

COS 523 Evangelism
Course of Study School of Ohio
Winter Term 2023 (February 17-18 and March 17-18)

Darrell Whiteman, facilitator
darrellwhiteman47@gmail.com

See syllabus on Populi for Dr. Whiteman's phone number

COURSE DESCRIPTION:

This course introduces students to the theology and practices of evangelism as an expression of the Mission of God. It will focus on the cultural context in which evangelism occurs, requiring cross-cultural awareness and understanding. We will explore evangelism in the context of the Mission of God.

COURSE OBJECTIVES:

Students will be able to

1. Reflect on and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
2. Ground a theology of evangelism in Scripture, the Gospel, and the Mission of God.
3. Interpret the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation.

REQUIRED TEXTS: To be read in the following order

We will begin by looking at the cultural context in which evangelism takes place with the help of Jay Moon and Bud Simon's book, *Effective Intercultural Evangelism*. We live in an increasingly diverse and often polarized world, so we need to develop tools to understand the cultural context and learn to discover where God is already at work there.

Next, Dean Flemming will give us a solid biblical foundation for grounding evangelism through the lens of biblical studies and missiology in *Recovering the Full Mission of God*. We will next look at evangelism from a Wesleyan perspective in Henry Knight and Douglas Powe's short book, *Transforming Evangelism*. In the final book, *Models of Evangelism*, Pricilla Pope-Levison discusses seven different models of evangelism, dissecting their biblical, theological, historical, and practical foundations for each model of evangelism with an appraisal at the end of each model.

The insights from these four books should give us a well-rounded understanding and practice of evangelism for our contemporary age. Read the following books in the order indicated:

W. Jay Moon and W. Bud Simon. *Effective Intercultural Evangelism: Good News in a Diverse World*. Downers Grove, IL: InterVarsity Press 2021. 204 pp.

Flemming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing and Telling*. Downers Grove, IL: IVP, 2013. 277 pp.

Knight, Henry H. and F. Douglas Powe. *Transforming Evangelism: The Wesleyan Way of Sharing Faith*. Nashville: Discipleship Resources, 2006. 102 pp.

Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids, MI: Baker Academic, 2020. 190 pp.

SUPPLEMENTAL READINGS (to be posted on Populi):

Jones, E. Stanley. *The Christ of the Indian Road*. New York, NY: Grosset & Dunlap, 1925. Available through Abingdon. Chapters 1-2.

Peace, Richard. *Holy Conversations: Talking about God in Everyday Life*. Downers Grove, IL: IVP, 2006. 127 pp. Chapters 4-5

COURSE REQUIREMENTS:

(1) *Class Attendance and Participation:*

- Attendance is expected in all Zoom sessions. See the *Student Handbook* for the COS attendance policy.
- Much of the value of this course will come from interaction among the participants. Students therefore should prepare for each session by carefully reading assigned texts, and to take an active part in class discussions.

(2) *Weekly Online Participation and Response:*

- Students are expected to be fully present online. Weekly online participation and response is an essential and vital aspect of learning. In this fully-online format, the student's role requires more active and self-disciplined participation. Online participation may include: turning in an assignment, posting an initial response and subsequent postings to the discussion board, and other communication reflecting ongoing learning in the course. (See **Populi** each week for the assignment and online activity.) If no student response occurs during a week of the term, the student is considered absent. Lurking (reading only) does not earn credit, nor does it contribute to the class learning and community.
- It is important to manage your time. Because online courses move quickly and require self-discipline, it is important to efficiently manage time. It would include not waiting until the last minute to turn in assignments or responses.

(3) *Interaction Forms:*

So often after we have read an article or a book, we can't remember what we read a month or a few weeks later. So, I have devised a way of recording and remembering what I've read. I used this form in my own graduate studies and have used it in the teaching and training I've done the past 35 years. I'm requiring an interaction form for each chapter and book introduction you read in the four books assigned in this class. Look at the Interaction Form structure below on page of the syllabus.

Here is how it works. (1) Note the chapter and book title, your name and date. (2) Evaluate the article on a scale of 1 (low) to 10 (high). This is your assessment of the chapter. (3) Write a brief summary that captures the essence of the chapter. When we thoroughly and deeply understand what we've read, it is easier to write a brief summary. (4) The next section is designed to record the insights you have gotten from this chapter. Some insights may be new ideas for you, others may confirm what you've been thinking for some time. Record as many of these as fit your reflection on what you've read. (5) Next is the application of these ideas, concepts, insights, etc. to your personal life and ministry. This is the most important part of the Interaction Form. (6) Finally, there may be things in the chapter that need clarification or further discussion. Note what they are.

Every student is required to write an Interaction Form for the Introduction and the nine chapters of Moon & Simon, *Effective Intercultural Evangelism*. This will be a total of 10 Interaction Forms. There will be one interaction form per chapter or introduction in the book, but submit them as a collection to Populi as soon as you finish the assignment for the week. For example, your first assignment is to read the Introduction and chapters 1-5 in Moon & Simon, *Effective Intercultural Evangelism*. You will have six separate Interaction Forms but post them as a collection together on Populi as soon as you finish writing them. The template for the Interaction Form is on page 8 of the syllabus. You will see that 30% of your grade is based on the quality of your interaction forms or book reviews.

In addition to writing Interaction Forms for *Effective Intercultural Evangelism*, you can choose from the following options of how to respond to the remaining three books

1. Write an Interaction Form for each chapter of two of the remaining three books, OR
2. Write an Interaction Form for one more book and a book review for one book, OR
3. Write a book review for two of the remaining books.

Since there are four books, this means you are required to respond to only three of the four. If you choose that option then I will ask you to submit a statement that you have read the fourth book thoroughly and carefully and write a brief summary of the book.

If you discover that the Interaction Form works well for you and you would like to write them for more than two books or for all four books, that is great and I will read each one and give you feedback.

If you choose to respond to some of the books by writing a book review instead of Interaction Forms, here are some guidelines to follow:

Each review is to be 2 pages (double-spaced) in length; and to use parenthetical citations, if necessary—e.g., (Flemming, 73).

The following is a quote from "How to Write a Book Review" by Joel Green, which I believe provides helpful guidelines:

“First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. . . . with an eye to several important questions, including: What is the book’s fundamental aim? Central theme(s)? Presuppositions? Method(s)?

Second, the review should engage the book critically and personally. . . . Is its argument cogent? How has the reading of this book shaped you? . . . Whenever possible, you should situate your critique of the book within the larger discussion of the subject [that is, evangelism].”

Given its limited length, your review is to be *succinct* and *to the point*. You would thus need to be *selective* of the themes to critically reflect on. What I hope to see are indications of *a thorough reading* of the text and of *critical engagement* with it. Also, you are to briefly share how the text has affected and shaped your own understanding and practice of evangelism.

(4) *Holy Conversations on Christian Faith:*

For this exercise you will meet over Zoom. Each student will belong to a group (of 5) and engage in holy conversation on Zoom, based on chapters 4 & 5 of ***Holy Conversation: Talking about God in Everyday Life*** by Richard Peace. Students are to complete the reading of the assigned chapters prior to the conversation. They are, however, not to discuss the chapters but to engage in an evangelistic conversation with their group members around the themes addressed in the chapters.

The designated leader will initiate the conversation by articulating (in around 200 words) what she or he understands to be the core concepts and central focuses of the assigned chapter; and will guide and moderate a holy conversation for 45 minutes. The leader’s initial reflection is to be posted on Populi at least 12 hours prior to the time of “holy conversation.”

A one-page reflection (1.5-spaced) on your experience of holy conversation is due on March 31st.

(5) *Integrative Paper:*

A carefully integrated paper of 2,000 words (1.5-spaced) **not counting** notes and bibliography is due on **March 31** *Students are to engage various aspects of the course learning, including the readings, in an integrative way.*

- The focus of **the first part** (1,400–1,500 words) is on constructing *your own understanding of evangelism, which is biblically and theologically grounded*. Students are to wrestle with the understanding of the gospel and with the issues of motivation and substance of evangelism, reflecting on how their own view of the gospel might shape the way it is communicated.
- **The second part** (500–600 words) is to be devoted to developing an integral program of evangelism based upon one’s freshly constructed theology of evangelism. This part is to include a brief analysis of the context (rural, urban, suburban, etc.) in which their church is to be engaged.

WRITTEN WORK:

All written work must be typed with 12-point font. It will be evaluated on the basis of (1) clarity of the writing, (2) critical interaction with the text, and (3) the student's own integrative reflection. There will be a **penalty for late papers** commensurate with the degree of lateness and the adequacy of the excuse.

INCLUSIVE LANGUAGE:

All students are expected to use gender inclusive or gender-neutral language in their writing and in the classroom discussions when referring to human beings.

ACADEMIC HONOR POLICY:

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following sanctions: (1) warning; (2) failing grade for the assignment and/or course; (3) probation; (4) suspension; (5) dismissal from the Course of Study School of Ohio. In severe or repeat cases (regardless of the sanctions) a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.

GRADING STANDARDS:

- A+ (97%), A (93%), A- (90%):
Outstanding work that demonstrates a profound commitment to the course material, and excellence in thinking and performance as well as depth of insight.
- B+ (87%), B (83%), B- (80%):
Good work that completely fulfills all the requirements of the course in a conscientious and dedicated manner, and that demonstrates good mastery of the course content.

- C+ to C-:
Satisfactory work that fulfills all the requirements of the course in an acceptable manner, but that falls short of demonstrating rigor and mastery.
- D+ to D-:
Unsatisfactory work that reflects poor thinking and performance as well as lack of clear comprehension and understanding of the subject

EVALUATION:

5% Reflections on Holy Conversations
 15% Class Attendance and Contribution
 20% Online Assignments
 30% Final Integrative Paper
 30% Interaction Forms and Book Reviews

In addition, each student will be asked to nominate their final grade for the course. After reflecting on the quality of your work, your participation in the class, and how much time and energy you put into the class and the amount you learned that will impact your understanding and practice of evangelism, give yourself a letter grade for the course

SCHEDULE and DEADLINES

The following dates are the deadline for completing your assignments:

February 10 Read the Introduction and Chapters 1-5 in *Effective Intercultural Evangelism* and fill out Appendix 2. Submit your Interaction Forms for each chapter on Populi.

February 16 Read Chapters 6-9 in *Effective Intercultural Evangelism* and submit your Interaction Forms for each chapter

Friday February 17 Zoom Meeting (1), 1-3 p.m.
 Zoom Meeting (2), 4-6 p.m.
 Zoom Meeting (3), 7-9 p.m.

Saturday February 18, No Zoom Meeting

February 24 Read the Introduction and Chapters 1-6 in *Recovering the Full Mission of God*. If you choose to write Interaction Forms for this book or write a book review submit your work on Populi.

March 1 Read Chapters 7-11 in *Recovering the Full Mission of God*.
 If you choose to write Interaction Forms for this book or write a book review, submit your work on Populi.

March 3 Read *Transforming Evangelism*.
 If you choose to write Interaction Forms for this book or write a book review, submit your work on Populi.

March 10 Read Introduction and Chapters 1-4 of *Models of Evangelism*.
 If you choose to write Interaction Forms for this book or write a book review, submit your work on Populi.

March 16 Read Chapters 5-8 and Conclusion in *Models of Evangelism*.
 If you choose to write Interaction Forms for this book or write a book review, submit your work on Populi.

- Friday March 17** Zoom Meeting (4) 1-3 p.m.
 Zoom Meeting (5) 4-6 p.m.
 Zoom Meeting (6) 7-9 p.m.
- March 31** Reflections on Holy Conversations due by this date
March 31 Final Integrative paper due

ASYNCHRONOUS WORK

- Mon-Fri February 20-24 (Week 1) Read and reflect on E. Stanley Jones' *The Christ of the Indian Road*, chapters 1-2
- Mon-Fri Feb 27-March 3 (Week 2) Holy Conversations from Richard Peace, *Holy Conversation*, chapters 4 & 5
- Mon-Fri March 6-10 (Week 3) Foundation for Evangelism Webinar "Why Jesus?" by Jack Jackson <https://vimeo.com/375732444>.
- Mon-Fri March 13-17 Foundation for Evangelism Webinar, "Evangelism and Discipleship" by Lacey Warner <https://vimeo.com/375733492>

COSSO ATTENDANCE POLICY

National policy from the General Board of Higher Education and Ministry (GBHEM) states that a student is expected to attend every class session. Unexcused absences may be cause for loss of credit or dismissal from the school. A student missing 20% or more of the classroom work shall not receive credit for the class. In the event of extenuating circumstances which require the student to miss up to 20% of the synchronous course time (whether in-person or on Zoom), the student should contact both the instructor and the Director prior to the start of the class to get approval and discuss make-up work. (Extenuating circumstances include emergency situations, illness, and dire circumstances, for example. Students are to provide back-up coverage at the local church while attending COS classes.)

Cancellation and Withdrawal: Student must notify the COSSO office if they will be unable to attend class for which they are registered. Although there is no penalty when withdrawing more than two weeks in advance of the beginning of a term, registration fees are nontransferable and nonrefundable. A \$50.00 late withdrawal fee is charged for all withdrawals within two weeks of the start of a class. All tuition and housing payments are applied to a future term.

Students withdrawing after the start of a term will be assigned a grade of AW (Administrative Withdrawal) and will be responsible for the full \$300.00 tuition amount. Any annual conference scholarship applied to the student billing record becomes the student's responsibility and is due by the end of the term. Housing payment is non-refundable.

No Shows: Except in cases of immediate and dire emergencies, if a student misses any class without notifying the COSSO office, tuition and housing fees are due immediately, a \$50.00 no show fee is charged, and the student will receive an "F" in the class.

Interaction Form

Name _____ Date _____ Your Evaluation _____ 1 (low) to 10 (high)

Title of the book and chapter: _____

A Brief Summary:

Note New or Confirming Insights from this chapter: (Do as many as fit you)

1.

2.

3.

4.

Etc.

How will I apply these Insights to my life and ministry? (Do as many as fit you)

1.

2.

3.

4.

Etc.

Questions for clarification and discussion

Selected Bibliography

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