

Evangelism

COS #523



Course of Study School of Ohio
West Virginia Extension
Spring Heights
Summer, 2022



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I. COURSE DESCRIPTION (GOALS and OBJECTIVES)

This course introduces students to the theology and practices of evangelism as an expression of the mission of God.

Students will be able to:

1. Reflect on and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
2. Ground a theology of evangelism in scripture, the Gospel, and the mission of God.
3. Interpret of the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation.

(from COS Spring Heights, Course Objectives, COS Revised Curriculum – 2014)

II. SPECIFIC OBJECTIVES

In addition to the course goals and objectives, students will consider the life cycle of their congregations and be introduced to relational evangelism including sharing their faith story, hospitality, being a missionary, contextual communities, discipleship pathways, and discipleship coaching.

III. TEXTBOOKS (required)

Aris, Mortimer, Announcing the Reign of God, Wipf and Stock, 2001.

Fox, Eddie H. and Morris, George E, Faith Sharing (revised and expanded version), Discipleship Resources, 1998.

Hybels, Bill, Just Walk Across the Room, Zondervan, 2006.

Knight, Henry H and Powe, F. Douglas, Transforming Evangelism, Discipleship Resources

Schreiner, Mike and Willard, Ken, Stride: Creating a Discipleship Pathway For Your Church, Abingdon Press, 2017.

Recommended Resource:

Reese, Martha Grace, Unbinding the Gospel, Chalice Press, 2008

IV. CLASS STANDARDS

A. Wesleyan “Rule of Life”:

- Do no harm
- Do good
- Attend to ordinances of God (spiritual discipline).

(General Rules, UM Discipline 2016)

B. Inclusive language

It is expected that students be committed to equality for women and men of every racial and ethnic background. Students and instructor are to use language which exemplifies respect, dignity, and equality in conversations with colleagues, in public discourse, in classroom discussions, and in writings. Class participants will be expected to use inclusive language in all writings and during class discussion & participation. If you have specific questions, please see the instructor. (Helpful resource, *Words that Hurt, Words that Heal (new edition)* (Cokesbury.com download, original 1980 resource)

C. Academic Integrity

Student integrity regarding all work assigned in this class is a basic expectation of the learning community. (see page 31, *COS Student Handbook, 2013* – “Academic responsibility”) Also, guidelines for writing, page 25, *COS Handbook*.

D. Attendance

Instructor expects timely participation of students; tardiness is a sign of disrespect to others. Extenuating circumstances should be reported to instructor and COS Dean immediately. (see COS Attendance Policy – page 15, *COS Student Handbook, 2013*)

E. Confidentiality

It is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing conversations with those outside of the zoom session classrooms.

V. ASSIGNMENTS, GRADING, AND EVALUATION

Note: All assignments are due and expected on time. If because of some extenuating circumstances you are unable to meet a given deadline, you must contact the instructor *before* the deadline in question is expected. Failure to do so will result in a lower grade for the assignment. No Incomplete grade can be granted in this class.

Helpful hint - Make a printed copy of all written work e-mailed to the instructor.

A. Class participation (25% of final grade) COS requires that students attend all class sessions in order to receive credit for the course. No “cuts” or “excused absences” are allowed for church, community, family, or other business. In extreme cases, such as serious illness, family emergency, or funeral, an additional paper on the reading material of the missed session will be required and negotiated with the instructor.

1. Timely, careful reading, and completion of assignments in preparation for class participation is expected.
2. Class discussion through verbal contributions including any small group is expected; respectful and hospitable listening to contributions by others is a class norm. Each class member must contribute regularly to discussions without monopolizing the time.

B. Initial Paper “Where God Has Called Me to Serve” (20% of final grade) (due Friday, August 19)

The paper must be 6-8 pages long, double spaced, 12-point font. No more than 8 pages. The following outline to help organize your thoughts. (*You may want to use this outline to identify sections of your paper. Be reflective and honest.*)

- Describe the church/charge where you are assigned. Large, small, rural, urban, community church, family chapel, multi-generational? How has the church changed over the past 10 years, 20 years?
- Describe the location and community that surrounds it. What sort of folks live in the community? How has it changed in the past 10 years, 20 years?
- What are the types of people who live in your community but who don’t attend your church? What is it about your congregation that creates an invisible barrier – reasons why the people listed aren’t in the congregation?
- How does your church/charge connect with the community in involvement, ministry, outreach and evangelism? Is the church in the “center” of the community or on the “edge,” not by location, but by community involvement, mission, and outreach?
- What are the significant ministries of the church?
- What are the greatest opportunities and challenges?

- Describe evangelism by the church and its members.
- How do you see yourself as pastor and a leader to the church/charge? How do members of the congregation see you?
- What else should I know about your congregation?

**C. Three Reading Reflection Papers (30% of final grade) - each paper 10%
Each paper is to be 3-5 pages, no more than 5 pages, double-spaced, 12-point font.**

Required reading:

Arias, Announcing the Reign of God
 Fox and Morris, Faith Sharing
 Hybels, Just Walk Across the Room
 Knight and Powe, Transforming Evangelism

Outline for each Reflection Paper based on the assigned reading:

- State a brief summary of the main points of the book.
- What issues are raised for you from the book? (At least 2)
- What one or more insights from the book will you put into practice and be useful to you in your preaching and ministry?

Reflection paper #1 - “Transforming Evangelism” (due Fri, Sept. 2)

Knight and Powe, Transforming Evangelism

Reflection paper #2 - “Announcing the Reign of God” (due Friday, Sept. 23)

Arias, Announcing the Reign of God

Reflection paper #3 - “Faith-Sharing” (due Friday, Oct 14)

Fox and Morris, Faith-Sharing or Hybels, Just Walk Across the Room

D. Final Paper/Project “Becoming a Relational Evangelistic Church” (25% of final grade) The paper should be at least 6-8 pages in length, and no more than 10 pages, 12-point font. Due by Friday, October 28 (12 noon).

Reflecting on the Church Life Cycle Portico class, where is your church/es in its lifecycle? If you serve a multiple point charge, where is each church. Is there tension because of churches being at different places on the life cycle.

What have you learned about evangelism and your church/charge during this class?

What barriers does your congregation/es need to break down? What bridges need to be built?

Reflecting on the Knight & Powe, and the Hybels books, what are the first steps you will take as pastor to help move your people toward relational evangelism? Who can help you?

Where might God be leading you or a lay person to begin a “Fresh Expressions” in your community?

Reflecting on the Schreiner and Willard book, what would a discipleship pathway look like for your church/es? Who can help you implement it? What would be first steps?

What are the next steps you will take to become a discipleship coach yourself as you lead the congregation? Who are two persons that you could coach? When will you get started?

What is your timeline for implementing your plans? 2 months? 6 months?

If you and I were to have a coaching call conversation in 2 months, what would we celebrate that you and your team have accomplished?

VI. SCHEDULE OF READINGS AND CLASS TOPICS

August 19-21 (first weekend)

Read Prior to Class

Aris, Announcing the Reign of God

Hybels, Just Walk Across the Room

Knight & Powe, Transforming Evangelism

Friday, August 19, pm

Introductions, Syllabus Review/Assignments

The Wesleyan Way of Relational Evangelism

“The Single Greatest Gift” Bill Hybels

Saturday, August 20, am

Biblical Images for Evangelism

Presence, Imminence, In-Breaking, Gift, Hope, Challenge

“Dream Big to Reach New People” Olu Brown, Leading Ideas Talks #13

Saturday, August 20, pm

Beginning Your Team With Prayer

Church Life Cycle – Portico Class

“The Church and the Grocery Store”

Sunday, August 21, am

“Living in 3 D” Bill Hybels

Who Are the Unchurched People In Your Community?

Barriers and Bridges

“Being a Missionary in Your Own Community” Laura Heikes, Leading Ideas Talks #30

October 21-23 (second weekend)**Read Prior to Class**

Fox & Morris, Faith Sharing

Shreiner & Willard, Stride: Creating a Discipleship Pathway for Your Church

Friday, October 21, pm

What Visitors Want

“The Art of Hospitality” Debi Nixon, Leading Ideas Talks #61

Saturday, October 22, am

“The Power of Story” Bill Hybels

Networking – Walking Across the Room

Pastoral and Lay Responsibilities for Evangelism

“Possibilities of Fresh Expressions,” Ken Carter & Audrey Warren, Leading Ideas #1

Saturday, October 22, pm

“Grander Vision Living” Bill Hybels

Principles in Faith Sharing

Faith Sharing – Telling Your Story

“Effectively Reaching Millennials” Josh Mitchell, Leading Ideas #11

Sunday, October 23, pm

Creating Discipleship Pathways

Discipleship Coaching