

I. Course Description

This course intends to help students construct their own theology of evangelism based on biblical and theological foundations, and develop a program of evangelism appropriate to their own ministry contexts. Attention will be given to the Wesleyan understanding of evangelism and to the place of evangelism within the whole mission of the church. The students will be encouraged to cultivate a style of faith-sharing that reflects their own theology and personality, and to have some hands-on experience in witnessing. The course will consist of lectures, class discussions, case studies, student presentations, and online activities.

II. Course Modality

Online synchronous – Students attend weekly 90-minute class sessions online. An additional 60 minutes of class time consists of an online lesson or activity which may be completed at any time during the week. Students are also expected to complete course readings and assignments throughout the semester. The instructor will attend class sessions via Zoom.

III. Course Objectives

1. To construct a theology of evangelism based both on biblical and theological foundations and on the understanding of contemporary culture.
2. To develop and practice a lifestyle of personal evangelism *with a clear understanding of the gospel* with regard to its content and communication.
3. To have hands-on experience of presenting the gospel and to reflect on one's style, integrity, and effectiveness of faith-sharing.
4. To develop a viable program of evangelism appropriate to a ministry context in order to educate and motivate a local church or a faith community for an integral and fruitful evangelistic ministry.

IV. Contribution to MTSO's Educational Mission and Degree Outcomes

By helping students reflect on the calling of the church as evangelist and live their life as a witness to the gospel, this course contributes to MTSO's commitment to creating a new imagination for the church and preparing leaders for ministry and service in pursuit of a transformed world consistent with the creative, renewing, resurrecting activity of God in the world.

Specific Degree Outcomes

MDiv:

- To exercise leadership through contextually grounded practices of . . . theological reflection, and missional and prophetic witness that promote personal wholeness, faithful and hospitable community, and sustainable justice.

MAPT:

- To develop leadership and formation skills that foster collaboration and solidarity across the many aspects of human diversity.

V. Textbooks

Required Texts:

Edwards, Luke S. *Becoming Church: A Trail Guide for Starring Fresh Expressions*. Richmond, VA: Fresh Expressions, 2021.

Guder, Darrell L. *The Incarnation and the Church's Witness*. Harrisburg, PA: Trinity Press International, 1999.

Jones, E. Stanley. *The Christ of the Indian Road*. New York, NY: Grosset & Dunlap, 1925.

Knight, Henry H. and F. Douglas Powe. *Transforming Evangelism: The Wesleyan Way of Sharing Faith*. Nashville: Discipleship Resources, 2006.

Peace, Richard. *Holy Conversation: Talking about God in Everyday Life*. Downers Grove, IL: IVP, 2006.

Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids: Baker, 2020.

Supplemental Readings:

- Arias, Mortimer. "That the World May Believe." *International Review of Mission* 65, no. 257 (1976): 13–26.
- "Dialogue and Proclamation (Excerpts): Congregation for the Evangelization of Peoples and the Pontifical Council for Interreligious Dialogue." *International Bulletin of Missionary Research* 16, no. 2 (1992): 82–86.
- Leah, Heather. "Reclaiming Evangelism for the Local Church." *Witness: Journal of the Academy for Evangelism in Theological Education* 28 (2014): 81–88.
- Lewis, Tracey. "Practicing the Story: Equipping Congregations for Evangelism." *International Review of Mission* 105, no. 1 (2016): 52–61.
- Park, Joon-Sik. "Evangelism and the Practice of Hospitality." In *Considering the Great Commission: Evangelism and Mission in the Wesleyan Spirit*, ed. Stephen Gunter and Elaine Robinson. Nashville: Abingdon, 2005.
- Reese, Martha Grace. *Unbinding the Gospel*. St. Louis, MO: Chalice, 2006.
- Teasdale, Mark R. "A Bias for the Gospel." *International Bulletin of Mission Research* 47, no. 1 (January 2023): 69–77.
- WCC. "Christian Witness in a Multi-Religious World."
- WCC Study Document: "Evangelism: Witnessing to Our Hope in Christ." *International Review of Mission* 101, no. 1 (2012): 79–104.
- (Some of the readings did not use gender-inclusive language as theirs was an age not yet sensitive to the issue.)

VI. Course Requirements and Assessment of Student Learning

- (1) Class Attendance and Participation (10%):
Attendance at all sessions is expected. Unexcused absences will adversely affect the grade.
- (2) Weekly Online Participation and Response (30%):
 - Students are expected to be fully present online.
Weekly online participation and response is an essential and vital aspect of learning. In this hyflex format, the student's role requires more active and self-disciplined participation. Online participation may include: turning in assignments, posting an initial response and subsequent postings to the discussion board from Friday through the following Monday, and other communication reflecting ongoing learning in the course. (See "Populi" each week for the assignment and online activity.) If no student response occurs during a week of the term, the student is considered absent. Lurking (reading only) does not earn credit, nor does it contribute to the class learning and community.
 - It is important to manage your time.
Because online courses move quickly and require self-discipline, it is important to efficiently manage time. It would include not waiting until the last minute to turn in assignments or responses. Technology is not fail-proof; you would need to allow time for unforeseen problems.
 - Each student will belong to a **Missional Formation Group**.
Most focused discussions will take place within one or two groups. Groups are also designed to serve as a community that provides mutual support in a journey toward evangelistic/missional formation.
 - Three online discussions will be completed synchronously via Zoom. (See the Course Schedule below.)
- (3) Critical Book Reviews (10%):
Students are required to complete a book review of Jones's *The Christ of the Indian Road*, critically reflecting on the text for implications for the understanding and practice of evangelism. Each review is to be 2 pages (1.5-spaced) in length; and to use parenthetical citations, if necessary – e.g., (Jones, 73). Name and save the reviews as "Jones Review (Your Last Name)." Due on October 10.

Given the limited length of your review, it is to be **succinct** and **to the point**. You would thus need to be very *selective* of the themes to critically reflect on. What I hope to see are indications of a **thorough**

reading of the text and of **critical engagement with it**. You are also to briefly share how the text has shaped and affected your own understanding of mission.

(4) Holy Conversation on Christian Faith (10%):

Students are to find a conversation partner who is not a Christian as explained in Richard Peace, *Holy Conversation* (see “Introduction”). Throughout the semester they are to engage in a holy, evangelistic conversation with the partner (at least three times) and to write a reflection (1 single-spaced page). You are to pay attention to the questions your conversation partner has about Christianity, and the hindrances that keep the person from coming to the Christian faith. *You are encouraged to share your faith* with the person as well as to suggest some steps that could help the person travel further in her/his journey toward Christian faith. Due on November 14.

(5) Integrative Research Paper (30%):

A carefully integrated and researched paper of 2,500 words (1.5-spaced) plus notes and bibliography is due **by noon December 12**. *The paper should reflect a working knowledge of resources currently available. In addition to careful research (minimum of 3 books and 3 journal articles beyond the class readings), students are to engage various aspects of the course learning, including the readings, in an integrative way.*

1. The focus of the first part (1,500 words) is on constructing *one’s own understanding of evangelism, which is biblically and theologically grounded*. Students are to wrestle with the understanding of the gospel and with the issues of motivation and substance of evangelism, reflecting on how their own view of the gospel might shape the way it is communicated. They may also provide a brief reflection on the current state of the church in North America from an evangelistic perspective.
2. The second part (1,000 words) is to be devoted to creating a sermon on evangelism—which is context specific (rural, urban, suburban, etc.)—based upon one’s freshly constructed theology of evangelism.

The following are the most respected journals in mission/evangelism studies: *International Bulletin of Mission(ary) Research*, *International Review of Mission*, *Missiology*, *Mission Studies*, and *Witness: The Journal of the Academy for Evangelism in Theological Education*.

(6) Completion of the Assigned Readings (10%):

Much of the value of this course will come from interaction among the participants. Students are thus to prepare for each class session by carefully reading the assigned texts, and to take an active part in the discussions.

Assessment:

- 10% Class Attendance and Contribution
- 30% Online Assignments
- 10% Critical Book Review
- 10% Reflection on Holy Conversation
- 30% Final Research Paper
- 10% Completion of Reading Assignments

Written Work:

All written work must be typed with 12-point font. It will be evaluated on the basis of (1) clarity of the writing, (2) critical interaction with the text, and (3) the student’s own integrative reflection. There will be a penalty for late papers commensurate with the degree of lateness and the adequacy of the excuse.

Inclusive Language:

In accordance with MTSO’s inclusive language policy, all students are expected to use gender inclusive or gender neutral language in their writing and in classroom discussions when referring to human beings. Inclusive language is carefully and deliberately chosen to break barriers of exclusivity.

VII. Course Schedule and Format

August 29 (Week 1)		
Topics	Readings & Assignments	Online (8/30–9/2)
- Overview of the Course - Definitions of Evangelism		Discussion on - Lewis, "Practicing the Story"

September 5 (Week 2)		
Topics	Readings & Assignments	Online (9/6–9)
- Evangelism and Hospitality - Evangelism and Missional Context	Reading: - Park, "Evangelism and the Practice of Hospitality" - Arias, "That the World May Believe"	Discussion on - Park and Arias

September 12 (Week 3)		
Topics	Readings & Assignments	Online (9/13–16)
- What is the Gospel? - Place of Evangelism within the Mission of the Church - Conversion Stories (1)	Reflection on the Gospel	Discussion on - Pope-Levison, "Personal"

September 19 (Week 4)		
Topics	Readings & Assignments	Online (9/20–23)
- Wesleyan Understanding of Evangelism - Conversion Stories (2)	Reading: - Knight and Powe, <i>Transforming Evangelism</i>	Discussion on - Pope-Levison, "Small Group"

September 26 (Week 5)		
Topics	Readings & Assignments	Online (9/27–30)
- Biblical Foundations for Evangelism - Conversion Stories (3)	Reading: - WCC Study Document: "Evangelism: Witnessing to Our Hope in Christ"	- Webinar Viewing and Discussion - Powe, "Evangelism and Contextual Awareness"

ME670 Ministry of Evangelism: Theology & Practice

Fall 2024, Thursdays 10:30 am–12:00 pm ET
Dr. Joon-Sik Park, jpark@mtso.edu, 740-362-3367

October 3 (Week 6)		
Topics	Readings & Assignments	Online (10/4-7)
- Biblical Foundations for Evangelism (2) - Student Presentations - Evangelism as “Holy Conversation”	- Reflection on Biblical Foundations for Evangelism - Reading: - Peace, <i>Holy Conversation</i> (Intro. & Chs. 1-3)	Practice of *<i>“Holy Conversation-1st”</i> (Peace, Chs. 4 & 5)

October 10 (Week 7)		
Topics	Readings & Assignments	Online (10/11-14)
E. Stanley Jones’s Theology & Ministry of Evangelism - Conversion Stories (4)	Critical Review of Jones, <i>Christ of Indian Road</i> (2 pages, 1.5-spaced)	

October 17 (Fall Break)		
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October 24 (Week 8)		
Topics	Readings & Assignments	Online (10/25-28)
Integral Evangelism	- Reading: - Guder, <i>Incarnation and Church’s Witness</i> - Pope-Levison, “Prophetic”	Practice of *<i>“Holy Conversation-2nd”</i> (Peace, Chs. 6 & 7)

October 31 (Week 9)		
Topics	Readings & Assignments	Online (11/1-4)
- Fresh Expressions and Evangelism - Guest Lecturer: Rev. Luke Edwards	- Reading: - Edwards, <i>Becoming Church</i>	- Discussion on - Edwards, <i>Becoming Church</i>

November 7 (Week 10)		
Topics	Readings & Assignments	Online (11/8-11)
- Unbinding the Gospel - The Current State of the Mainline Church - Evangelism and the Renewal of the Church	- Reading: - Reese, <i>Unbinding the Gospel</i> - Leah, “Reclaiming Evangelism for the Local Church”	- Webinar Viewing and Discussion - Warner, “Evangelism and Discipleship”

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November 14 (Week 11)		
Topics	Readings & Assignments	Online (11/15–18)
• Reflective Sharing of “Holy Conversation”	• Reflection Paper on “Holy Conversation”	• Practice of “Holy Conversation-3rd” (Peace, Chs. 10 & 11)

November 21 (Week 12)		
Topics	Readings & Assignments	Online (11/22–25)
• Inter-Religious Dialogue	• Reading: - WCC, “Christian Witness in a Multi-Religious World” - “Dialogue and Proclamation: Congregation for the Evangelization of Peoples and the Pontifical Council for Interreligious Dialogue.” - Teasdale, “A Bias for the Gospel”	

November 28 (Thanksgiving Break)		
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December 5 (Week 13)		
Topics	Readings & Assignments	Online (12/6–9)
• Sharing of Research Papers • Conclusion		• Discussion on - Pope-Levison, “Liturgical”

December 12 (Week 14)		
Topics	Readings & Assignments	
• Conclusion	• Final Research Paper due by Noon, December 12	

***Synchronous online discussions**

III. MTSO Standard Syllabus Statements

Carefully review these policies and refer to the MTSO Academic Catalog / Student Handbook for additional details.

All students in every degree program are expected to become familiar with MTSO policies as listed in the most current MTSO Academic Catalog and Student Handbook, connected here. The policies listed below are highlighted here because of their importance to our academic lives together.

https://www.mtso.edu/site/assets/files/2103/academic_catalog_2023-24.pdf.

Class Attendance

Regular attendance is expected in all classes. Students attending online are required to show their faces the entire class time in order to be considered present. You are expected to attend class as you would in a face-to-face classroom (not driving, cooking, folding clothes, etc.). During asynchronous class time, faculty will monitor time used in posting and responding to colleagues to track your participation.

An excessive number of absences may result in grade reduction despite successful completion of all assigned work. In most cases, a student will fail a course if they are absent for 25% of the class sessions (including online meetings).

Electronic Devices

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. When use of electronic devices violates that respect instructors have the right to impose appropriate grading penalties. In many courses, electronic devices are integral to learning, especially for students attending online. However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social networks during class time is inappropriate. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks (even if you're at home) in an area that is not disruptive to others.

Title IX/504 ADA Statement

MTSO is committed to providing a workplace and educational environment that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity, MTSO has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. More information about the University's policy and grievance processes can be found at <https://www.mtso.edu/about-mtso/notice-nondiscrimination/>. Reports of misconduct can be made to the Title IX/504/ADA Coordinator, Kathy Dickson, kdickson@mtso.edu.

ADA/Disability Services

MTSO supports all students by encouraging self-advocacy and empowering students to help themselves, while providing a safe environment in which to do so. We commit to an inclusive learning environment and will support reasonable, documented requests for accommodations and learning adaptations. To request a reasonable accommodation, contact the Director of Student Services, Bhoke Kirigiti, at bkirigiti@mtso.edu.

Documenting written work at MTSO

Written work submitted for courses at MTSO must conform to the Note-Bibliography style in the [Chicago Manual of Style](#) (17th edition). All sources used in completing an assignment must be properly cited. This includes AI tools like ChatGPT and Grammarly. For guidance on formatting citations and a helpful discussion of how to avoid academic misconduct, see the Purdue University Online Writing Lab (OWL) website at <https://owl.purdue.edu/owl/index.html>. Students who commit academic misconduct will be subject to penalties up to and including expulsion from the Institution.

Plagiarism is not merely a disciplinary matter. Avoiding plagiarism ensures that all voices are identified in written and oral work. Faculty want to hear the student's voice and also need to distinguish it from other voices the student incorporates into a paper or presentation. All other voices, including those generated by artificial intelligence, must be properly credited whether the student is replicating exact phrasing or paraphrasing in the student's own words.

Technology Requirements

If you do not already have one, you are required to obtain a personal library card in your local library system and to create your own accounts for free digital media services like [Libby](#), [Kanopy](#), and [Hoopla](#) in order to access various free resources that may be assigned for your coursework.

IX. Select Bibliography

- Abraham, William J. *The Logic of Evangelism*. Grand Rapids: Eerdmans, 1989.
- Arias, Mortimer. *Announcing the Reign of God: Evangelization and Subversive Memory of Jesus*. Philadelphia: Fortress, 1984.
- Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Brueggeman, Walter A. *Biblical Perspectives on Evangelism: Living in a Three-Storied Universe*. Nashville: Abingdon, 1993.
- Costas, Orlando E. *Liberating News: A Theology of Contextual Evangelization*. Grand Rapids: Eerdmans, 1989.
- Escamilla, Roberto. *Come to the Feast: Invitational Evangelism*. Nashville: Discipleship Resources, 1998.
- Fox, H. Eddie and George E. Morris. *Faith-Sharing: Dynamic Christian Witnessing by Invitation*. Rev. ed. Nashville: Discipleship Resources, 1996.
- Green, Michael. *Evangelism in the Early Church*. Grand Rapids: Eerdmans, 1970.
- Harnish, John E. *30 Days with E. Stanley Jones: Global Preacher, Social Justice Prophet*. Canton, MI: Read the Spirit Books, 2022.
- Hooker, Morna D. *Not Ashamed of the Gospel: New Testament Interpretations of the Death of Christ*. Grand Rapids: Eerdmans, 1995.
- Johnson, Ben Campbell. *Speaking of God: Evangelism as Initial Spiritual Guide*. Louisville: Westminster/John Knox, 1991.
- Jones, E. Stanley. *Conversion*. Nashville: Abingdon, 1957; rpt., 1992.
- Klaiber, Walter. *Call and Response: Biblical Foundations of a Theology of Evangelism*. Trans. Howard Perry-Trauthig and James A. Dwyer. Nashville: Abingdon, 1997.
- Logan, James C. *How Great a Flame: The Wesleyan Revival Then and Now*. Nashville: Discipleship Resources, 2005.
- Logan, James C., ed. *Theology and Evangelism in the Wesleyan Heritage*. Nashville: Kingswood, 1994.
- Murray, Stuart. *Church after Christendom*. Carlisle, UK: Paternoster, 2005.
- _____. *Church Planting: Laying Foundations*. Scottdale, PA: Herald, 2001.
- Newbigin, Lesslie. *Proper Confidence*. Grand Rapids: Eerdmans, 1995.
- O'Brien, P. T. *Gospel and Mission in the Writings of Paul*. Grand Rapids: Baker, 1995.
- Park, Joon-Sik. "Victory Through Surrender: E. Stanley Jones's Understanding of Conversion." In *E. Stanley Jones and Sharing the Good News in a Pluralistic Society*, ed. Douglas Powe and Jack Jackson. Nashville: Wesley's Foundery Books/GBHEM, 2018.
- Pope Francis. *The Joy of the Gospel: Evangelii Gaudium*. New York: Image, 2014.
- Pope John Paul II. *On the Permanent Validity of the Church's Missionary Mandate: Redemptoris Missio*. Washington, D.C.: USCC, 1990.
- Sider, Ronald J. *Good News and Good Works*. Grand Rapids: Baker, 1999.
- Stone, Byron. *Evangelism after Pluralism: The Ethics of Christian Witness*. Grand Rapids: Baker, 2018.
- Swanson, Roger K. and Shirley F. Clement. *The Faith-Sharing Congregation: Developing a Strategy for the Congregation as Evangelist*. Nashville: Discipleship Resources, 1996.
- Wesley, John. "Salvation by Faith (Sermon 1–1738); "Original Sin (Sermon 44–1759); and "The New Birth (Sermon 45–1760).