I. **Course Description**
Evangelistic Practices explores the praxis of evangelism from the contexts of the individual faith-sharer and the local church. The course examines the biblical, theological, and historical foundations for evangelism, church growth, and church planting to include various concepts, models, techniques, and methods used by disciple-making congregations. Students will also explore how the local church partners in world evangelization.

*Further Description*
Students will emerge from this course with the knowledge base, practical skills, and desire to engage in evangelistic practices that will lead people to Christ, and grow local churches that make disciples locally, cross-culturally, and globally.

II. **Student Learning Outcomes**
As a result of this course, students will be able to:

1. Not assessed in this course.
2. Not assessed in this course.
3. Not assessed in this course.
4. b. Articulate a theology of evangelism that informs the practice of evangelism.
5. Not assessed in this course.
6. a. Demonstrate proficiency in doing personal evangelism.
6. b. Define what a disciple is and how to do evangelism so that one makes disciples.
6. c. Analyze the use of spiritual gifts when doing personal evangelism.
6. d. Delineate Church Growth as a missionary strategy that has implications for how a local church does evangelistic outreach.
III. Course Requirements

a. Textbooks and Other Materials


b. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

c. Assignments/Assessment of Student Learning
1. A. Carefully read Luke and Acts to document how Jesus and the NT church practiced evangelism. B. List in outline format chapter and verse examples of evangelism to include preaching, witnessing, teaching, apologetics, signs and wonders, church planting activities, and strategizing. C. Based on the outline, write a summary of how evangelism was practiced in Luke/Acts. D. Conclude with a concise definition of evangelism that comes from your encounter with Luke/Acts. E. Next, write a summary of the Gospel message that is communicated in Luke/Acts. In other words, what is the gospel that is taught and preached in Luke/Acts? How is the gospel that Jesus preached changed in the post-resurrection context of Acts? Pay close attention to the sermons and Paul’s testimony. F. After that, tell what makes a person a disciple in Luke/Acts. Give concrete details. G. Finally, describe the relationship between empowered ministry (spiritual gifts) and evangelism in Acts. In other words, how did God gift the church and its leaders to do effective evangelism? Hint, gifting for the evangelistic task is larger than the office of evangelist. It assumes that the church is called and equipped by God to do evangelism.

In summary, this assignment has six parts. 1. Read Luke/Acts and produce a list of examples that show how evangelism is practiced in Luke/Acts. (3-4 pages) 2. Write a summary that describes how evangelism was practiced in Luke/Acts. (2 pages) 3. Conclude this summary with a concise definition of evangelism. 4. Summarize the gospel message in Luke/Acts. How is the gospel message that
Jesus preaches changed in light of the crucifixion and resurrection in Acts? (2 pages) 5. Describe what a disciple is in Acts. In other words, what are the visible marks of a disciple in Acts? (1 to 2 page) 6. Reflect on the relationship between the evangelistic mission of the church and spiritual gifts. (1 page) The total pages for this assignment are 7 to 10. See Course Schedule for due dates.

2. Write an interactive book review of McRaney’s *The Art of Personal Evangelism* and Hunter’s *Should We Change Our Game Plan*. Each review should not be longer than five pages. See Course Schedule for due dates. McRaney’s book is written from a Baptist perspective. It covers the classical dimensions of personal evangelism. Hunter comes from a United Methodist perspective. His book helps the church evangelize the “no religious preference” group in the context of rising secularism. Secularism is the new context in which the American church must learn to do mission.

Format: Begin the book review with a summary statement. From each chapter, list three important insights. Reflect on at least one of the insights from each chapter. Conclude the review with a personal reflection on the book and its content as it relates to the ministry challenge of evangelism.

3. Carefully read Green’s *Evangelism through the Local Church*. Green is a New Testament scholar from the Anglican tradition. Write a short interaction reflection on each of the 15 chapters. (1 to 2 pages) One reflection will be due each week. Note, the original book was written in 1990. The new edition has been updated but may still feel a little bit dated. I am using this book because Green is the foremost biblical scholar on the topic of evangelism. Plus, he relates the NT practice to the work of the local church. P/F Assignment.

Format: In the first paragraph, write a short summary of the chapter content. List insights and offer short reflections on them. Relate the insights to the task of evangelism. In other words, how does the insight translate into ministry outcomes? Conclude the reflection with a summary statement.

4. Do personal evangelism! Each student will submit three evangelistic case studies using the form that is attached to this syllabus. Students should start doing evangelism before the class begins. Two of the case studies must have occurred since June 2015. One must include an unbeliever that has no prior connection to you or your ministry. This course requires that you do “marketplace” evangelism. That means you have to step out of your comfort zone and actively seek to connect with a non-believer who has no connection to a local community of faith. Be prepared to submit one of your case studies to your small group during class. In the small group, you will reflect on what you did, what God did, and the human context. Selected case studies may be shared with the class. Note: students are encouraged to substitute a Matthew Party for one of their evangelism case studies. Additionally, students who successfully do a Matthew Party will receive 2 points extra credit added to your final grade. Matthew parties will be explained in class.
A final caution: evangelism case studies of believers who are a part of a Christian fellowship will not be accepted since that is not evangelism. See Course Schedule for due dates.

5. Write a five page personal theology of evangelism and tell how it will inform your practice of evangelism. A. Reflect on the sources listed below. You may refer to other sources to include required texts. The sources may show disagreement. B. Describe your theology of evangelism. C. Tell how your theology will influence how you practice personal and church based evangelism. Read Martin Kahler’s section “Evangelism as a Theological Task” in *The Continuing Conversion of the Church* (Grand Rapids, MI: Eerdmans, 2000) 23-27.

https://books.google.com/books?id=X8uABQJQ0ukC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
Read Alvin Reed’s “A Theology of Evangelism,” in Evangelism Handbook, 128-147

http://books.google.com/books?id=dh6RHGIHrAC&pg=PA129&lpg=PA129&dq=%22theology+of+Evangelism%22+alvin+reed&source=bl&ots=HWfV0ljraK&sig=2HSDrFtvWAX7fblHWh3TjdbhXU&hl=en&sa=X&ei=AEKnU7ypKcuSyASiy0HQAO&ved=0CDIQ6AEwAzgK#v=onepage&q=%22theology%20of%20Evangelism%22%20alvin%20reed&f=false
Read Robert Coleman’s *A Theology of Evangelism* http://enrichmentjournal.ag.org/199901/098_theology_evangelism.cfm
For a good lesson on this topic, you may listen to Bob Tuttle’s lecture on the “Theology and Practice of Evangelism at http://www.biblicaltraining.org/theology-and-practice-of-evangelism/robert-tuttle
William Abraham’s *The Logic of Evangelism* (Grand Rapids, MI: Eerdmans, 1989) is the classic text on theology of evangelism. You may want to consult this book.

6. A final exam will cover lectures and required reading. It will require the student to demonstrate how to use the evangelism matrix that is taught in class via case studies. The final will include material on church planting and church growth.

d. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts assignments 1-5</td>
<td>4a, 6b, and 6c</td>
<td>20</td>
</tr>
<tr>
<td>Interactive book reviews 5% each</td>
<td>4a, 4b, and 6d</td>
<td>10</td>
</tr>
<tr>
<td>Green 15 Interaction reflections P/F</td>
<td>4a, 6b and 6c</td>
<td>30</td>
</tr>
<tr>
<td>Evangelism case studies P/F</td>
<td>6a</td>
<td>15</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Lecture/Topic</td>
<td>Readings/Assignments</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8/31- 9/6</td>
<td>Assignments due on Sunday at 6pm</td>
<td></td>
</tr>
<tr>
<td>9/7-13</td>
<td>McIntosh book review, Green 1st Interaction</td>
<td>Part 1 Luke/Acts, Be prepared to share your personal testimony with your small group, Green 2nd Interaction</td>
</tr>
<tr>
<td>9/14-20</td>
<td>Green 3rd Interaction, Green 4th Interaction</td>
<td></td>
</tr>
<tr>
<td>9/28-10/4</td>
<td>Green 5th Interaction</td>
<td>1st Evangelistic Case Study, Green 6th Interaction</td>
</tr>
<tr>
<td>10/5-11</td>
<td>McRaney book review, Green 7th Interaction</td>
<td></td>
</tr>
<tr>
<td>10/12-18</td>
<td>Part 4 Luke/Acts, Green 8th Interaction</td>
<td></td>
</tr>
<tr>
<td>10/19-25</td>
<td>Green 9th Interaction, Green 10th Interaction</td>
<td></td>
</tr>
<tr>
<td>11/2-8</td>
<td>2nd Evangelistic Case Study, Green 12th Interaction</td>
<td></td>
</tr>
<tr>
<td>12/7-13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. **Recommendations for Lifelong Learning**
Please consult the bibliography for additional reading options. Many organizations exist to promote evangelism and equip individuals and local churches to do evangelism. Most assume a theological bias and/or focus on a “get saved” mentality. This course gives students the tools to evaluate such programs. Remember, the Bible calls us to make disciples. Define the term so that it can be seen as an end goal of your practice of evangelism.

For those who want to excel in the study or professional practice of evangelism, you may participate in the Academy of Evangelism in Theological Education. The Academy also publishes a journal named Witness. Past issues may be viewed online at [http://aete.co/pm-pastjournals](http://aete.co/pm-pastjournals). There are several academic journals related to Church Growth and revival. Many are located in the ATS library or on its electronic database. The Great Commission Research Journal (formerly the Journal of the American Society for Church Growth) may be viewed online at [http://journals.biola.edu/gcr/about/](http://journals.biola.edu/gcr/about/). The Mid-American Baptist Theological Seminary publishes the Journal of Evangelism and Missions at [http://www.mabts.edu/resources/publications/the-journal](http://www.mabts.edu/resources/publications/the-journal). The following link offers a plethora of online journals and other helpful information on church planting [http://www.nextchurch.org/links/manuals.html](http://www.nextchurch.org/links/manuals.html).

Above all else, make faith-sharing a habit and a core value of the church in which you serve. Hold yourself accountable to others. Stay connected to the HS so you can flow with God when evangelism opportunities present themselves to you.

VI. **Seminary Guidelines**

a. **ATS Academic Integrity Policy**
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

b. **Academic Support Services**
If you need assistance with writing for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, test taking skills and time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419.289.5162 or by email at atswc@ashland.edu.

c. Students with Disabilities
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

d. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References


Also, Green’s *New Testament Evangelism: Lessons for Today* is a very helpful book. It is out of print but may be bought used or procured through the library.


Sjogren, Steve, Dave Pind, Doug Pollack. *Irresistible Evangelism, Natural Ways to Open Others to Jesus*. Loveland, CO: Group Publishing, 2009


Evangelism Case Study Form
(Please format this form on your computer and type your case studies.)

Date of Encounter: ____________
Name________________________________________

Note: Encounters should be recent because the course requires you to reflect on evangelism from the context of doing it.

1. **Background:** Context of conversation: where, when, and with whom? Analyze the cultural identity, emotional needs, and spiritual beliefs of the person to whom you witnessed. What is your connection to the person?

2. **Description:** What happened? How did the conversation begin, continue, and conclude? How did you transition the conversation to a topic or area that lent itself to evangelism?

3. **Analysis:** Specifically, what was the evangelistic content of the encounter; that is, why does this qualify as an evangelistic encounter? What evidences of the Holy Spirit did you sense in this encounter? Where was God at work in this encounter? Did you sense a “God” moment or the operation of spiritual gifts? What did you do well? How could you have been more “effective?” How did this encounter inform or challenge your theology of evangelism? How will you follow-up? Use the eight step model for the 2nd and 3rd case studies. It will be taught in class.