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: David W Sharpes, D. Min. Email: dsharpes1961@gmail.com
Office: (315) 699.9100
Office Hours: Tuesday – Friday, Eastern Time

Catalog Description

This course is designed to explore the theory, strategy, and methodology of the missional practice of evangelism. In this light, the variety of ways in which people move toward Christ will be considered, as will the nature and character of conversion, and the subsequent process of spiritual growth. Insights and discussions will be guided by the practices that shaped the Early Church’s evangelistic focus and how those (and other) practices are contextualized for effective evangelism through the Church today.

Course Narrative & Rationale

Our approach to learning will following three phases: 1) Pre-Module is designed to engage historic and contemporary writings on the issue of God’s evangelistic work in the world. Students are expected to post daily responses and reflections on readings and comment on the thoughts of others (one hour per day, T-F). 2) Module time will involve sharing our personal
context of ministry and experiences good and bad. Daily lectures will be diverse in format, but will center around themes of the “Motives, Meaning, Manner, and Methods”\(^1\) of evangelism through the local church. The Post-Module time will provide freedom for reflection and synthesis of reading, reflection, and classroom interactions. The student will demonstrate learning and reflection through three assignments: a) a brief reflection on evangelistic methods, b) an evangelistic sermon or lesson and c) a final project that provides a sound theological basis and plan for developing a missional practice of evangelism in their local church.

**Degree Objectives**

M.Div. NTS degree and course objectives 4 and 5.

**Course Outcomes (CO)**

Upon completion of this course, the student should:

1. Demonstrate an ability to articulate a biblical understanding of the missional practice of evangelism. (Assignments: 2, 4 and 10)
2. Demonstrate and understanding of the practices that shaped the Early Churches practice of evangelism. (Assignments: 2 and 4)
3. Have an ability to apply the principles that shaped the Church’s evangelism practices to their ministry culture and current context. (Assignments: 2, 5, 6, and 10)
4. Have a working knowledge of some of the discipleship and training materials available for mobilizing their local ministry context for a missional practice of evangelism. (Assignments: 2, 7 and 8)
5. Have a working knowledge of some of the discipleship and evangelism training programs in the churches of their classmates and in diverse church communities in the Kansas City area. (Assignment: 1, 3, 5, and 6)
6. Have an action plan for their local ministry that demonstrates a biblical understanding of evangelism and reflects an awareness of the cultural and contextual factors that shape that plan. (Assignment: 9 and 10)

**Church of the Nazarene COSAC Competencies**

CP 16: Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism.

CP 17: Ability to lead in disciplining and assimilating new converts into the church

CP 18: Ability to identify social and congregational factors that influence church health and growth.

CX2: Ability to analyze and describe congregations and communities

CX4: Ability to explain the operational culture

CX8: Ability to place the ministry context in light of the larger schemes of world and national history

\(^1\) Dave Earley and David Wheeler’s outline in *Evangelism is...* (see Recommended Texts).
CX9: Ability to apply historical analysis to the life of a local congregation in order to describe its historical and cultural context
CX10: Ability to understand and articulate the biblical, historical, and theological bases for Christian mission
CX11: Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.

**Required Texts & Course Materials**


**Recommended Texts & Course Materials**

Other Texts:

**Course Materials (Reviewed in Module):**

Gumbel, Nicky, ALPHA Course.

**Course Outline**

**Course Assignments & Requirements**

**PRE – MODULE**

1. **Big Blue Button in Moodle Meeting. (CO 5)** Students will be invited to a video chat in which introductions will be made. A series of non-graded questions from the professor will include: name, location and context of life and ministry, local church ministry
involvement, pre-conceived notions (and/or current realities) of local church evangelism “programs”, questions and answers about assignments.

2. **Reading and reflections. (CO 1-4)** Students will post their thoughts and reflections, Tuesday thru Friday in each week of the pre-module class, from the “Required Texts” as assigned in the Moodle Course Calendar (see Calendar).

3. **Local Church Context Interviews. (CO 5)** A written or video recorded* interview of three local church leaders, evaluating the evangelistic effectiveness of their local church in the past five years. Interviewees should be engaged regularly in the ongoing life of the local church. (if written, 3-4 pages or 10-12 minutes).

   - Students will write or record an interview with their local church pastor(s) and/or lay leaders in the area of the corporate emphasis and/or “evangelism program” of their local church. Areas of inquiry should include:
     - Emphasis (how is the evangelist mandate of the Great Commission being communicated and directed?).
     - How is “success” or “failure” measured in this effort?
     - What barriers, objections, or affirmations exist in this effort? How are barriers overcome? How are affirmations and outcomes celebrated?
     - What theological, cultural, and/or contextual factors inform or affect their efforts to evangelize in their spheres of influence?

   - Students will record any reflects they have in written or video format, concerning their initial and basic thoughts as to the theological, cultural and contextual factors that impact the effectiveness of their churches evangelism efforts.

*Students may utilize any recording apps (iphone, android, smartphone, or post a link via Youtube, etc.) to share an unedited (or edited, it does not need to be produced) interview of the pastor or lay leader. This video is to be posted in Moodle for others to view, just as those writing their interview should post on Moodle for others to read.

**MODULE**

4. **Lecture and discussion** of the cultural, contextual, and theological factors that impact and direct evangelism through the local church today. This will include an analysis and discussion of the current conversations around the “attractiveal” versus (or including) the “missional” models of evangelistic engagement in the Western Church. *(CO 1, 2)*

5. **Field Interactions. (CO 3, 5)** We will visit and discuss as a class the missional approach to evangelism in three diverse church communities in the Kansas City area on Wednesday, August 21.

6. **Storytelling. First Day of Module. (CO 3, 5)**

   - Students will be asked to share the story of their journey with God, including the particularity of elements such as when, why, who may have been a primarily influence, and in what circumstances (i.e., out of crisis, logic/reason, or new awareness) that the student decided to be a follower of Christ.
   - Students will be asked to share the details of interviews with two people in their circle of relationships, inquiring in a similar fashion concerning their decision to become a follower of Christ.
   - Students will evaluate the stories of their experience with those of others, reflecting on the similarities (what was common or similar in each story: fear of hell, power of love, logic of
reason, experience of loss, etc.) and the uniqueness’s in terms of the cultural and contextual factors that impacted the stories they have shared.

7. We will spend time in class comparing, contrasting, and analyzing evangelism curricula currently available and being offered for local church ministries. These currently include, but are not limited to: Contagious Christian (Willow Creek), Three Story Evangelism (Youth for Christ), Evangelism Explosion, G12, One Verse Evangelism (Navigators), F.A.I.T.H. Evangelism (Lifeway), and the ALPHA Course. (CO 4)

**POST MODULE**

8. Short Reflection Paper. (CO 4) The student will be asked to write a short (3-5 page) reflection paper, comparing and contrasting the evangelistic methods of the three local churches we visit in KC along with their own local ministry context. Answer the following questions:
   - What insights did I gain from other ministries that could enhance my local church evangelistic ministry?
   - What insights and programs in their evangelistic approach are not applicable to my context?
   - What theological concerns or disagreements came to mind from the KC presentations that may not fit my context or theological bias?

9. Evangelistic Proclamation. (CO 6) Public proclamation is arguably an essential aspect of the missional practice of evangelism. The student will submit a manuscript of an evangelistic sermon or a lesson taught to students (of any age) in a discipleship setting.

10. Final Project. (CO 1, 3, 6) The student will be asked to develop a comprehensive written plan (18-20 pages in length) that evaluates the local ministry context and applies personal, classroom, and textbook learning to their local church’s missional practice of evangelism.

**This should include the following elements:**

1. A biblical theology for the evangelistic missional practice of the church. Including a description as to how and where evangelism fits in the ecclesiology of the church.
2. Contextual and Cultural description and analysis of the local ministry assignment. This should include:
   - Exegesis of the local community. Socio-economics, ethnic diversity, etc. What are the potential barriers to the Gospel? What bridges might be explored for greater outreach?
   - Exegesis of the local church. Give a brief history of leaders, founding, and profile of the local church setting. Analyze the strengths, weaknesses, opportunities, and/or barriers that exist in your local church that might enhance or distract it from a more effective missional practice of evangelism?
3. A clear description of the tangible actions, environments, and/or programs that reflect the evangelistic mission of the local church, including:
   - How people might be encouraged to investigate and/or move toward Christ via the evangelistic missional activities of the local church. What are those activities?
   - The nature and character of conversion in an encounter with Christ and the roles the local church plays in facilitating or encouraging that encounter.
• The subsequent process of spiritual growth and formational community engagement to sustain and encourage conversion. Suggestions of spiritually formative practices would be appropriate here.

**Distribution of Student Learning Hours**

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<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
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<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>26</td>
<td></td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>24</td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
<td>39.34</td>
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</tr>
<tr>
<td>Writing</td>
<td>5</td>
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<td>55</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
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<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>68.34</td>
<td>32</td>
<td>55</td>
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**Method for Submitting Assignments**

Moodle @ [http://moodle.nts.edu](http://moodle.nts.edu) or enter it into your browser.

**Form and Style Expectations**

Kate L. Turabian’s *Manual for Writers of Research Papers, Theses, and Dissertations* presents two basic documentation systems: notes-bibliography style (or simply bibliography style) and author-date style (sometimes called reference list style). These styles are essentially the same as those presented in *The Chicago Manual of Style*, sixteenth edition, with slight modifications for the needs of student writers.² See samples at [www.press.uchicago.edu](http://www.press.uchicago.edu).

**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**

Late work will be accepted at a 10% reduction for every day (T-F) that the paper or reading response is submitted late.

² [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
There are no exams.

**Additional Costs**
Travel to local KC area churches. $10 per person (help to defer gas and van rental costs).

**Course Grading**

GRADING SYSTEM
The following letter grades are used for final course marks and for permanent records. A grade assigned in a course may not be challenged more than 1 academic year following the date the grade was assigned.

**A (EXCELLENT)** – Indicates superior quality, diligence and creativity, effective grasp of material beyond memorization.

**B (GOOD)** – Indicates above-average quality of work, industrious attitude, and thoroughness in what is undertaken with considerable insight into the material of the course.

**C (SATISFACTORY)** – Indicates work is satisfactory, tending to be correct, but lacking in consistent creativity, insight and depth.

**D (PASSING)** – Indicates work is unsatisfactory but passing. It may be given for lack of initiative, lack of responsibility, or inability to grasp the significance of the material studied. When a course is repeated and successfully passed, the new grade rather than the “D” will be used to calculate the student’s GPA. However, the “D” will remain on the transcript.

**F (FAILURE)** – Indicates failure to do satisfactory work, and also means loss of course credit. When a course is repeated and successfully passed, the new grade rather than the “F” will be used to calculate the student’s GPA; however, the “F” will remain on the transcript.

Students work and resulting grades will be evaluated in the following areas:

- **Reading and Reflection**: 20%
- **Storytelling Paper**: 5%
- **Local Church Context Paper/Video**: 10%
- **Class Participation**: 10%
- **Short Reflection Paper**: 10%
- **Evangelistic Sermon**: 15%
- **Final Project**: 30%

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.

If you must be absent in the online pre-module or post-module times, because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. Regular posts four days each week are expected on Tuesday thru Friday between the dates of July 8 through until the module begins in Kansas City on August 19. Post-module interactions will be limited. The professor will be available during office hours previously indicated under “Instructor Information”, to dialogue with students, answer questions, and provide feedback during the time of the students sermon, curricula evaluations, and final project writing.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre-Module</td>
<td>Online Big Blue Button Meeting via Moodle. Tuesday, July 9 at 9:00 pm EST.</td>
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<tr>
<td></td>
<td>Begins</td>
<td>Reading Reflections due for: <em>Reimagining Evangelism, pp., 1-144</em></td>
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<td>2</td>
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<td>Reading Reflections due for: <em>The Celtic Way of Evangelism, pp. 1-130.</em></td>
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<td>Reading Reflections due for: Famous Conversions. Read ten conversion stories of your choice, approx. 50 pages of reading. Evangelism in the Early Church, pp. 11-151.</td>
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<td>Reading Reflections due for: Evangelism in the Early Church, pp. 161-300.</td>
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<td>Reading Reflections due for: Evangelism in the Early Church, pp., 300-388; Missional Joining God in the Neighborhood, pp., 9-64 Local Church Context Interviews are due by August 9.</td>
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<td></td>
<td>Reading Reflections due for: Missional Joining God in the Neighborhood, pp., 65-190</td>
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| 7 | Module Begins | Daily Lectures  
Storytelling Assignment (Oral Presentation)  
Local Church Visits |
| 8 | Post - Module Begins | Short Reflection Paper Due no later than August 30, 2013 |
| 9 |   |   |
| 10 | Evangelistic Sermon/Lesson Due no later than September 13, 2013 |
| 11 |   |   |
| 12 |   |   |
| 13 | Course Evaluations from NTS, Dean’s Office |
| 14 | Final Project is due no later than October 11, 2013. |