Evangelism 佈道學
CHRI 3413 Y1

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Office Hours: By appointment

Course Syllabus
Fall 2018

COURSE INFORMATION

COURSE DESCRIPTION 課程簡介

This is a conceptual and practical study to help the local believer and the church present the gospel message in today’s world. Special focus will be on issues such as examining a community’s evangelistic potential, presenting one’s testimony and the gospel message, following-up new believers.

這是一個理念與實踐的學習，以幫助地方信徒和教會在現今的世代中宣揚福音。特別著重於考察一個社區的佈道的潛力，展示個人的見證和福音信息，跟進新的信徒。

LEARNING OUTCOMES 學習成果

At the end of the course, students should be able to 讀畢本科，學生可以:

1. 明白佈道的聖經和神學基礎。
   Understand the biblical and theological foundation for evangelism.
2. 認識福音信息中最核心、深入和全面的內容。
   Know the core, in-depth and complete content of the gospel message.
3. 獲得傳遞福音訊息的技巧。
   Acquire skills to communicate the gospel message.
4. 栽培一個人的內心和他們的個人需求。
   Cultivate a heart for people and their personal needs.
5. 發展聽和講的技巧。
   Develop listening and speaking skills.
6. 把握機會通過互動向別人作見證。
   Capitalize on opportunities to witness through interaction with people.

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7. 藉全人關懷的宣教策略使佈道事工增長。
   Increase growth in a missional perspective to evangelism and life.
8. 在當代競爭的社會中找出一些影響佈道的當前問題和世界觀。
   Identify some of the current issues in evangelism and competing worldviews in contemporary society.
9. 探討如何提高地方教會佈道的果效。
   Explore how the local church may increase effectiveness in evangelism.

REQUIRED TEXTS & MATERIALS 必讀課本

Ho, Kai Ming. *Contemporary Personal Evangelism*. CCIC of Canada.

黃學齡: 《個人佈道錦囊》, 出版: 加拿大恩福協會, 2010年6月.
Wong, Dorothy. *A Guide to Personal Evangelism*. CCIC.

Yu, Zephaniah T.C. *A Handbook To Personal Evangelism*. Evangelism Explosion III HONG KONG.


SUPPLEMENTARY TEXTS 推薦閱讀書目

(See Selected Bibliography below 參看附加書目)

COURSE OUTLINE 課程進度表

Nov 21 佈道的神學與聖經基礎, 佈道者的個人要求與準備
   Theology of evangelism and biblical foundation, evangelist's individual requirements and preparation

Nov 28 佈道方法之研究 -- 直接佈道法與生活佈道法, 不同佈道方法之介紹與評估
   Methods of evangelism – direct evangelism and life evangelism, introduction of different evangelism methods and evaluation

Dec 05 研究向不同群體傳福音的方法與技巧
   Research to preach the gospel to different people groups by different methods and techniques

Dec 12 如何解決傳福音時常遇到的困難與問題
   How to present the gospel when encountering difficulties and problems

Dec 19 教會在該社區中的佈道事工與決志後的跟進與栽培
   Church evangelistic ministries in the community and how to follow-up the convert and cultivation afterwards

EVALUATION & ASSIGNMENTS: 評核及作業

   *Summary of Grading 分數總結:*

| 4 book reviews | 40% |

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1. Complete reading of four textbooks and write four book reviews, each worth 10% of the total grade. These assignments are due on Dec 19. [4 x 10% = 40%]

2. Write out one of the evangelistic approaches you most like, and describe the reasons why you like it. And include what the drawbacks or weaknesses are. Due Dec 12. [20%]

3. Research and explore the evangelistic potential around your church. Include interviewing a pastor or church leader and one person in the community. Also, include in the grading is a 10 minute presentation in the class in which the assignment is due. Due Dec 19. [30%]

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

**COURSE & INSTRUCTOR POLICIES**

**ATTENDANCE**

Faithful attendance at classes is an important indicator of student maturity and involvement. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course.

When a student misses a significant number of classes because of illness, he or she should notify the Dean of Student Life in person or by phone. The student will need to submit a doctor’s certificate upon return. The Dean of Student Life will notify the student’s professors of the reason for the absence and suggest that they take this reason into consideration when grading assignments.

The University College faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life:

**Attendance Policy for Fall and Winter Courses:**

<table>
<thead>
<tr>
<th>Absence from once-per-week courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 absences:</td>
</tr>
<tr>
<td>Absence from class for any reason (including illness) is permitted twice without penalty.</td>
</tr>
<tr>
<td>3 or 4 absences:</td>
</tr>
<tr>
<td>Students with three or four absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences.</td>
</tr>
</tbody>
</table>

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### 5 absences or more:

Absenteeism for any reason that exceeds four absences will automatically mean the student has chosen not to complete the course and a grade of “F” will be assigned. Students who are absent because of extended illness or injury verified by a doctor’s certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following semester, the student must have a reduced load in the following semester.

The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester. Instructors have the prerogative of instituting their own attendance policies for individual courses.

### COMMUNICATION & COURSE WEBPAGE

#### Email

Students must use their myTyndale email accounts for all course-related email correspondence.

#### Classes.Tyndale.ca (Moodle)

Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. **Readings may be posted on the course page at classes.tyndale.ca.**

Students are also required to respect the university’s copyright policy and not post works that infringe copyright on the course webpage. For more information on the “Fair Dealing Policy”, see [http://libguides.tyndale.ca/fair](http://libguides.tyndale.ca/fair).

#### Commuter Hotline

Class cancellations due to inclement weather or illness will be announced/posted on the commuter hotline at 416-226-6620 ext. 2187.

### COURSEWORK

#### Submitting Assignments & Late Policy

**Assignments**

Major assignments will be specified at the beginning of a semester in the course syllabus, so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, instructors shall:

1. Comment in writing on the deficient parts of the essay or other written assignment;
2. Recommend that the student get help from the Centre for Academic Excellence; and
3. Lower the grade in proportion to the seriousness of the deficiency.

Research papers for University College courses should conform to the style requested by the professor. A summary of the three standard forms is found on TheCentre for Academic Excellence webpage: [www.tyndale.ca/academic-excellence](http://www.tyndale.ca/academic-excellence).

Students are required to keep backup copies of all assignments submitted.

### Electronic Submission

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1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.
2. Any student may be requested to submit papers in electronic form to facilitate the professor’s routine checks for academic fraud.

**Late Assignments**
Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:
1. For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter; e.g., “A” to “A-,” “B+” to “B.” Saturdays, Sundays and holidays are excluded from the reckoning.
2. The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.
3. Excessively late assignments may receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit, and this will be communicated to the students at the beginning of the course.

**Extensions on Assignments**
No instructor may grant extensions on any assignments, nor accept assignments after the final day of exams in the fall or winter semesters. Students requiring extension must follow the procedures outlined below. Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:
1. If a student is not able to complete all assignments within a course by the last day of exams, the student may appeal to the Registrar for an extension. Such an appeal should be made in writing using a form available from the Office of the Registrar or online at www.tyndale.ca/registrar/forms.
2. Extensions will be granted by the Registrar only in cases where the student was clearly prevented from completing the assignments by circumstances beyond his or her control (e.g., hospitalization, illness documented by a note from a doctor, etc.). Extensions are not granted for what best could be described as “poor time management” or “over involvement” in an extracurricular activity.
3. If a student is unsure if he or she has a valid reason to appeal, the student may wish to discuss the matter with the Registrar.
4. If an extension or grade of “incomplete” is granted by the Registrar, all work for the course will be due with a new deadline. Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work.
5. Failure to submit assignments by the deadline will result in failing grades (a grade of “F”) on those assignments, and the final grades on courses will be calculated accordingly.
6. The decision of the Registrar may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

**CLASSROOM CONDUCT**

**Laptops/Electronics**

**Electronics Policy:**
Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be exempted from such prohibitions.

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Recording of Classes
1. Students must request permission from the professor of the particular class that they would like to record.
2. Where permission is granted, students are expected to supply their own equipment.
3. If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student to obtain the professor’s permission, find another student to record the lecture and to supply that student with the recording device.

TYNDALE POLICIES & RESOURCES FOR STUDENTS

Academic Integrity 學術誠信
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information (including false references to secondary sources) in an assignment, improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Students are advised to consult the Academic Calendar http://www.tyndale.ca/registrar/calendar for more information on this policy and its application to their work in this course.

The Centre for Academic Excellence

Tyndale’s Centre for Academic Excellence has been established to help students achieve their full potential as learners. The Centre consists of Writing and Tutoring Services, Accessibility Services, and Academic Advising. These areas have been designed to work in tandem, guiding students toward academic success through an integrative, supportive network of skilled advisors. The Centre for Academic Excellence is committed to the success, support, and academic flourishing of its students. Students at all levels of ability can profit from the Centre’s free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre.

Academic Tutoring
Friendly, knowledgeable tutors are available to help UC students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:
- Mastering course material
- Sharpening note-taking and research skills
- Refining study and test-taking skills

According to student need, tutors will also host group study sessions for selected courses. For further details visit the Centre for Academic Excellence website or contact academictutoring@tyndale.ca.

Writing Consultation
The Centre offers a comprehensive program of writing support to students regardless of skill level or area of study. Writing Consultants can assist at any stage of the writing process, including the following:

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Starting an assignment
Organizing and outlining ideas
Learning to edit
Refreshing grammar skills
Documenting sources
Refining style

Students may also bring essays that have been graded to identify patterns and improve their skills.
For more information, please contact Writing and Tutoring Services by email at writing@tyndale.ca or academictutoring@tyndale.ca, or by phone at 416.226.6620 ext. 2179.

Accessibility Services
The Accessibility Services Office supports students who have permanent and temporary disabilities. Services such as academic accommodations, learning strategies, and assistive technology training are provided to support students in meeting their academic demands while managing their disabilities functional limitations.

Accessibility Services strives to create a safe and comfortable environment for students by providing services that respect their dignity, encourage independence and promote full participation throughout their academic career at Tyndale.

Students experiencing difficulties in their learning and academic performance due to the functional limitations of their disability are encouraged to book a confidential appointment with the Accessibility Specialist.

- New students must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services.
- Current students must renew their plans as early as possible to have active accommodations in place.

For more information, please contact the Accessibility Services Office at accessibilityservices@tyndale.ca, 416.226.6620 ext. 2189.

Advising Services

Advising Services is available to students at any stage of their academic program. Students can approach Advising Services with questions related to their program of choice, advice on selecting the correct program or courses, guidance on how to balance their workload, or suggestions on how to implement an academic plan. Students can also speak to Advising Services to understand their learning style and how it can best serve their academic experience. At any point in the semester, Advising Services may contact students for progress meetings. The purpose of these meetings is to understand how a student is progressing during the semester, identify any challenges that might be affecting their performance, and refer students to support services at Tyndale. Advising Services has a close relationship with faculty and may intervene and provide assistance to students on a faculty member’s recommendation.

Midterm progress reports are administered at the halfway point in the fall and winter semesters. Faculty will release midterm grades to Advising Services and in conjunction with the Office of the Registrar, students will be informed of their progress, if appropriate. It is understood that midterm progress meetings are mandatory for any students who are contacted.

For more information on Advising Services or to arrange an appointment, contact schuah@tyndale.ca, 416.226.6620 ext 6745.

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Tyndale Grading System & Scale

Grades which count in the Grade Point Average (GPA):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
<th>Grade Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Excellent, Good</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
<td>These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
<td>This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
<td>This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Performance at this level is considered inadequate for graduation.</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.</td>
</tr>
</tbody>
</table>

Selected Bibliography 附加書目

祈安著. 梁敏夫譯: 《火熱佈道》, 天恩出版社, 2008.  
Ahn, Ch’e. Fire Evangelism.

Autrey, C.E., Translated by Wayne Y. Siao. Basic Evangelism.

白立德著, 果蓓、何玲慧譯: 《克服傳福音的恐懼》, 台北中國學園傳道會, 2002 年 2 版.  
Bright, Bill. Translated by Patricia Kuo & Doris Hoo. Witnessing Without Fear.

校園福音團契同工, 《個人佈道手冊》, 台北校園福音書房, 1990 年二版.  
Campus Evangelical Fellowship. Handbook of Personal Evangelism.

Chan, Sarah. A practical Handbook to Evangelism.

Chiu, Shung-ming, editor. What do We Evangelize?: Understanding Gospel from Theological, Historical and Biblical Views.
Coleman, Robert E., *The Master Plan of Evangelism*.

Coleman, Robert E., *The Master Plan of Evangelism*.


Jim, Petersen. Translated by Dai Chit Man & Gaddi Hui Chee Yin. *Evangelism as a Lifestyle*.

Jogren, Steve. Ping, Dave. Pollick, Doug. Translated by Ming Sing Tsao. *Irresistible Evangelism: Natural Ways to Open Others to Jesus*.


Little, Paul E. Translated by Job Hu. *How to Give Away You Faith*.

Ma, Danny Kwok –tung. *Brilliant Ways For Evangelism*. HKCSTMTC.


Wax,, Trevin. *Counterfeit Gospels*.


Aldrich, Joe C. *Gentle Persuasion: Creative Ways to Introduce Your Friends to Christ*.

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**Recommended Articles 參考文章**

蔡頌輝：「你在傳什麼福音？——傳統佈道口號的反思」（《華傳》第四十五期）
Chai, Andrew. *What Gospel are you sharing? Rethinking the Traditional Evangelistic Slogans.*

鄧紹光：「何謂福音？——今日福音派的危機」（《大使命》雙月刊，第九十期，8-9 頁）