

EVG 5513 AS/EVANGELISTIC PRACTICES

ASHLAND THEOLOGICAL SEMINARY

Fall, 2020, Cleveland

Starting September 3, Thursday 6 – 9

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Students may schedule Zoom appointments with the professor by appointment

Face-to-face Sept 3, 17, Oct 1, 15, 29, Nov 12, Dec 10

Zoom Sept 10, 24, Oct 8, 22, Nov 5, 19, Dec 3, 17

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, theology, and aspiration to engage in evangelistic practices that will lead people to Christ, and grow local churches that make disciples locally, cross-culturally, and globally.

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

Degree Learning Outcomes for the Master of Divinity

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry
5. Develop ongoing just and moral practices that bear witness to the full scope of the kingdom of God
6. Exhibit effective ministry skill sets related to intended areas of service Requirements for Graduation.

Student Learning Outcomes for Evangelistic Practices

As a result of this course, the student will be able to:

1. Describe the New Testament practice of evangelism.
2. Not assessed in this course.
3. Not assessed in this course.

4. Articulate a theology of evangelism that informs how you practice evangelism.
5. Not assessed in this course.
6. A. Use the 8-step model to demonstrate effective evangelism.
6. B. Show how to use social media as a tool to do evangelism.
6. C. Circumvent personal barriers that impede your ability to do personal evangelism.

II. Course Requirements

A. Textbooks and Other Materials

Green, Michael. *Evangelism through the Local Church: A Comprehensive Guide to All Aspects of Evangelism*. Vancouver, BC: Regent College Publishing, 2012. 978-1573834452

Hunter, George G. III. *Radical Outreach*. Nashville, TN: Abingdon Press, 2003. 9780687074419

McRaney, Will. *The Art of Personal Evangelism: Sharing Jesus in a Changing Culture*. Nashville, TN: B&H Academic, 2003. 9780805426243

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 (2 weeks) 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. Articulate a biblically informed definition of evangelism. After completing the assignment, the student will realize the many ways in which Jesus and the New Testament community practiced evangelism. This will inform how the student conceptualizes the ministry of evangelism and will help the student correct erroneous notions about evangelism that have their basis in ideas and practices that are not derived from scripture. Furthermore, it will lay a foundation for how the student does evangelism.

A. Carefully read Luke and Acts. When you identify a passage that relates to evangelism, mark it down on a sheet of paper and say something about the text. Afterward, place all the identified evangelism passages with remarks on a table (Word or Excel). List them in the order that they appeared in Luke/Acts. The table will have two columns. The first will be the passage. The second will be a brief description of the passage related to evangelism. See the below example.

Scripture	Description
Acts 2:14-41	After receiving the Holy Spirit in dramatic fashion (power encounter), Peter preaches to the stunned crowds who are amazed that all can hear the gospel in their own language. After putting the event in a prophetic perspective, the crowds are convicted. Peter tells them to repent and be baptized (Acts 2:38). Thousands were evangelized.

The number of evangelism passages that you list on the table in part A will influence the content in the next parts of this assignment. It's important that you identify as many evangelistic passages as possible. See the grading rubric.

B. Organize the identified passages from part A into thematic groups. Produce a separate table for each grouping. Each table should include all the evangelism passages that belong to an identified thematic group. A passage may be placed in more than one thematic grouping if the passage exemplifies more than one type of evangelism. Let your entries from part A determine your groupings. Some sample groupings are preaching, witnessing, and power evangelism.

C. Beneath each of the grouping tables from part B, write a summary statement that synthesizes the content of the passages in that group. For example, if power evangelism was one of your group headings, your summary statement could state, “Often Jesus and his disciples did miracles that attracted large crowds that listened to the message they preached. In light of the miracle and the preaching, the evangelists invited people to become disciples.”

D. Based on your groupings (B), all your summaries statements (C), and your reading of Luke/Acts, describe how Jesus and the New Testament Church in Acts practiced evangelism. This should be one to two paragraphs.

E. Conclude this assignment with a concise definition of evangelism. The definition must connect with your summary statements about evangelism in Luke/Acts. The definition should be no more than three sentences.

Grading rubric for this assignment

Category	Outstanding	Good	Average	Poor	Score
A. Identify examples of evangelism in Luke/Act and list them on a table	Identified 40 or more examples of evangelism	Identified 33 – 39 examples of evangelism	Identified 32 – 23 examples of evangelism	Identified 22 or fewer examples of evangelism	20 points
B. Create Thematic Groupings from the Data in A	Created 12 or more thematic groupings that accurately organized the data from A in tight categories that accentuated a single type of evangelism.	Created 9 – 11 thematic groupings that accurately organized the data from A in tight categories that accentuated a single type of evangelism.	Created 6 – 8 thematic groupings that organized data from A in thematic categories. Some groupings may contain more than one type of evangelism.	Created 5 or less thematic groupings that attempted to organize data from A into thematic categories. Some groupings may contain more than one type of evangelism.	20 points
C. Articulate a summary statement that synthesizes the material in each grouping	The summary statements condensed all the scriptures from each thematic	The summary statements condensed most of the scriptures from each thematic	The summary statements condensed half of the scriptures from each thematic grouping	The summary statements do not condense half of the scriptures from each thematic	20 points

	grouping into a descriptive sentence that captures the essence of the theme.	grouping into a descriptive sentence that captures the essence of the theme.	into a descriptive sentence that mostly captures the essence of the theme.	grouping into a descriptive sentence that captures the essence of the theme.	
D. Based on the material presented in C, describe how Jesus and NT practitioners did evangelism in Luke/Acts.	Draws from all the summary statements in C to describe how Jesus and the New Testament Church practiced evangelism in a coherent manner.	Described how Jesus and the New Testament Church practiced evangelism but fails to incorporate all the summary statements from C.	Inadequately described how Jesus and the New Testament Church practiced evangelism and failed to incorporate all the summary statements from C	Improperly describes how Jesus and the New Testament Church practiced evangelism because the content in part C was not correct.	20 points
E. Based on parts A, B, C, and D of this assignment, define NT evangelism in three or less sentences.	In three or less sentences, properly defined New Testament evangelism in a way that is consistent with Luke/Acts and builds on parts A, B, C, and D.	In four or more sentences, properly defined New Testament evangelism in a way that is consistent with Luke/Acts and builds on parts A, B, C, and D.	In three or less sentences, defined New Testament evangelism in a way that is mostly consistent with Luke/Acts. To a great extent, it builds on parts A, B, C, and D.	Did not define New Testament evangelism in a way that is consistent with Luke/Acts or build properly on parts A, B, C or D.	10 points
F. Use proper grammar and format correctly	Had 5 or fewer errors	Had 6 – 10 errors	Had 11 – 15 errors	Had 16 or more errors	10 points

2. A. Identify the various sermons and testimonies in Acts and describe the gospel message (kerygma) that the NT Church preached in accordance with the below example.

Scripture	Sermon Summary
Acts 2:14-41	<ul style="list-style-type: none"> -All can be saved if they call on the name of the Lord. -Declares that Jesus did miracles, signs and wonders; was killed on the cross; was resurrected by God so his body saw no decay; fulfilled OT prophecies, gives the Holy Spirit; and is the Lord and Messiah. -Tells the people to be saved by repenting and being baptized. -Says that all who come to Christ will receive the promise of the Holy Spirit.

Do this for each sermon that you identify.

B. Underneath the table from 2 A., annotate the preaching themes of the early church, based on the study of the sermons in the book of Acts. In other words, what was the gospel (kerygma) that the New Testament church preached.

Grading Rubric for this Assignment.

	Outstanding	Good	Average	Poor	Score
Identify the sermons in Acts	Identified 17 or more sermons, testimonies, or teachings that present the gospel.	Identified 13 – 16 sermons, testimonies, or teachings that present the gospel.	Identified 9 – 12 sermons, testimonies, or teachings that present the gospel.	Identified 8 or less sermons, testimonies, or teachings that present the gospel.	30 Points
Describe the component parts of each sermon	Fully described the component parts of each sermon, testimony, or teaching.	Mostly described the component parts of each sermon, testimony, or teaching.	Partly described the component parts of each sermon, testimony, or teaching.	Inadequately described the component parts of each sermon, testimony, or teaching.	30 Points
Annotate the preaching themes in Acts	Fully annotated the preaching themes from the various sermons, testimonies, and teachings.	Mostly annotated the preaching themes from the various sermons, testimonies, and teachings	Partly annotated the preaching themes from the various sermons, testimonies, and teachings	Inadequately annotated the preaching themes from the various sermons, testimonies, and teachings	30 Points
Use proper grammar and format correctly	Had 5 or fewer errors	Had 6 – 10 errors	Had 11 – 15 errors	Had 16 or more errors	10 Points

4. In accordance with the format, reflect on McRaney’s *The Art of Personal Evangelism* and Hunter’s *Radical Outreach* in accordance with the listed format. Points will be deducted if you do not follow the format. 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. He coined the term “apostolic church” in evangelism studies. Secularism is the new context in which the American church must learn to do mission.

Format: After reading the given book, write a summary paragraph of the book. Afterward, write a one-page reflection on each of the chapters (five chapters in Hunter and nine in McRaney). The chapter reflection will include: a summary statement of the chapter content, three bulleted insights from the chapter content, a reflection on one of the bulleted insights. After completing the reflections for each of the chapter, complete the assignments with a personal reflection of the book.

Grading Rubric

1. Summary Paragraph of Book

10 Percent

- | | |
|--|------------|
| 2. For each chapter | 70 Percent |
| A. Summary Paragraph | |
| B. Three bullet insights | |
| C. A paragraph reflection on one of the insights | |
| 3. Personal Reflection of Book | 10 Percent |
| 4. Proper Grammar | 10 Percent |

5. Carefully read Michael 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 in accordance with the format. (1-page doubled space)
For each chapter, write a summary paragraph, three bullet insights, and a reflection paragraph.

Grading Rubric for each chapter

- | | |
|---|------------|
| 1. Summary Paragraph | 30 Percent |
| 2. Three bullet insights | 30 Percent |
| 3. A paragraph reflection on one of the insight | 30 Percent |
| 4. Proper grammar | 10 Percent |

Note, the original book was written in 1990. The new edition has been updated. 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. Also, even though he wrote primarily from the British perspective, his content is very relevant to modern America. P/F Assignment.

6. In class small groups, analyze four case studies and tell how to evangelize the identified people using the content presented in this course via small group report to class. Analyze the Molly case study by means of the 8-step personal evangelism model. The case studies will be distributed during class.

Small group activity with the Molly cases study: Emotional Barrier A. After reading the Molly case study, identify three of her statements that convicted you and state why you were convicted by them. B. Interact with other students about the Molly statements that they listed. C. After interacting with other students about Molly's hostility to Christianity, state how you would minimize her hostilities when attempting to evangelize her.

7. Do personal evangelism! Each student will submit three evangelistic case studies using the form that is attached to this syllabus (P/F). Students should start doing evangelism before the class begins. One case study must be completed with 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 (i.e., your inner circle of friends, relatives, and church members) 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. 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.

The last evangelism case study will be written to reflect the integration of the evangelism plan that you learn in class. In other words, you will follow the eight-step model that I teach you.

8. Demonstrate your ability to use social media to do evangelism. Each part equals 5 points.
 - A. Write a three-page paper about doing evangelism with social media. Include at least five reputable sources.
 - B. Participate in threaded discussions that consider social media etiquette, various platforms, and your preferences.
 - C. Demonstrate your ability to utilize social media for doing personal evangelism by effectively utilizing a social media platform, (e.g., a YouTube video, an evangelistic blog, a social media presentation, or a discussion group).

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Evangelism in Acts	1.	15
Sermons in Acts	1.	5
Two interactive book reviews	4., 6c.	10
Green 15 interaction reflections P/F	4., 6c.	30
Evangelism case studies	6a.	10
Doing evangelism P/F	6a., 6c.	15
Social media paper, threaded discussion, and project.	6b.	15
Pre and post class survey	6c.	0

III. Course Schedule (Note: classes alternate between in-person and Zoom)

*Italicized assignments are submitted for grade.

On Campus Sept 3, 17, Oct 1, 15, 29, Nov 12, Dec 10

Zoom Sept 10, 24, Oct 8, 22, Nov 5, 19, Dec 3, 17

<i>Class</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Assignments</i>
		<i>Take pre-class survey before Sept 3.</i>	<i>Pre-class survey</i>
		<i>Pass the Syllabus Quiz on Blackboard before Sept 3.</i>	<i>Syllabus Quiz</i>
1	Sept 3	Billy Graham video, giving a testimony, invitational preaching, introduction to class	<i>Threaded Discussion, Write Personal Testimony, 1st Interaction Reflection</i>
2	Sept 10 Zoom	Is there an OT basis for evangelism? Deductive and inductive evangelism. Identifying personal barriers to evangelism.	<i>1. A Luke/Acts, Share Personal Testimony with Small Group 2nd Interaction Reflection</i>
3	Sept 17	The woman with the issue of blood. Felt needs evangelism. The inductive approach. See video with worksheet.	<i>1. B Luke/Acts, 3rd Interaction Reflection</i>
4	Sept 24 Zoom	Isaiah 6, a conversation paradigm. Conversion. The McIntosh Model. Biblical case studies.	<i>1. C Luke/Acts, 4th Interaction Reflection</i>
5	Oct 1	Parable of the Sower examined. Sociological models of receptivity and marketing with examples.	<i>1st Evangelistic Case Study, 1. D and E Luke/Acts, 5th Interaction Reflection,</i>

6	Oct 8 Zoom	Lk 24, Barriers to evangelism. Apologetics.	<i>6th Interaction Reflection</i>
7	Oct 15	Mk 1:40-45, why did the leper come to Jesus. Styles and approaches. The CSS&S model. Determine personal style. See handout.	<i>2. A and B Sermon from Luke/Acts, 7th Interaction Reflection</i>
8	Oct 22 Zoom	Writing your testimony. Putting it all together. Using the 8-step model. Small group evangelism case studies with handouts. Molly handout.	<i>McRaney's interactive book review, 8th Interaction Reflection,</i>
9	Oct 29	The man at the Gate Beautiful. Discuss Molly case study. Power evangelism. Evangelism and spiritual gifts.	<i>Submit Molly Case Study 9th Interaction Reflection,</i>
10	Nov 5 Zoom	The Rich Young Ruler. Defining evangelism, approaches to evangelism. See handout.	<i>2nd Evangelistic Case Study, 10th Interaction Reflection</i>
11	Nov 12	Matt 9. NT Evangelism word study. Is evangelism a NT term?	<i>11th Interaction Reflection, 8 A Social media paper</i>
12	Nov 19 Zoom	Jesus knocking at the door. Evangelism as social protest, Michael Green video.	<i>Hunter's interactive book review, 8. B Social Media threaded discussion, 12th Interaction Reflection</i>
13	Dec 3 Zoom	Making an evangelism flow plan for a church. Church planting. Example from Centenary Church	<i>8. B Social Media threaded discussion, 13th Interaction paper</i>
14	Dec 10	The imperative for church planting. Church planting as a missionary strategy. Models for church planting	<i>3rd Evangelistic Case Study, 8. B Social Media threaded discussion, 14th Interaction Paper</i>
15	Dec 17 Zoom	Present social Media projects	<i>8. C Social Media project, 15th Interaction paper,</i>
		Take post-class Survey on December 17	<i>Take post-class Survey</i>

IV. 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>. 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/>. The Mid-American Baptist Theological Seminary publishes the Journal of Evangelism and Missions at <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>.

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.

V. 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. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit Writing Center Online and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	

C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VI. Selected Bibliography or References

Abraham, William J. *The Logic of Evangelism*. Grand Rapids, MI: Eerdmans Press, 1989.

Barna, George. *Church Marketing: Breaking Ground for the Harvest*. Ventura, CA: Regal Books, 1992.

_____. *Turn-Around Churches*. Ventura, CA: Regal Books, 1993.

Dawson, Scott, ed. *Complete Evangelism Guidebook, The: Expert Advice on Reaching Others for Christ*. Grand Rapids, MI: Baker Books, 2008.

Dever, Mark. *The Gospel and Personal Evangelism*. Wheaton, IL: Crossway Books, 2007.

Green, Michael. *Evangelism in the Early Church*. Grand Rapids, MI: Eerdmans Publishing, 2004.

_____. *Evangelism through the Local Church: A Comprehensive Guide to All Aspects of Evangelism*. Nashville, TN: Thomas Nelson Publishers, 1992.

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.

Hunter, George III. *Radical Outreach: Recovery of Apostolic Ministry and Evangelism*. Nashville, TN: Abingdon Press, 2003.

_____. *The Apostolic Congregation: Church Growth Reconceived for a New Generation*. Nashville, TN: Abingdon Press, 2009.

_____. *The Celtic Way of Evangelism: How Christianity Can Reach the West...Again*. Rev. Nashville, TN: Abingdon Press, 2010.

June, Lee. *Evangelism and Discipleship in African-American Churches*. Grand Rapids, MI:

Zondervan, 1999.

McGavran, Donald. *Understanding Church Growth*. Edited by C. Peter Wagner. 3rd ed. Grand Rapids, MI: Eerdmans Press, 1990.

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Reising, Richard L. *Church Marketing 101, Preparing Your Church for Greater Growth*. Grand Rapids, MI: Baker Books, 2009.

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Stallings, James. *Telling the Story: Evangelism in Black Churches*. Valley Forge, PA: Judson Press, 1988.

Steward, Carlyle Fielding III. *African American Church Growth: 12 Principles for Prophetic Ministry*. Nashville, TN: Abingdon Press, 1994.

Stiles, J. Mack. *Evangelism: How the Whole Church Speaks of Jesus (9 Marks: Building Healthy Churches)*. Wheaton, IL: Crossway, 2014.

Tice, Rico. *Honest Evangelism: How to Talk about Jesus Even when It's Tough*. UK: The Good Book Company, 2015.

Towns, Elmer. *Evangelism and Church Growth: A Practical Encyclopedia*. Ventura, CA: Regal Books, 1995.

Wardle, Terry. *One to One: A Practical Guide to Friendship Evangelism*. Camp Hill, PA: Christian Publications, 1989.

Warren, Rick. *The Purpose Driven Church: Growth without Compromising Your Message & Mission*. Grand Rapids, MI: Zondervan Publishing House, 1995.

Wimber, John and Kevin Springer. *Power Evangelism*. Rev. Ed. New York: Harper and Collins Publishers, 1992.

Evangelism Case Study Form for 1st and 2nd case study
(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 evidence 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.

