Course Description
This introductory course equips the student to understand and accept the challenge of intentionally communicating the gospel, by word, deed and sign, to the uncommitted, within and without the local church. Special attention is given to defining evangelism theologically for practice in a pluralistic society.

The purpose of the course is the formation of Missionary Pastors and Spiritual Leaders who are equipped to lead local congregations in which people encounter and are transformed by God through Jesus Christ. Thus the title of the course: Enabling an Evangelizing Church. An evangelizing church is one that proclaims by word, deed, and signs the mighty works of salvation in Jesus Christ. Its intent is changed lives and renewed relationships that demonstrate the love, peace and justice of the Kingdom of God. Its means are not coercion, fear, or glib commercialism, but humble witness, patience, and firm reliance on the power of God’s Spirit to transform the sharing of our faith into personal whole life commitment. Its scope includes the commissioning of every believer to move outward in love to family, friends, neighbors, and strangers. Its role is essential as the primary response to unconditional love, and its necessity for today cannot be exaggerated.

With regard to our responsibility in this vital area, “The people of God, who are the church made visible in the world, must convince the world of the reality of the gospel or leave it unconvinced. There can be no evasion or delegation of this responsibility; the church is either faithful as a witnessing and serving community, or it loses its vitality and its impact on an unbelieving world” (Para. 129, “Faithful Ministry,” The Book of Discipline [2008] of the United Methodist Church).

Course Objective
- To articulate the biblical and theological foundations of evangelism and mission;
- To define evangelism in light of its theology and practice throughout Christian history. Particular attention will be given to the Wesleyan movement and its implications for today;
- To describe and evaluate contemporary paradigms, dynamics of congregational health and renewal, and potential for community outreach related to evangelism and mission;
• To translate the discoveries of the course into practical, holistic models of evangelism and witness relevant to specific local church contexts;
• To empower Christian disciples to evangelize with integrity and sensitivity, and;
• To facilitate the student’s interest and contribution to the research, reflection, practice and literature of evangelism and mission.

**Required Textbooks**


**Recommended Textbooks** will be listed separately on a bibliography.

**Precourse Assignments**

Complete the following assignments. All papers should be typed, double-spaced, 12 pt., and done in the acceptable writing style for ACOS.

1. Personal Conversion Narrative. Write your personal conversion story (not your call to ministry, but your conversion to Christianity and where you are in your faith journey) and be prepared to share this in class (1-2 pages).
2. Demographic study of a local UMC. Investigate census information for a local UMC (this can be your church or another) by requesting a “church and community profile” report from [http://new.gbgm-umc.org/about/us/ecg/research/profiles](http://new.gbgm-umc.org/about/us/ecg/research/profiles).
3. Field Study Experience Report. Conduct an evangelistic field study report on a local congregation (other than your own) using the field study resource. Insights from these visits will be integrated into class time discussions.
4. In *Announcing the Reign of God*, Mortimer Arius says that the Kingdom of God (Reign of God) is central to the mission of Jesus. Based on his analysis, create an outline for a Bible study that you would use to show how the idea of the reign of God unfolds in the Gospels and other writings of the New Testament.
5. According to William Abraham in *The Logic of Evangelism*, what is the definition of evangelism? State the definition and then, using the author’s logic, write a one-page summary explaining how he arrives at this definition.
6. In *Christianity Rediscovered*, Vincent Donovan identifies the following principles for missionary work as it ought to be carried out. Choose five of these principles and explain them based upon Donovan’s understanding in the book (one-paragraph each).

- To approach each culture with the respect due to it as the very place wherein resides the possibility of salvation and holiness and grace.
- To approach the people of any culture or nation, not as individuals, but as community.
- To plan to stay not one day longer than is necessary in any one place.
- To give the people nothing, literally nothing, but the unchanging, supracultural, uninterpreted gospel before baptism.
- To help them expand that gospel into a creed and a way of life after baptism.
- To enable them to pray as Christians.
- To leave them the Bible towards the day when they can read it and use it as a living letter in their lives.
- To insist that they themselves be their own future missionaries.
- To link them with the outside church in unity, and the outside world in charity and justice.
- To agree with them that baptism is indeed everything; that the reception of baptism is the acceptance of the total responsibility and the full, active sacramental power of the church, the Eucharistic community with a mission.
- To encourage them to trust in the Spirit given at baptism, and to use the power and gifts and charisms given to the community by the Spirit.

7. According to Howard Snyder in *Liberating the Church: The Ecology of Church and Kingdom*, what does the church need “liberating from” and “do you agree” (one-page)?

8. *Faith Sharing* by Eddie Fox and George Morris contains nine chapters on sharing faith. Write a one-paragraph (1/3 page) summary of each chapter and its relation to the theology and practice of faith-sharing.

9. Write a brief summary (one-page) of Lesslie Newbigin’s *The Gospel in a Pluralist Society* explaining what he means about how we should evangelize in a pluralistic society.

**Major Project/Paper**

The Project/Paper is the major component of the course reflecting the student’s learning in the class setting. However, due to the level of research required you are encouraged to decide upon a project and do the basic research needed before coming to ACOS.

You do not have to actually do the project (this only needs to be a reflection on the evangelistic project you design) but you may.

You will first write an initial proposal (one to two pages) which includes: 1) a description of the project you are designing; 2) the approach or methodology to be used; 3) an initial bibliography or list of sources (Students will reference three of the class sources in the project); 4) what you hope to learn form the project. Email these proposals to thomas.elliott@emory.edu and put “ACOS Evangelism Project” on the subject line. Students are encouraged to consult with the professor on chosen topics.
Instructions:
Design an evangelistic project that translates your learning from this course into something relevant to your potential ministry setting or local church context. This may be an outreach ministry project, sermon series, case study, teaching curriculum, strategic evangelism plan, video, or some other form related to the subject of evangelism.

The overall project should contain the following content (be sure to cover all of these points in your paper):

1) A summary description of the project or ministry;
2) The theology of evangelism supported by the project (a) identifying biblical texts that afford the primary orientation of the ministry and (b) providing a one sentence, theological definition of evangelism as it is manifested through this project or ministry;
3) Historical foundation or precedent (Has this been done before? Who? What? Where? And the outcome)
4) Description of the context (demographic study, background, relevant research on the people and place where you would conduct the project);
5) The approach or methodology (what are you actually doing);
6) A step by step plan of implementation;
7) The anticipated outcome of the ministry with a plan for evaluation;
8) Recommendation of how this project would translate to other context (How could this be used in other settings? What should the evangelist be aware of?),
9) What kinds of questions this project raises for you, and;
10) A summary of your learning from the design of the project.

You will also have an opportunity to present your research idea in a 20 minute presentation (10 minutes for presentation and 10 minutes for questions and answers) to the class during the second week. The presentation should include a description of the 1) paper/project; 2) your interest in pursuing this topic; 3) and its promise for evangelism ministry. Students will sign up for times.

Format of project paper: 10-20 page paper (double-spaced) including appropriate documentation of sources cited or consulted.

This project/paper will be due on the last day of class.

Requirements
1. Precourse work.
2. Regular class attendance and active participation in class lectures, discussions, and presentations. Active participation means being attentive, contributing when appropriate, having respect for others, and remaining off-line unless related to class topics.
   Please notify the instructor ahead of time if you must miss a session of class. An excused absence is at the discretion of the instructor. An unexcused absence will result in a daily grade loss of ½ point. Students are responsible for all assignments on due dates whether absences are excused or not.
   *If you are a student with the Office of Disability Services, accommodations are effective on the date of the in-person discussion with the course instructor(s) regarding
implementation of course accommodations and the receipt of the accommodation letter (this should happen simultaneously).

3. Daily reading interaction for class discussion. Use the following questions as a guide for reading and reflection. What is the main point of the author(s)? How is this point developed? What are the theological implications? What does this mean for evangelism ministry and mission? Students will sign up to lead interactive discussions of assigned readings each day.

4. Major Project/Paper (See above assignment).

**Evaluation:**
Grades are based on class attendance and participation, knowledge and use of assigned readings, reflections, class presentation/paper and performance on the final open-book examination.

Assignments and papers should be submitted electronically to thomas.elliott@emory.edu on due date. Quality on all written assignments is expected—syntax, grammar, spelling, citation, proofreading, etc.—and will be evaluated accordingly.

Student shall honor the Candler School of Theology’s Inclusive Language Covenant in all classroom participation and written work.

Student Honor and Conduct Code is assumed in all work (Catalogue and Handbook).

Late assignments will result in a letter grade reduction (minus the appropriate number of points) per each day late except for the final Position Paper which will result in one letter grade reduction (minus the appropriate number of points) between 1-5 days from the due date and an additional letter grade for each day beyond 5 days late.

Position Papers will be graded according to the criteria set forth in the assignment.

There will be no final examination. In grading, the course components will be weighted approximately as follows:

- 50 pts Precourse work
- 10 pts Attendance and participation
- 10 pts Daily reading for class discussion
- 30 pts Final project
- 100 pts Total
Guidelines for Written Assignments

- All papers should be typed, double-spaced, on 8 ½" by 11" paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Precourse Assignments

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of June 20th.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. You will be drop from any course for which precourse work has not been received after June 20th deadline. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   1. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.
   **Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.
   **Plagiarism Defined**: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.
7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!