



## Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The final course syllabus will be available to the class at the beginning of the course.

### ***Course Identification***

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Course Number : WYP2672HF  
Course Name: Evangelism Remixed: Learning from Biblical Narratives of Conversion  
Campus: on-line synchronous delivery  
Class time: fall term, Mondays 11 am to 1 pm.

### ***Instructor Information***

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Instructor: Judith Paulsen      Teaching assistant:  
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Office Hours: arranged by appointment

### ***Course Prerequisites or Requisites***

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None.

### ***Course Description***

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An introduction to the theology and practice of evangelism in contemporary North American society. We will look critically at different evangelistic practices in the light of biblical narratives of conversion and consider how healthy evangelism is cultivated and lived out in the life of the Church through the building of personal relationships, teaching, preaching, outreach, and worship. Students will be introduced to the writings of a broad range of key thinkers and practitioners of evangelism spanning many decades, while being challenged to develop their own ability to share the gospel with others and to cultivate churches that are evangelizing communities.

### ***Course Methodology***

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This course will include weekly lectures, required readings with discussion-forum interaction, a book review, an application paper, field work summarized and discussed in a paper and in class, & a final integrative paper.

## Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will discuss ways in which the gospel transforms humanity;	Discussion-forum interactions, Bible Study Project, integrative paper	MTS: 1.3, 1.6 MDiv: 1.3, 1.6
• will be able to clearly construct and describe, in language comprehensible to non-Christians: (a) an overview of the Biblical story, (b) the gospel of Jesus Christ, and (c) the mission of the Church;	In-class exercises, Bible Study Project, integrative paper	MTS: 1.1, 1.3, 2.1, 2.3 MDiv: 1.1, 1.3, 2.1, 2.3
• will employ and analyze a relational and contextual model of evangelism in contemporary society;	Bible Study Project, book review, application paper, integrative paper	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
• will identify and interpret various components evident in evangelism understood as a process directed and empowered by the Holy Spirit;	Discussion-forum interactions Bible Study Project, book review	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
• will demonstrate use of a variety of practices for sharing the Christian faith, and will assess how these relate to the life of established churches;	Application paper, integrative paper, book review	MTS: 1.6 MDiv: 1.6, 2.3, 2.4
• will construct several tools for sharing the faith in both individual and group settings.	Application paper, Bible Study Project, integrative paper	MTS: 2.1 MDiv: 2.1, 2.2, 2.3, 2.4

## Course Resources

### Required Course Texts

- Paul Chilcote & Lacey Warner, *The Study of Evangelism: Exploring a Missional Practice of the Church* (Grand Rapids: Eerdmans, 2008)—selections
- Don Everts, Doug Schaupp & Val Gordon, *Breaking the Huddle: How Your Community Can Grow Its Witness* (Downers Grove, IL: Inter Varsity Press, 2016)
- **Either:** Francis Spufford, *Unapologetic*. (New York: Harper Collins, 2012) **OR** Holly Ordway, *Not God's Type* (San Francisco: Ignatius Press, 2014).

## Required Participation Level

**Missing 2 or more classes** without prior authorization and medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

Participation in any on-line synchronous course requires that students have access to the internet at a level that allows them to have their **cameras on and be visibly present** throughout all classes.

## Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

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## Class Schedule

- Prior to the start of week one**, post a short bio to the first discussion forum on Quercus. Tell us a little about where you are from, your academic or employment background, and a question you hope this course addresses.

### Week 1 (Sept. 11th)

**The conversion of a man born blind;** abandoning unhealthy models, evangelism as cultivation, learning from ancient & recent conversion stories;

- Discussion forum interactions (1 personal post and 1 substantive response) due for the biblical conversion narrative listed for this week on Quercus under Discussions. Answer the question posed there.

## Part I: Foundations

### Week 2 (Sept. 18th)

**The conversion of the Ethiopian eunuch.**  
What is the Gospel? What is mission?

Required readings:

- "A Theology of Evangelism", William J. Abraham, in *The Study of Evangelism*, p. 18 - 32.
- "Incarnation and the Church's evangelistic Mission" by Darrell L. Guder, in *The Study of Evangelism*, p. 171 - 184.
- "Worship, Evangelism, Ethics: On Eliminating the 'And'", Stanley Hauerwas, in *The Study of Evangelism*, p. 205 - 214.
- Discussion forum interactions (1 personal post and 1 substantive response) due for *The Study of Evangelism*, chapters 2, 12, & 14, and for the question on the biblical conversion narrative posted to this week's Discussion on Quercus.

### Week 3 (Sept. 25th)

**The conversion of Andrew & Simon, Philip & Nathanael**  
What is the Church? What is discipleship?

Required reading:

- Nel, M. & Schoeman, W.J., 2019, 'Rediscovering "disciplemaking" and the role of faith-sharing', *HTS Theologies Studies/ Theological Studies* 75(4), a5119. <https://doi.org/10.4102/hts.v75i4.5119> [posted on Quercus]
- Book Review due on *Not God's Type* (Ordway, 2014) or *Unapologetic* (Spufford, 2012)
- Discussion forum interactions (1 personal post and 1 substantive response) due for the required reading, and for the question posed on the biblical conversion narrative.

#### Week 4 (Oct. 2nd)

#### The conversion of Cornelius.

What is conversion? What is evangelism?

Required readings:

- “Evangelism: Theological Currents and Cross-Currents Today”, David J. Bosch, in *the Study of Evangelism*, p.4 - 17.
- “Evangelism and the Gospel of Salvation”, Orlando E. Costas, in *The Study of Evangelism*, p.33 - 45.
- “Evangelism in the Context of Secularization”, Lesslie Newbigin, in *The Study of Evangelism*, p.46 - 54.
- **Discussion forum interactions (1 personal post and 1 substantive response) due for *The Study of Evangelism*, chapters 1, 3 & 4, and for the question posed on the biblical narrative.**

Thanksgiving Day – October 9<sup>th</sup>, no class

#### Week 5 (Oct. 16th)

#### The conversion of Naaman.

Why do Evangelism?

Required readings:

- “Is There Biblical Warrant for Evangelism?”, George R. Hunsberger, in *The Study of Evangelism*, p. 59 – 72.
- “The Structure of Mission: An Exposition of Matthew 28:16-21”, David J. Bosch, in *The Study of Evangelism*, p.63 – 92.
- Anne Lamott’s conversion story (posted to Quercus)
- **Discussion forum interactions (1 personal post and 1 substantive response) due for *The Study of Evangelism*, chapters 5 & 6, and for Lamott’s conversion story, and for the question posed on the biblical narrative.**

Reading Week – October 23<sup>rd</sup>, no class

#### Week 6 (Oct. 30th)

#### The conversion of a jailer.

What are the connections between evangelism and ecclesial practices?

Required readings:

- “Evangelism and Discipleship: The God Who Calls, the God Who Sends”, Walter Brueggemann in *The Study of Evangelism*, p. 219 – 234
- “The Integral Nature of Worship and Evangelism”, Paul W. Chilcote in *The Study of Evangelism*, p. 246 – 263
- “Evangelism: A Pastoral Theological Perspective”, J. Patrick Vaughn in *The Study of Evangelism*, p. 264 – 274
- **Discussion forum interactions (1 personal post and 1 substantive response) due for *The Study of Evangelism*, chapters 15, 17 & 18, and for the question posed on the biblical narrative.**

### Part II: Practices

#### Week 7 (Nov. 6th)

#### The sending of the seventy-two.

How can we cultivate churches that are evangelizing communities?

- Required viewing: Watch all five training videos in The Five Thresholds series:  
<https://vimeo.com/showcase/3605316>
- **Application Paper due on *Breaking the Huddle* (Everts, Schaupp & Gordon, 2016).**
- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**

#### Week 8 (Nov. 13th)

#### The conversion of Samuel.

Welcoming and discipling children, their families, and other explorers.

- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**

### **Week 9 (Nov. 20th)**

#### **The conversion Saul (x3).**

Translating the gospel according to the listener's context.

- **Bible Study Project due. You will post to the Discussion Forum a short paragraph reflecting on one thing you learned from this project, and you will then post a substantive response to at least one other student's post.**
- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**

### **Week 10 (Nov. 27th)**

#### **The conversion of Lydia.**

Evangelistic teaching: offering a humble apologetic.

- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**

### **Week 11 (Dec. 4th)**

#### **The conversion of three thousand**

Evangelistic preaching: Communicating for a change.

- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**

### **Week 12 (Dec. 11th)**

#### **The Great Commission revisited**

The Mixed Economy of Church: evangelism & established churches, church reboots, church planting, and Fresh Expressions of church

- **Discussion forum interactions (1 personal post and 1 substantive response) due for the question posed on the biblical narrative.**
- **Integrative Project due. (no exceptions, apart from those students who apply for a course extension)**

## **Evaluation**

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## **Requirements**

### **1) Discussion Forum Engagement = preparation + participation**

#### *Preparation:*

- *Reading the assigned readings (wk. 2 through wk. 6) and the biblical narratives of conversion (wk 2 through wk. 13) and posts of other course participants on the discussion board on Quercus.*

#### *Participation:*

- Posting to the Discussion Forum, **prior to Monday 9 AM of week one**, a short bio of where you are from, and a question you hope this course addresses or one fear you have about evangelism.
- Weekly Discussion Forum interactions: post a short summary of each assigned reading and your answer to the question posed re. the biblical conversion story assigned for each week. After this, post a substantive response to at least one other student's post.
- ***Post to the discussion forum no later than Monday 9 AM the following: your reading summaries\*, your comment on at least one other student's post, and your answers to the question on the conversion narratives. Posts will be read by the professor each week between 9 AM and 10:30 AM, in preparation for our class on Monday morning at 11 AM. Posts to the discussion forum will normally be tracked and marked by the TA.***

\*Summaries of each assigned reading should include: (1) the primary thesis of the author (one sentence), (2) 3 to 5 key ideas in bullet form, and (3) your response and possible application (1 or 2 bullets or short sentences). The grading rubric for discussion board interactions is posted under Course Materials.

**Weight: 30%**

## 2) Critical Book Review

Please read and report on one of the following:

*Unapologetic*, by Francis Spufford or *Not God's Type*, by Holly Ordway. Please upload your review to Quercus as a Word doc.

\*\* Please see the **guidelines** (found below) for writing a critical book review.

**Length: 1000 words**

**Weight: 10%**

**Date due: September 25th**

**\*\*Guidelines for writing a critical book review (4 to 5 pages)**

1. **Begin by writing a succinct summary of the author's key thesis; describing in one or two sentences what the author is proposing. This section should be about  $\frac{1}{2}$  to  $\frac{3}{4}$  of a page and give the reader a roadmap for where you'll be taking them in the report.**
2. **Follow this with a description of the most important key ideas the author presents and discusses in support of their central thesis. You would normally touch on at least four or five key ideas. This section should typically comprise 1  $\frac{1}{2}$  to 2 pages.**
3. **Next you need to reflect critically and engage with the author's key ideas. *What* is your assessment (agreement or disagreement) with what you have read, and more importantly, *why* did you come to this assessment? Devote greater emphasis to the second question. This section should typically comprise 1 to 1  $\frac{1}{2}$  pages.**
4. **Finally, reflect critically on how the ideas you've engaged with have impacted you. How has what you've read changed, enriched, or stretched you? How will it potentially impact your ministry in the Church? This section should typically comprise 1 page and should end with a short concluding paragraph.**

## 3) Application Paper

Please read and reflect on *Breaking the Huddle*, by Everts, Schaupp & Gordon.

The authors refer to five thresholds that they have observed postmodern skeptics often cross on the journey to Christian faith. Describe how, as a leader in the Church, you would engage the church you lead in learning about and addressing these five thresholds. Then suggest several activities that could help a church engage with people who are at each of these five thresholds, for the ultimate purpose of sharing the faith with them.

**Length: 1000 words**

**Weight: 10 %**

**Date due: November 6<sup>th</sup>**

## 4) Bible Study Project

Choose three encounters Jesus had with people, as recorded in the Gospel accounts. Invite one person you know, who isn't a Christian (or who is no longer a part of any church), to meet with you three times to read and talk about these encounters. Plan several open-ended discussion questions on each passage to spark meaningful discussion. These discussions can occur in person (following health guidelines for physical distancing etc.), or via Skype, Zoom, Microsoft Teams, or phone. (They should not occur via e-mail or text.) Write a paper based on the conversations that occurred during these studies of Scripture.

The first part of the paper should briefly describe who you invited, what passages you studied, why you chose these passages, and the questions you chose to spark discussion. Next, reflect and comment on the conversation that occurred during each of these three sessions. How did you feel they went? What was your friend's response? Were there surprises for you? What did you learn from the conversations? Say something about each of the conversations. Finally, **reflect on these conversations in the light of pertinent course material**. Reports should be uploaded in the form of a Word doc to Quercus. Students will also compose one post for the discussion board reflecting on one thing they learned from the Bible Study Project. They will then post a response to at least one other student's post. The Bible Study Project reports will also be discussed during the shared in-class time.

**Length: 1500 words**

**Weight: 30%**

**Date due: November 20<sup>th</sup>**

## 5) Integrative Project

The people in your church rarely talk about their faith to anyone outside of the congregation. Describe your plan to (a) find out why this is and (b) to help them share the gospel with the people in their lives. Describe a possible process and some of the strategies you will use over time, some possible tools that might be helpful, and how you would gauge success. **This project should integrate material you've learned throughout the course. Please reference lectures, readings, and resources as appropriate.** Proposed schedules and action items may be bulleted. Please limit your paper to 8 pages in total:

**Length: approx. 2000 words (8 pages)**

**Weight: 20%**

**Date due: December 11th**

## Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### *Policy on Assignment Extensions*

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office. **One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### *Policies*

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of



**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007).

## ***Bibliography***

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On-line source: “A Spectrum of Spirituality”, Angus Reid Institute, [http://angusreid.org/wp-content/uploads/2017/04/2017.04.12\\_Faith\\_Wave\\_1\\_Part\\_1.pdf](http://angusreid.org/wp-content/uploads/2017/04/2017.04.12_Faith_Wave_1_Part_1.pdf), published April 13, 2017.

On-line source: “The Five Thresholds”, Intervarsity, on Vimeo, <https://vimeo.com/showcase/3605316>, accessed August 15, 2019.