Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Lyle B. Pointer, D.Min. Email: lbpointer@nts.edu
Office:
Office Hours: 9:00 a.m. to 9:00 p.m.

Catalog Description
Wesley’s holistic ministry included medicine, music and Christian education. It was also directed toward the poor, the intelligentsia, the imprisoned and other groups. He focused his ministry on multiple human needs in order to preach saving grace. His ministry shapes a paradigm for contemporary evangelistic effort.

Course Narrative & Rationale
Evangelism in its contemporary forms is better informed by the successes of the past, particularly as seen in the Wesleyan era. Evangelism takes on a larger focus when viewed as holistic, rather than simply verbal proclamation. While Wesley’s ministry cannot to be copied, the evangelistic ministry of Wesley addressed issues present in his day and therefore identifies the value of contextualizing any effort to reach lost people.

Degree Objectives
This course will satisfy in part the following M.Div. degree objectives:
1. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership.
2. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.
**Course Outcomes**
The following Course Outcomes will be satisfied by the successful completion of the course requirements listed in parentheses:

1. The student will describe the historical context and flexibility of Wesley’s ministry. (1a, 2b, 2g)
2. The student will understand the connection between Wesley’s theology, ecclesiology and evangelistic ministry. (1b, 2b, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
3. The student will grasp the transcendent principles of evangelism amid the specific aims of Wesley’s ministry. (1a, 2b, 2c, 2e, 2f, 2g, 3a-e)
4. The student will embrace a biblical theology of evangelism and ably connect it with a specific ministry context. (1b, 2c, 2d, 2e, 2g, 2i, 3a-e)
5. The student will develop leadership, analytical skills through practical experience that will better prepare her/him to serve as a missional leader. (1b, 2a, 2e, 2h, 3a)
6. The student will engage in spiritual dialogue and use a variety of media to reach the undiscipled. (1b, 2d, 3d, 3e)

**Church of the Nazarene COSAC Competencies**
CP 19 Ability to think globally and engage cross-culturally for the purpose of mission.
CP 20 Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism.

**Required Texts & Course Materials**

**Substitute text**, if student has read one of the above textbooks.

**Articles & Papers:**
Knight, Hal. “John Wesley and the Emerging Church”
________. “The Lengthening Shadow of Mr. Wesley”
________. “John Wesley’s Perfect Marriage of Personal Holiness and Social Responsibility.” Rothwell Lecture 1, Southern Nazarene University, April 1997.

**Lectures:**
“The Impact of Wesley’s Sermons”
“The Evangelistic Ministry of Preaching”
“Holiness Goal of Evangelism”
“The Development of Wesley’s Theology”
“Wesley’s Ecclesiology” (Parts 1 & 2)
“John Wesley as Church Growth Strategist”
“Rationale and Evaluation of Class Meetings”
“The Impact of the Class Meeting”
“Wesley’s Theological Foundations for Disciple-Making.”
“The Uniqueness of Wesley’s Evangelism”

Letters:
Wesley, John. “An Open Letter to a Catholic”
_________.“The Enthusiasm of Methodists and Papists Compared”

**Recommended Texts & Course Materials**


The use of music in evangelism.


Influences shaping John Wesley, the evangelist.


Hunter, George III. “John Wesley as Church Growth Strategist.” *Journal The American Society for Church Growth*.


How Wesley saw the Kingdom of God related to Evangelism and the particular influence of Tersteegen, a Reformed Pietist, who described a winsome spirituality.


Women’s roles in evangelism during Wesley’s time to the present.

**Course Outline**

Unit 1 Contextualizing evangelism

Wesley’s England—the historical and social culture
England—the religious and political setting

Unit 2 Compassionate evangelism
- Formative influences in Wesley
- Educational and prison reforms
- Ministry to the poor; stewardship and medical help

Unit 3 Communicating the gospel
- Preaching and Wesley's sermons
- Writing and music
- Spiritual conversations

Unit 4 Coming to Christ-likeness (disciple-making)
- A theology of evangelism; prevenient grace and sanctification
- Ecclesiology
- Practicing evangelism; multiplication of leaders
- Small group ministry

Unit 5 Concepts distinctive of Wesleyan evangelism

Course Assignments & Requirements

Each of the following assignments corresponds to the Course Outcomes (CO) and the COSAC Competencies (CP) as outlined by the Church of the Nazarene for ministerial preparation.

1. Forums are interactive postings equivalent to class discussion. Forums will be due on Tuesdays. Postings will be on Moodle's Discussion Forum under the designated title. Grades will be determined for forums beginning the third week and then three more times throughout the course.
   Up to forty (40) points will be awarded each time based on the quality, including:
   a. Theological and practical observations on the assigned reading; (CO 1, 2, 3; CP 19, 20)
   b. Initiating conversation congruent with the topic being discussed; (CO 2, 4, 5, 6; CP 19, 20)
   c. Initial posts and responses to others will be at least 100 words;
   d. Correct grammar and spelling (160 points possible).

2. Assignments are due on Thursdays. Assignments will be posted on the gradebook in Moodle under the designated title. Nine assignments at 60 points each total 540 points possible.
   a. Self-analysis, motivations and life purposes. (CO 5; CP 20)
   b. Wesley's educational and prison ministries. (CO 1-3; CP 19)
   c. Connecting evangelism and compassionate ministries. (CO 2-5; CP 19, 20)
   d. Sermon outlines. (CO 3, 4, 6; CP 20)
   e. Conflict issues as ministry. (CO 2-5; CP 20)
   f. Uniting holiness and evangelism. (CO 2, 3; CP 20)
   g. Wesley's doctrine of the church. (CO 1, 2, 3, 4; CP 20)
   h. Plan for deploying missional leaders. (CO 5; CP 20)
   i. Plan for evangelizing community. (CO 4, 5; CP 20)

3. Activities are reported on Fridays. Activities will have an assigned title posted on the gradebook in Moodle. Each activity earns 60 points for a total of 300 points. Activities will require advanced preparation, so plan immediately to carry out the following five activities:
   a. Interview two community leaders; (CO 2, 4, 5; CP 19)
   b. Interview two pastors from other denominations in your town; (CO 2, 4)
   c. Give three hours to ministry to the needy; (CO 2, 3, 4; CP 19, 20)
   d. Preach evangelistically; (CO 2, 4, 6; CP 20)
   e. Engage eight (8) unchurched people in spiritual conversation. (CO 2, 3, 4, 6; CP 19, 20)

Distribution of Student Learning Hours
| Hours | 
|---|---|
| Online Participation in forums, groups, etc. | 16 |
| Reading | 47 |
| Writing | 53 |
| Other Assignments and Learning Activities | 32 |
| Exams & Quizzes | 0 |
| TOTAL | 147 |

**Method for Submitting Assignments**

All assignments should be submitted through the corresponding link in Moodle. Assignments should not be submitted by hardcopy, fax or email.

**Form and Style Expectations**

Papers and responses online should adhere to Turabian, a text on writing style and form. While writing online is often casual and abbreviated, complete sentences, good grammar and proper punctuation are expected.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

All research/project work is due 11:55 PM of the date assigned. Late posts receive a 10% daily reduction the week of the assignment. Postings after the assigned week will not be graded. No work will be accepted beyond seven (7) days of the due date.

**Course Grading**

Grading will be based on:

- 910-1000 = A
- 810-909 = B
- 710-809 = C
- 610-709 = D
- 000-609 = F

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor...
no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

Each student is expected to be online five days in every week during the 14 weeks of class. At times the student will be in dialogue in the forums and other times posting assignments and activities required in the syllabus. Participation will be measured each week and cannot be made up at a later date.

**Course Calendar**

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<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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| Sept. 10-16 | 1    | **Forum**—Post information helpful to others knowing something about you by Tuesday. Write about your present ministry assignment, future plans and your present interest and knowledge about both evangelism and John Wesley.  
**Reading**—Read Wes Tracy’s articles, “The Lengthening Shadow of Mr. Wesley” and “John Wesley’s Perfect Marriage.”  
**Forum**—Answer the following questions and post on **influence forum** by Tuesday:  
Lengthening shadow questions  
1. How important is it to “leave nothing” the way Wesley did?  
2. If we were to use Wesley’s method of “surveying the needs of the time and then bringing to bear on them the finest resources of the Christian faith,” what issues might we address in today’s world?  
Wesley’s perfect marriage  
1. Where you live, what are some of the ways the poor suffer today and how can the church respond?  
2. How should the church be ministering to the sick in our times?  
3. What is your opinion of the “micro-finance” ministry Wesley started?  
4. How can the church help people financially?  
**Activity**—Interview two (2) community leaders, e.g. social worker, hospital emergency room personnel, police, educator or politician. Post to the **community leader forum** and assignment on Friday a brief description of your two interviewees. Note the injustices and concerns present in your community. Post a synopsis and conclusions from your interviews. Compare your community to Wesley’s day. |
| Sept. 11-23 | 2    | **Forum**—Post a reflection on Ron Benefiel’s “Christian Holiness and Ministry to the Poor: Toward a Wesleyan Missiology.” Also interact with other students’ posts on the **Benefiel forum**.  
**Activity**— interview two pastors regarding openness to religion, church and the gospel in your community. Imagine a receptivity-resistant axis (using a scale of 1-10, ten being most receptive) indicate where your community is. Give rationale for your conclusion. Raise the questions yet to be answered about your community. Based on your community’s receptivity suggest strategies for connecting with your community. Post your observations and conclusions to |
### Community Forum and Activity

Interact twice with others’ postings.

### Sept. 24-30

- **Reading**: Snyder chapters 1-2.
- **Forum**: Post your observations on ID forum about the identity issues in John Wesley’s life. What made him the person he became? Describe the motivational factors observable in his life and ministry. Make two responses to others’ input.
- **Assignments**
  - Write a self-analysis (minimum 3 pages) sharing defining moments, spiritual impulses and personal influences in your life. Describe your motivation and your passions came to be a part of who you are. Include what you see to be your life’s purposes.

### Oct. 1-7

- **Forum**: Discuss the relevancy of Wesley’s approach in your context on CEd forum.
- **Assignments**
  - Research and write a four page paper on Wesley’s educational endeavors and on his prison ministries. Include bibliographical sources for both topics.

### Oct. 8-14

- **Reading**: Snyder chapter 3 and Logan chapter 8.
- **Assignments**
  - Write a four page paper connecting evangelism and compassionate ministries.
  - **Activity**: Give three hours to ministry among the needy. Post to gradebook and ministry forum a listing of your ministry involvements. Describe what you did, how people responded and what relationships/contacts were begun. How would you change, improve or alter your ministry to the poor/need?
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<th>Date</th>
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<td>Nov. 12-18</td>
<td>Read the lecture, “The Development of Wesley’s Theology,” and the article, “The Nature of Wesleyan Theology,” Wesleyan Theological Journal, J.Kenneth Grider, Fall 1982. Read an additional 50 pages on the doctrine of holiness. Forum—Post on holiness forum three significant quotations from your reading. Explain why you found these quotations important or valuable. Cite the bibliographic data for your 50 pages. Assignment--Write a three page paper uniting holiness and evangelism.</td>
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<td>Nov. 19-25</td>
<td>Hal Knight’s article, “John Wesley and the Emerging Church,” lectures on “Wesley's Ecclesiology” (Parts 1 &amp; 2) Snyder chapters 6-8 and Logan chapter 3. Forum—Discuss on church forum the statement, “Wesley had no ecclesiology.” How is that accurate and inaccurate? Assignment--Write a three page paper defining Wesley’s doctrine of the church.</td>
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<td>Nov. 26-Dec. 2</td>
<td>The lecture, “John Wesley as Church Growth Strategist,” Snyder chapters 9-12 and Logan chapter 9. Forum—Discuss in leader forum the perspectives of the lecture and the reading in Snyder and Logan. Resource each other for a missional strategy of multiplying evangelistic leaders Assignment—Write a three page plan for training and deploying missional leaders in your congregation.</td>
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<td>Dec. 3-9</td>
<td>Three lectures, “Rationale and Evaluation of Class Meetings,” “The Impact of the Class Meeting” and “Wesley’s Theological Foundations for Disciple-Making.” Forum—Describe on disciple forum how your congregation develops disciples, what the obstacles are and how those can be overcome. Discuss “How can we as a congregation better make disciples?” Respond to two other postings.</td>
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