

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	EVANGELISM AND DISCIPLESHIP CHED 0693 / PAST 0693 / YMIN 0693
Date and Time	SEPTEMBER 16 – DECEMBER 9, 2020 WEDNESDAYS 8:15 – 11:05 AM
Instructor	REV. MARILYN DRAPER, PhD Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: mdraper@tyndale.ca
Class Information	The classes will be livestreamed on Wednesdays 8:15 AM–11:05 AM. Students may participate in live-streamed Office Hours: Wednesdays 11:15 – noon or at a separate time by appointment.
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Examines the theological principles and practical ministry strategies involved in evangelism and discipleship. Several models of evangelism and discipleship will be explored, including both the content and the methods. Valuable for anyone in ministry who has the final goals of evangelism and discipleship.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Summarize and explain how the gospel is the good news that transforms humanity through interaction with the texts, in class exercises, and through developing their personal story.
2. Clearly construct and describe, in language comprehensible to non-Christians: (a) an overview of the Biblical story, (b) the gospel of Jesus Christ, and (c) the mission of the Church as a result of an in-class exercise and Bible story project.
3. Articulate the theological implications concerning human and divine partnership in the process of salvation and discipleship as a part of their personal story and the final integrative project (part 1).
4. Construct tools for sharing the faith and encourage discipleship in both individual and group settings through the Bible story project and the final integrative project (part 2).

III. COURSE REQUIREMENTS

A. REQUIRED READING

Chilcote, Paul and Lacey Warner. *The Study of Evangelism: Exploring a Missional Practice of the Church*. Grand Rapids: Eerdmans, 2008. Selected chapters. (ISBN 978-0802803917)

Everts, Don, Doug Schaupp & Val Gordon. [*Breaking the Huddle: How Your Community Can Grow Its Witness*](#). Downers Grove: IVP, 2016. (ISBN 978-0830844913)

Fitch, David. [*Faithful Presence: Seven Disciplines that Shape the Church for Mission*](#). Downers Grove: IVP, 2016. (ISBN 978-0830841271)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Choung, James. [*True Story: A Christianity Worth Believing In*](#). Downers Grove: IVP, 2008.

Green, Joel B. *Conversion in Luke-Acts: Divine Action, Human Cognition, and the People of God*. Grand Rapids: Baker Academic, 2015.

Shin, Sarah. *Beyond Colorblind: Redeeming Our Ethnic Journey*. Downers Grove: IVP, 2017.

EXAMPLE OF CONVERSION STORY: Lewis, C.S. *Surprised by Joy: The Shape of My Early Life*. New York: HarperCollins, 1955 **OR** Spufford, Francis. *Unapologetic*. New York: Harper Collins,

2012, **OR** Ordway, Holly. *Not God's Type*. San Francisco: Ignatius Press, 2014 **OR** Stott, John. *Why I Am A Christian*. Downers Grove: InterVarsity, 2003, **OR** Miles, Sara. *Take This Bread*. New York: Random House, 2007, **OR** Qureshi, Nabeel. *Seeking Allah, Finding Jesus: A Devout Muslim Encounters Christianity*. Grand Rapids: Zondervan, 2018, **OR** Salaberrios, Dimas. *Street God: The Explosive True Story of a Former Drug Boss on the Run from the Hood—And the Courageous Mission that Drove Him Back*. Carol Stream, IL: Tyndale House, 2015

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Livestream Class Participation and Forum Discussion: 20% of final grade. Pertains to all outcomes.

- *Read* (prior to class) the biblical passage to be explored that day *and* the assigned reading for that class, come ready to *discuss*.
- *For Discussion of Assigned Reading:* Be prepared to share the thesis of the reading, 2-3 ideas, your response to the reading and/or possible application
- *Some weeks forums for discussion will add to the opportunities for interaction*

Participation: Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

2. Personal Testimony/Salvation Story: 20% of final grade.

Length: 5-6 pages

Date due: October 14th

Take a look at one of the recommended conversion stories, or a similar type of Christian conversion story. Write your own salvation story for a non-believing reader or audience. In

light of our discussions in class, choose a theme to help you examine how your own story interacts with the story of Jesus. This requirement is related to outcomes 1 and 3.

3. Bible Study Project: 25% of final grade.

Length: 7-8 pages

Date due: November 11th

Choose from the gospels two encounters Jesus had with people. Plan a short (30 to 45 minute) study on each passage and then invite one person you know, who isn't a Christian, to read and talk about these encounters with you. (You will have two different interactions with your friend or family member to listen to their thoughts about who Jesus is and what Jesus is like). Write a paper based on your responses, surprises, and your thoughts on the conversations that occurred during these two times of interactions.

The first part of the paper should briefly describe what passages you studied, why you chose these passages, and the questions you chose to discuss together. Next, reflect and comment on the conversation that occurred during each of these sessions. How did you feel they went? What was your friend's response? Were there surprises for you? What did you learn from the conversations? What are you learning about the process of evangelism and discipleship? Say something about each of the studies. Finally, reflect on these conversations in the light of the course material. This requirement relates to outcomes 2 and 4. ***Reports will be discussed in class on November 25th.***

4. Integrative Project: 35% of final grade.

Length: 12 pages

Date due: December 9th

This project, relating to outcomes 3 and 4, will be a written compilation of **two parts**. This assignment is related to Outcome In total it will be 14 pages long:

Part 1. Write an 8 page reflection on the theological implications of evangelism and discipleship. Using the textbooks, outside sources, and our classroom discussions based on conversion stories in Luke-Acts, explain your current theological understanding of evangelism, conversion, and discipleship. What is God's role and what is ours?

Part 2. For the second part create a presentation, sermon, or teaching session as a way to practically apply your theological understanding.

Choose **One** of the following:

a) Write a 6 page, double spaced, *sermon* to be given at the funeral for a youth or twenty-something (sporadically attending) member of your church killed in a car accident, whose funeral will be attended by many of their *non-Christian* friends.

Or

b) Devoting 2 pages per session (6 pages total), plan *three evening sessions for members of your church* (specifically youth) wanting to learn better how to share the Christian faith.

Describe your pedagogical approach (i.e. lecture, bible study, prayer, discussion, reflective exercise, case-study, role play) and tools (i.e. narratives, a/v aids, packaged programs), and a lesson plan for each session that includes learning goals (i.e. linking prayer and evangelism), key points, biblical texts, exercises.

Or

c) Write a 6 page *lesson plan for a 2 hour grade 11 comparative religions class* at which you will present the most central aspects of the Christian faith to a classroom of *predominantly unchurched teenagers*. Describe your learning goals, pedagogical approach, tools, key points, biblical texts and exercises.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Livestream Participation and Forums	20 %
Personal Testimony	20 %
Bible Study Project	25 %
Integrative Project	35 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:
 - A clear thesis and a straightforward line of reasoning
 - Appropriate use of reference material in Chicago citation style
 - Willingness to examine and be critical of your own views and practice
 - Creativity in interacting with the ideas of others
2. Unless otherwise indicated, use full sentences and paragraphs written in Times New Roman 12 point font, double spaced with 1 inch margins. There should be no extra spaces between paragraphs, instead each new paragraph should be indented. The number of pages listed does not include the title page or bibliography (which should be included). Footnotes are to be included, rather than endnotes.

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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning

experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (September 16): Introduction: Evangelism and discipleship and the vision of the kingdom of God; Luke 4: 14-21; discussion of course and overview of syllabus

Week 2 (September 23): Luke 2 and Acts 1:8, **the experience of Mary**: Gospel is Good News! What is the gospel? What is the difference between “faith in Jesus” and “salvation in Christ”?

Read: *The Study of Evangelism*, chapters 2, 12
Fitch, Faithful Presence, chapters 1-2

Week 3 (September 30): Luke 3:1-14, **John the Baptist prepares the way**. Restoration and repentance. What is conversion? What is evangelism?

Read: *The Study of Evangelism*, chapters 3, 4
Fitch, Faithful Presence, chapter 3

Week 4 (October 7): Luke 5:1-11, **calling the first disciples**. What is the church? What is discipleship? Do we understand “the Great Commission”?

Read: *The Study of Evangelism*, chapters 5, 6, 15.

Week 5 (October 14): Luke 8, 2 Kings 5, **conversion of Naaman**. Why do evangelism?

Read: Fitch, *Faithful Presence*, chapter 4
Discussion: Whose Conversion story did you read?
DUE: Personal Testimony, October 14th

Week 6 (October 21): Luke 10, **sending out the seventy-two**. Joy in a world without hope, creating witnessing communities, lessons learned from reflecting on our personal stories

Read: Fitch, *Faithful Presence*, chapter 5
The Study of Evangelism, chapter 18
MEET contact for Bible Study Project

READING DAYS, NO CLASS ON OCTOBER 28th
MEET contact for Bible Study Project

Week 7 (November 4): Luke 15, **seeking the lost, tax collectors, and sinners**. Human and divine roles in evangelism and discipleship

Read: Fitch, *Faithful Presence*, chapter 6, 7

Week 8 (November 11): Acts 2, **conversion of the 3,000**. Appropriate models for our context.

Read: Fitch, *Faithful Presence*, chapter 8

DUE: Bible Study Project, November 11th

Week 9 (November 18): Acts 8, **conversion of the Ethiopian**. “the huddled community”

Read: *Breaking the Huddle*, Part 1

Week 10 (November 25): Acts 9, **conversion of Saul/Paul** (three versions). Challenges of translating our stories; developing witnessing communities where conversions emerge

Read: *Breaking the Huddle*, Part 2

Week 11 (December 2): Acts 10, **conversion of Cornelius and family** – discipleship in action, hospitality extended (and received) with explorers, seekers, families, and youth.

Reading: *The Study of Evangelism*, chapter 30.

Discussion of Bible Study Project

Week 12 (December 9): Acts 16, **conversion in Philippi** (Lydia and Jailer) – putting it all together -- the relationship between evangelism, discipleship, community, worship, and life

Reading: *The Study of Evangelism*, chapter 17.

Fitch, Faithful Presence, chapter 9 and epilogue

DUE: Final Integrative Project, December 9th

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Selected bibliography will be posted to the class webpage at the beginning of the course.