

**Note these books below (these books should be in the RTS/Houston library—*Sumpter Reserved Reading – ask for assistance*).** If you have already read all or some of the above REQUIRED textbooks, then compensate for the page requirements with the list directly below (or with other books approved by the professor). Our class requirement—read 700-725 pp. Certain features/points of some of these will be highlighted (or made use of) in class.

1. Arn, Win & Arn, Charles The Master's Plan for Making Disciples, 1998, Baker Book House, 176, pp.
2. Barrs, Jeram The Heart of Evangelism, 2005, Crossway Pub., 288, pp.
3. Barrs, Jeram Learning Evangelism from Jesus, 2009, Crossway Pub., 288, pp.
4. Beeke, Joel R. Bringing the Gospel to Covenant Children 2010, Reformation Heritage Books, 82 pp
5. Beeke, Joel R. Puritan Evangelism, A Biblical Approach, 1999, Reformation Heritage Books, 52 pp.
6. Bonar, Horatius. Words to Winners of Souls 1979, Baker Book House, 76 pp.
7. Bruce, A. B. The Training of the Twelve (rept 1971), Kregal Publications, 552 pp.
8. Coleman, Robert. The Master Plan of Evangelism 1978, Revell, 126 pp.
9. Denton, Ryan and Smith, Scott A Certain Sound: A Primer on Open-Air Preaching, 2019, Reformation Heritage Books, 128, pp.
10. Green, Michael. Evangelism in the Early Church, (rev. ed. 2004), Eerdmans Pub., 474 pp.
11. Inserra, Dean The Unsaved Christian: Reaching Cultural Christianity with the Gospel, 2019, Moody Publishers, 203,pp.
12. Kennedy, D. James. Evangelism Explosion, 1970, Tyndale (Fourth Edition), 178 pp.

13. Leonard, John S. *Get Real: Sharing Your Everyday Faith Everyday* 2013, New Growth Press, 181 pp.
14. Little, Paul. *How to Give Away Your Faith* 1977, InterVarsity Press, 131 pp.
15. Miller, C. John. *A Faith Worth Sharing*, 1999, P&R Publishing, 133 pp.
16. Miller, C. John *Evangelism and the Local Church*, 1980, Presbyterian & Reformed Pub., 117,pp.
17. Miller, C. John *Outgrowing the Ingrown Church*. 1986, Zondervan, 176 pp.
18. Miller, C. John *Repentance and the 20<sup>th</sup> Century Man*, 1998, Christian Literature Crusade, 127, pp.
19. Packer, J. I. *Evangelism and The Sovereignty of God*, 2012, InterVarsity, 122, pp.
20. Piper, John *Let the Nations Be Glad* Baker Book House, 1993, 240, pp.
21. Pippert, Rebecca Manley *Out of the Salt-Shaker & Into the World*, 1979, InterVarsity Press, 188 pp.
22. Pratt, Richard, L. Jr. *Every Thought Captive*, Presbyterian & Reformed Pub., 1979, 142,pp.
23. Pratt, Richard, L. Jr. *Pray With Your Eyes Open*, Presbyterian & Reformed Pub., 1987, 193, pp.
24. Stiles, Mack J. *Evangelism: How the Whole Church Speaks of Jesus*, 2014, Crossway, 126, pp.
25. Stott, John R. W. *Our Guilty Silence*, 1967 Eerdmans, 116, pp.

#### **RECOMMENDED READING:**

Aldrich, Joseph C. *Gentle Persuasion*

Armstrong, John H. *Five Great Evangelists*

Carson, D. A. *Becoming Conversant with the Emerging Church*

Carson, D. A. *Christ and Culture Revisited*

Chedid, Bassam. *Islam: What Every Christian Should Know*

Chrisope, T. Alan. *Confessing Jesus is Lord.*

Comfort, Ray. *The Way of the Master,*

Conn, Harvey M. *Evangelism.*

Conn, Harvey M. *Eternal Word and Changing Worlds.*

Crockett, *Four Views on Hell.*

Dever, Mark and Mahaney, C.J. *The Gospel and Personal Evangelism*

- Drummond, Lewis A. *The Canvas Cathedral*
- Edgar, William. *Reasons of the Heart.*
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- Engle, James F. and Norton, Wilbert. *What's Gone Wrong with the Harvest*
- Gerstner, John. *Repent or Perish.*
- Greenway, Roger. *Go and Make Disciples.*
- Harris, Ethan E. *The Gospel According to Joseph Smith.*
- Horton, Michael. *Christ the Lord.*
- Keller, Tim. *Center Church.*
- Lewis, C. S. *Mere Christianity*
- Lewis, Robert. *The Church of Irresistible Influence.*
- Long, Jimmy. *Generating Hope*
- Keller, Tim. *Center Church.*
- Lewis, C. S. *Mere Christianity*
- Lewis, Robert. *The Church of Irresistible Influence.*
- Long, Jimmy. *Generating Hope*
- MacArthur, John. *Evangelism: How to Share the Gospel Faithfully*
- Miller, C. John. *Powerful Evangelism for the Powerless.*
- Murray, Ian. *The Invitation System*
- Niebuhr, H. Richard. *Christ and Culture.*
- Nicholas, David. *Whatever Happened to the Gospel?*
- Ortiz, Manuel. *The Hispanic Challenge*
- Pippert, Rebecca Manley. *Out of the Saltshaker.*
- Richardson, Rick. *Evangelism Outside the Box*
- Reisinger, Ernest C. *Lord and Christ*
- Reisinger, Ernest C. *Today's Evangelism*
- Warfield, Benjamin B. *The Plan of Salvation*

Webber, Robert E. Ancient-Future Evangelism

Wells, David F. God in the Wasteland.

Wells, David F. No Place for Truth.

Wells, David F. Turning to God.

Zwemer, Samuel M. (Greenway, Editor). Islam and the Cross.

## **REQUIREMENTS AND EVALUATION:**

### I. Class attendance and discussion.

You will be expected to participate in the class discussion, especially as we interact with the textbooks and assigned reading, as well as the required papers. We will also occasionally break into small groups. Since this class is over two weekends, strive for perfect attendance.

### II. Reading and Scripture Memory (**25% of course grade**)

#### Textbook reading

Our reading will follow this order: Kuiper, Metzger, and Anyabwhile. Be ready to participate and interact in the class on aspects of our reading. Your total reading of 700-725 pp will be reported at the last class meeting—the instructor will hand out a *Reading Report* to be turned in.

At the beginning of the class, or at the instructor's discretion, there will be a 5-10 minute period set aside for a quiz. Quizzes will be designed to help motivate the student to fulfill the Scripture memory work. Memorization can be done with the following versions: **New International Version, New King James, New American Standard or English Standard Version.**

## **Schedule**

<b>Date</b>	<b>Scriptures to Memorize</b>
June 21	Matthew 5:48; Hebrews 9:27
June 22	John 3:16; Genesis 1:1; Psalm 100:3; Romans 6:23
July 19	Romans 3:23; 1 John 3:4; Acts 16:31; Ephesians 2:8-9;
July 20	John 1:1, 14; 2 Corinthians 5:21; John 14:6; Acts 17:30-31

### **III. Papers (**25% of course grade**)**

**Two** papers are required for the course.

Papers **must** be (You can lose points on this requirement if you do not follow it verbatim):

1. Double-spaced
2. 12 point/Times Roman typeset with standard margins.
3. Numbered (orderly pagination)
4. Contain a cover sheet, with name on the cover sheet only (not throughout the paper)

#### **A. Gospel Presentation Outline [with Scripture references, illustrations]**

Length: 4-5 pages.

This outline is to include: Introduction (greeting, opening courtesy), Religious Background, Brief Word of Hope or Testimony, Questions of Interest, Biblical Content, Transitions, Citations of Scripture, Life Illustrations, Clarifying Questions, Conclusion

The paper should be in outline form, with 2-3 sentences of explanation under points.

#### **B. Write a Dialogue [Imaginative conversational format]**

Length: 4-5 pages

This dialogue might be with a family member, relative or acquaintance (can be imaginary person). Include a full gospel presentation, as if you would explain the gospel to him or her. Although flexibility is allowed, include a gracious introduction/transition, major points, sub points, some Scripture quotes (references not necessary), at least five (5) illustrations, a means of response and a follow-up (how to grow) section. Your dialogue should include an objection and a question on the part of the conversation partner; and then, you offer an answer regarding the matter.

### **IV. Small Group Training Project: prepare curriculum for 2 classes—as an start—for training—(**40% of grade**)**

Length: 7-8 pages

Imagine you are preparing curriculum for training. Based on lectures, reading, practicum, previous experience and observations, etc., write 1) a statement of the purpose for evangelism and 2) statement of your approach [philosophy] of evangelism. Prepare material for two classes. Explain how you would conduct these first two classes for training. Each class session should include 2-3 aims, 3-4 points of content you plan to cover, 5-6 discussion questions, and at one role play. Consider large group and/or small group approaches to carrying out the training. Include any relevant explanation that prepares the user for your biblical and/or theological basis, convictions, and/or orientation.

### **V. Practicum Experience (write-up 2 pages of a reflection paper)—(**10% of grade**)**

Students will take part in one class practicum/training session. The student will glean a range of knowledge,

experience, and personal growth. The class will be on-the-street, in neighborhoods, town squares, and other areas where opportunities for ministry exist. Reflection papers help to solidify learning.

## **SCHEDULE OF CLASS SESSIONS—June/July 2019**

LECTURE: *Friday Evening—June 21<sup>st</sup> 6:30-9:30 PM*

LECTURE: *Saturday—June 22<sup>nd</sup> 8 AM-5:00 PM*

*Saturday Practicum—June 29<sup>th</sup> 1:00-5:00 PM (Required participation)*

*Make-Up: Saturday Practicum—August 3<sup>rd</sup> 1:00-5:00 PM*

LECTURE: *Friday Evening—July 19<sup>th</sup> 6:30-9:30 PM*

LECTURE: *Saturday—July 20<sup>th</sup> 8:00 AM-5:00 PM*

## **POLICY ON CHEATING AND PLAGIARISM:**

Research papers require borrowing other people's ideas and words. However, the source of such borrowing must be acknowledged properly so that your ideas are clearly distinguished from ideas that you borrowed. If the source is not acknowledged properly, your work is plagiarism.

For an excellent summary on what constitutes plagiarism, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (rev. by Wayne C. Booth, etc.; 7th ed.; Chicago: University of Chicago Press, 2007), pp. 77-80 (section 7.9).

Plagiarism includes word-for-word copying, lifting terms, restatement of someone's argument or line of thought, etc. – all without acknowledgment of source. Plagiarism also includes giving a source partial credit when more is taken from that source than indicated.

Plagiarism, whether intentional or unintentional, is very serious. All plagiarism cases are referred to the Academic Dean for resolution. Consequences may include some of the following:

- repeat the assignment and receive a maximum of a D on the assignment
- receive an F on the assignment
- receive an F in the course
- expulsion from the seminary

**POLICY ON GRAMMAR AND SPELL CHECK:** Any work turned in which appears to lack “proofing” or displays poor grammar will receive an appropriate penalty affecting the grade.

## **SPIRITUALITY QUESTIONNAIRE**

Thank you for this time to get acquainted. Please answer the questions to the best of your ability.

- 1) How would you define God?
- 2) Can a person know God? (How?)
- 3) Who was/is Jesus Christ?
- 4) What is the biggest problem, in your opinion, facing humankind today?
- 5) What is (how do you define) “sin?”
- 6) How do you feel about the church (and/or Christianity) and why do you feel this way?
- 7) How would you define the concept of salvation? Do you think that there is only **one** way to reach God? (Elaborate)
- 8) What happens after we die?
- 9) How would you define a “Christian?”
- 10) How does a person get to heaven?
- 11) What is your philosophy of life?
- 12) What do you think is common to world religions? How do they differ?

Name \_\_\_\_\_

**MS508 Evangelism/Summer  
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G. Mark Sumpter, Lecturer**

## **YOUR BACKGROUND**

(Please Complete Before the First Lecture – ***BE VERY BRIEF!***)

4. Consider your experience in attending or participating in evangelistic meetings or events (church, campus, small groups, crusades, etc.). What have you seen, liked, disliked? **Why?**
  
  
  
  
  
  
  
  
  
5. How does your home (or present) church and/or pastor fulfill the evangelism mandate of Christ?
  
  
  
  
  
  
  
  
  
6. What are some ways in which you are presently involved in or could be more involved in reaching others for Christ?
  
  
  
  
  
  
  
  
  
7. What are your long-term ministry goals (if you know) - evangelist, pastor, missionary, teacher, professor, involved layperson, other...?
  
  
  
  
  
  
  
  
  
8. What do you hope to receive from a class/course on evangelism? What area do you want to see addressed? In what ways do you hope to be helped? Be honest and frank.

## **RTS Houston Classroom Internet Usage**



RTS Houston recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made wi-fi available for our student body. We know that students need to use the internet to download class materials, access files on the Cloud, and to access other important information.

However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can see their computer screens. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS.

So, how can these challenges be addressed? One option is to turn off the internet entirely. But, we recognize that this creates problems for students who use it for legitimate reasons. Thus, we prefer to address this problem by appealing to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We are asking each student to take personal responsibility for their behavior in this area and to encourage others around them to do the same.

In order to encourage this accountability, and to change the culture of the campus as it pertains to the internet, we are asking each student to sign the pledge below at the beginning of each term. As a pledge, we ask you to sign with integrity and with an honest desire to keep it.

**"On my honor as a student at Reformed Theological Seminary, and as a one preparing for the gospel ministry, I pledge that I will use the internet in the classroom only for appropriate class-related activities."**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_