Course Description and Outcomes
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 the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation.

Required Textbooks

Recommended Textbooks
- Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity.* Downers Grove, IL: InterVarsity Press, 2009. ASIN: B00C5PVFMA
- Worrell, Winston. *Practical Faith-Sharing Teacher’s CDROM and Participant’s Workbook - 2017*
Pre-Class Assignments

Pre-Class Assignments should be posted in the “Assignments” section of the class’ Canvas site no later than June 1, 2018.

Submit two separate 4-page reading interactions, and use the reading interaction questions provided below in this syllabus as your guide. Please add your email address and your preferred contact telephone number on the cover page.

**Pre-Class Assignment #1:** Reading Interaction of the text *Transforming Evangelism: The Wesleyan Way of Sharing Faith* by Henry Knight and Douglas Powe

**Pre-Class Assignment #2:** Reading Interaction of the text *Announcing the Reign of God* by Mortimer Arias

**READING INTERACTION GUIDELINES**

*FOR KNIGHT/POWE AND ARIAS’ BOOKS*

Your Full Name: ____________________________________________

Instructor: Winston O. R. Worrell

Book title: ______________________________________________________

Author’s name: __________________________________________________

How would you rate this text, 10 being the highest? Rating (1-10): _______

I. Write a 1½ page summary, in your own words, about the contents and focus of the text (book) after you read it. Anyone reading this summary should also learn about the main thrust of the author’s writing of this book. Then, answer the following questions.

II. What are three very significant lessons that you derived from the material?

III. What are three theological implications of this text to the mission of the church today?

IV. What are three practical principles of evangelism or faith-sharing found in the book and how might you apply them today?

V. What are some subjects and themes mentioned by the text that bring up questions for future studies?

VI. How might the information learned impact your ministry today and how might you use some of this knowledge in practical ways in your community?

**Review and critique**  This review and critique should be brought with you on the first day of class.

Write a 4-page critique and review of the text “Faith-Sharing” by Eddie Fox and George Morris. Review and critique the material in the text and then answer the four questions below.

a. What are the main points (theses) of the text (book)?

b. What are the major strengths of the text?

c. What are the major weaknesses of the text?

d. In what ways has this text helped you or might help you in the future? Be specific.
Class Presentation
During the second week of class, you shall make one 5-minute in-class presentation on any chapter from either Part I Chapter I or from Part III (Chapters 10-18) of the text Considering the Great Commission. Your choice must be first approved by the instructor.

Practical Faith-Sharing Requirements for this course will be given on the first day of class.

How Your Final Course Grade Is Determined
- 30% - Pre-class Writing Assignments #1 and #2 (15% each)
- 15% - Review and Critique Paper (Writing Assignment due on the first day of class)
- 15% - In-Class Presentation Report (Presented the Second Week of Class)
- 30% - In-Class Presentation (Two Practical Faith-Sharing Submission Reports)
- 10% - Attendance/Participation/Reflection Exercises

Grade Deduction Policy
Pre-class work must be received no later than 11:59 p.m. EST on June 1, 2018.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not submitted pre-class work by June 15 will be dropped from the class.

COS Grading Scale

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<th>Grade</th>
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<td>93-96</td>
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Guidelines for Written Assignments
- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: [https://owl.english.purdue.edu/owl/resource/747/1/](https://owl.english.purdue.edu/owl/resource/747/1/)

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).
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 participation 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.