



TYNDALE

• SEMINARY •

Course Syllabus

FALL 2019

**EVANGELISM AND DISCIPLESHIP
CHED 0693 / PAST 0693 / YMIN 0693**

**SEPTEMBER 11 – DECEMBER 4
WEDNESDAYS, 11:15 AM – 2:05 PM**

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Access course material at <http://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.](#)

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.

I. COURSE DESCRIPTION

This course 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 their 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 several 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.

Conner, Benjamin T. *Practicing Witness: A Missional Vision of Christian Practices*. Grand Rapids: Eerdmans, 2011.

Everts, Don, Doug Schaupp & Val Gordon. *Breaking the Huddle: How Your Community Can Grow Its Witness*. Downers Grove: InterVarsity, 2016.

B. SUPPLEMENTARY / RECOMMENDED READING:

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

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: HarperCollins, 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.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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. ASSIGNMENTS AND GRADING

NOTE: Assignments are due on Fridays (rather than Wednesdays) to avoid the temptation of missing a class in order to complete an assignment.

1. Class Engagement (Preparation and Participation): 10% of final grade.

Preparation:

- *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

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 11th

Take a look at one of the recommended conversion stories. 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 related to outcomes 1 and 3.

3. Bible Study Project: 30% of final grade.

Length: 7-8 pages

Date due: November 8th

Choose from the gospels three 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. Write a paper based on the conversations that occurred during these studies.

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 shared and discussed in class on November 27th.***

4. Integrative Project: 40% of final grade.

Length: 12 pages

Date due: December 6th

This project, relating to outcomes 3 and 4, will be a written compilation of **two parts**. In total it will be 12 pages long:

Part 1. Write a 6 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 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.

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Engagement, Preparation and Participation	10 %
Personal Testimony	20 %
Bible Study Project	30 %
Integrative Project	40 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics: All papers should meet graduate level academic standards of Tyndale. Be sure to proofread your work for spelling, proper grammar, and adequate citation.

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

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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 11): Introduction: Evangelism in our present context; learning from biblical and contemporary conversion stories; the experience of evangelism and discipleship: the cultivation process and the kingdom of God

Week 2 (September 18): Luke 2 and Acts 1:8, **the experience of Mary**: Gospel is Good News! What is gospel? What is mission? What is witness?

Read: *The Study of Evangelism*, chapters 1, 2, 12

Week 3(September 25): 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, 18

Week 4 (October 2): Luke 5:1-11, **calling the first disciples**. What is the church? What is discipleship?

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

Week 5 (October 9): Luke 8, 2 Kings 5, **conversion of Naaman**. Why do evangelism?

Reading: Whose Conversion story did you read?

DUE: Personal Testimony, October 11th

Week 6 (October 16): Luke 10, **sending out the seventy-two**. Joy in the mission, creating witnessing communities, lessons learned from reflecting on our personal stories

Read: *Practicing Witness*, Chapters 1-3.

MEET contact for Bible Study Project

READING DAYS, NO CLASS ON OCTOBER 23rd

MEET contact for Bible Study Project

Week 7 (October 30): Luke 15, **seeking the lost, tax collectors, and sinners**. Human and divine roles in evangelism and discipleship

Reading: *Practicing Witness*, Chapters 4-Epilogue.

MEET contact for Bible Study Project

Week 8 (November 6): Acts 2, **conversion of the 3,000**. Appropriate models for our context.

DUE: Bible Study Project, November 8th

Week 9 (November 13): Acts 8, **conversion of the Ethiopian**. Cultural awareness in evangelism and discipleship; “the huddled community”

Read: *Breaking the Huddle*, Part 1

Week 10 (November 20): 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 (November 27): 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 4): 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.

DUE: Final Integrative Project, December 6th

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Adeney, Frances. *Graceful Evangelism: Christian Witness in a Complex World*. Grand Rapids: Baker, 2010.

Bowen, John P. *Evangelism for 'Normal' People*. Minneapolis: Augsburg Fortress, 2002.

Carson, Donald A., ed. *Telling the Truth: Evangelizing Postmoderns*. Grand Rapids, MI: Zondervan, 2002.

Chilcote, Paul W. and Lacey Warner. *The Study of Evangelism: Exploring a Missional Practice of the Church*. Grand Rapids: Zondervan, 2008.

Conner, Benjamin T. *Practicing Witness: A Missional Vision of Christian Practices*. Grand Rapids: Eerdmans, 2011.

Everts, Don and Doug Schaupp & Val Gordon. *Breaking the Huddle: How Your Community Can Grow Its Witness*. Downers Grove: InterVarsity, 2016.

Frost, Michael, and Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*. Peabody, MA: Hendrickson, 2003.

Fulwiler, Jennifer. *Something Other Than God: How I Passionately Sought Happiness & Accidentally Found It*. San Francisco: Ignatius, 2014.

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

Groome, Thomas H. *Sharing Faith: The Way of Shared Praxis*. New York: HarperCollins, 1991.

Heath, Elaine A. *The Mystic Way of Evangelism: A Contemplative Vision for Christian Outreach*. Grand Rapids: Baker, 2008.

- Hunter, George G. III. *The Celtic Way of Evangelism: How Christianity Can Reach the West Again*. Nashville: Abingdon, 2000.
- Kallenberg, Brad J. *Live to Tell: Evangelism for a Postmodern Age*. Grand Rapids: Brazos, 2002.
- Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids: Eerdmans, 1989.
- Ordway, Holly. *Not God's Type: An Atheist Academic Lays Down Her Arms*. San Francisco: Ignatius, 2014.
- Pippert, Rebecca Manley. *Out of the Saltshaker and into the World: Evangelism as a Way of Life*. 25th Anniversary ed. Downers Grove: InterVarsity, 1999.
- Reese, Martha Grace. *Unbinding the Gospel: Real Life Evangelism*. St Louis: Chalice, 2007.
- Richardson, Rick. *Reimagining Evangelism: Inviting Friends on a Spiritual Journey*. Downers Grove: InterVarsity, 2006.
- Morgenthaler, Sally. *Worship Evangelism*. 2nd ed. Grand Rapids, MI: Zondervan Publishing, 1999.
- Schoon, Christopher James. *Cultivating an Evangelistic Character: Integrating Worship and Discipleship in the Missional Church Movement*. Eugene, OR: Wipf and Stock, 2018.
- Smith, Gordon. *Transforming Conversion: Rethinking the Language and Contours of Christian Initiation*. Grand Rapids: Baker Academic, 2010.
- Spufford, Francis. *Unapologetic*. New York: Harper Collins, 2012.
- Stackhouse, John G. *Humble Apologetics: Defending the Faith Today*. Oxford: Oxford University Press, 2002.
- Stanley, Andy & Ronald Lane Jones. *Communicating for a Change*. New York: Multnomah, 2006.
- Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Grand Rapids: Brazos, 2008.
- Stott, John. *Why I Am A Christian*. Downers Grove, IL: InterVarsity, 2003.
- Teasdale, Mark R. *Evangelism for Non-Evangelists: Sharing the Gospel Authentically*. Downers Grove: InterVarsity, 2016.
- Thiessen, Elmer John. *The Ethics of Evangelism: A Philosophical Defence of Ethical Proselytizing and Persuasion*. Downers Grove: InterVarsity Press, 2010.
- Warner, Lacey. *Saving Women: Retrieving Evangelistic Theology and Practice*. Waco: Baylor University Press, 2007.