

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;	In-class exercise, 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;	In-class exercise, bible study project, book review, 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 as a process directed and empowered by the Holy Spirit;	In-class exercise, 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;	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.	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)

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>.

Class Schedule

Week 1 (September 10). Evangelism today; learning from conversion stories;
The conversion of a man born blind; evangelism as cultivation

Part I: Foundations

Week 2 (September 17) What is the Gospel? What is mission?
The conversion of the Ethiopian eunuch.

Required readings:

- “A Theology of Evangelism” by 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” by Stanley Hauerwas, in *The Study of Evangelism*, p. 205 - 214.
- Reading notes due for *The Study of Evangelism*, chapters 2, 12 & 14.

Week 3 (September 24) What is the Church? What is discipleship?
The conversion of Andrew & Simon, Philip & Nathanael

- Book Review due on either *Not God’s Type* (Ordway, 2014) or *Unapologetic* (Spufford, 2012).

Week 4 (October 1) What is conversion? What is evangelism?
The conversion of Cornelius.

Required readings:

- “Evangelism: Theological Currents and Cross-Currents Today” by David J. Bosch, in *the Study of Evangelism*, p.4 - 17.
- “Evangelism and the Gospel of Salvation” by Orlando E. Costas, in *The Study of Evangelism*, p.33 - 45.
- “Evangelism in the Context of Secularization” by Lesslie Newbigin, in *The Study of Evangelism*, p. 46 - 54.
- Reading notes due for *The Study of Evangelism*, chapters 1, 3 & 4.

Week 5 (October 8) Why do Evangelism?
The conversion of Naaman.

Required readings:

- “Is There Biblical Warrant for Evangelism?” by George R. Husberger, in *The Study of Evangelism*, p. 59 – 72.
- “The Structure of Mission: An Exposition of Matthew 28:16-21” by David J. Bosch, in *The Study of Evangelism*, p.63 – 92.
- Anne Lamott’s conversion story (to be read and discussed in class)
- Reading notes due for *The Study of Evangelism*, chapters 5 & 6.

Week 6 (October 15) What are the connections between evangelism and ecclesial practices?

The conversion of a jailer.

Required readings:

- “Evangelism and Discipleship: The God Who Calls, the God Who Sends” by Walter Brueggemann in *The Study of Evangelism*, p. 219 – 234
- “The Integral Nature of Worship and Evangelism” by Paul W. Chilcote in *The Study of Evangelism*, p. 246 – 263
- “Evangelism: A Pastoral Theological Perspective” by J. Patrick Vaughn in *The Study of Evangelism*, p. 264 - 274

- **Reading notes due for *The Study of Evangelism*, chapters 15, 17 & 18.**

Week 7 (October 22) Reading Week.

Part II: Practices

Week 8 (October 29) How can we cultivate churches that are evangelizing communities?

The sending of the seventy two.

- **Book Review due on *Breaking the Huddle* (Everts, Schaupp & Gordon, 2016).**

Week 9 (November 5) Welcoming and discipling explorers & young families

The conversion of Samuel.

Week 10 (November 12) The challenges of translation..

The conversion Saul (x3).

- **Bible Study Project due.** Experiences & learnings shared in class

Week 11(November 19) Evangelistic teaching. Humble apologetics.

The conversion of Lydia.

Week 12 (November 26) Evangelistic preaching.

The conversion of three thousand

Week 13 (December 3) The Mixed Economy of Church: evangelism & established churches, church reboots, church planting, and Fresh Expressions of church

The Great Commission revisited

- **Integrative Project due.**

Evaluation

Requirements

1) **Engagement = preparation + participation**

Weight: 10%

Preparation:

- *Reading notes: short summaries of assigned readings*

Write succinct summaries for the selected assigned readings. These will be submitted at the beginning of class on the dates on which these chapters will be discussed. The summary of each reading should be approximately ½ page and include: (1) the primary thesis (one sentence), (2) 3 to 5 key ideas in bullet form, and (3) your response, and possible application (2 or 3 sentences).

Participation:

- *Attending classes (email me if you need to miss) and participating in exercises and discussions.*

2) **Critical Book Review #1**

Please read and report on one of the following:

Unapologetic, by Francis Spufford **or** *Not God's Type*, by Holly Ordway.

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

Length: 1000 words

Weight: 20%

Date due: September 24th

3) **Critical Book Review #2**

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

Length: 1000 words

Weight: 20 %

Date due: October 29th

4) **Bible Study Project**

Choose from the gospels three encounters Jesus had with people. Plan a short (30 to 45 minute) study on each passage and then invite one person you know, who isn't a Christian, to read and talk about these encounters with you. Write a paper based on the conversations that occurred during these studies.

The first part of the paper should briefly describe what passages you studied, why you chose these passages, and the questions you chose to discuss together. Next, reflect and comment on the conversation that occurred during each of these 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 studies. Finally, **reflect on these conversations in the light of pertinent course material**. *Reports will be shared and discussed in class on November 12th.*

Length: 1500 words

Weight: 30%

Date due: November 12th

5) **Integrative Project**

Choose one of the below topics to focus your paper on:

Topic #1: The people in your church rarely talk about their faith to anyone. 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 your various strategies across the life of your church, your process, your tools, and how you will gage success.

Topic #2: In *Breaking the Huddle* the authors refer to five thresholds that postmodern skeptics often have to cross on the journey to faith. Describe (a) your plan to engage the church you lead in learning about and addressing these five thresholds, and (b) several possible activities your church could engage in to engage with people at each of these five thresholds, for the purpose of sharing the faith with them.

This project should integrate other 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: approximately 2000 words (8 pages)

Weight: 20% Date due: December 3rd

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

1. Begin by writing a succinct summary of the author's key thesis. Describe in one or two sentences what this book is about and what the author is proposing. This section should be about ½ to ¾ of a typewritten page, and will 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. What are the essential ideas presented? You would normally touch on at least four or five key ideas. This section should typically comprise 1 ½ 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? Be sure to devote greater emphasis to the second part of this question. This section should typically comprise 1 to 1 ½ pages.
4. Finally, reflect critically on how the ideas you've engaged with have impacted you, both personally and corporately. How has what you've read changed, enriched, stretched you? How will it impact your ministry in the Church? This section should typically comprise 1 page, and should end with a short concluding paragraph.

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

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>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

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*, 7th edition (Chicago: University of Chicago Press, 2007).

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- Ordway, Holly. *Not God's Type: An Atheist Academic Lays Down Her Arms*. San Francisco: Ignatius Press, 2014.
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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, published April 13, 2017, accessed June 6, 2018.