



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 course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP2672HS
 Course Name: Ministry of Evangelism
 Campus: St. George

Instructor Information

Instructor:	Judy Paulsen	Teaching Assistant:
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Office Hours:		

Course Prerequisites or Requisites

None.

Course Description

An introduction to the theology and practice of evangelism in contemporary society. We will look critically at different evangelistic practices in light of scripture and culture, and consider how healthy evangelism is cultivated and lived out through lay and ordained leadership, worship, preaching, teaching, outreach programs and personal relationships. Students will be introduced to the writings of key thinkers and practitioners of evangelism including: David Bosch, Lesslie Newbigin, Daryll Guder, Ron Sider, John Stott, Stanley Hauerwas, and Walter Breuggemann.

Course Methodology

Lectures, readings, reading notes, integrative paper, field work.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<p>By the end of this course, students</p>	<p>This outcome will be achieved through these course elements:</p>	<p>This course outcome corresponds to these aspects of Wycliffe’s statements of outcomes (MTS, MDiv)</p>
<ul style="list-style-type: none"> • will understand the transformative nature of the 	<p>Readings, bible study, integrative paper</p>	<p>MTS: 1.6</p>

gospel;		MDiv: 1.6
<ul style="list-style-type: none"> • will be able to clearly articulate, 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; 	Reading notes, bible study, integrative paper	MTS: 2.1, 2.3 MDiv: 2.1, 2.3
<ul style="list-style-type: none"> • will understand the relational and contextual nature of evangelism in contemporary Canadian society; 	Readings, lectures, field work	MTS: 1.6 MDiv: 1.6
<ul style="list-style-type: none"> • will understand evangelism as a process, and be familiar with various components evident in that process; 	Readings, lectures	MTS: 1.6 MDiv: 1.6
<ul style="list-style-type: none"> • will have knowledge of a variety of tools and strategies for sharing the Christian faith (particularly through evangelistic teaching, evangelistic preaching, church planting, and the Fresh Expressions movement), and will understand how these relate to the life of established churches; 	Readings, lectures, integrative paper	MTS: 1.6 MDiv: 1.6, 2.3
<ul style="list-style-type: none"> • will construct their own tools for sharing the faith in both individual and group settings. 	Integrative paper	MTS: 2.1 MDiv: 2.1, 2.3

Course Resources

Required Course Texts

- John P. Bowen, *Evangelism for 'Normal' People* (Minneapolis: Augsburg Fortress 2002)
- Paul Chilcote & Lacey Warner, *The Study of Evangelism: Exploring a Missional Practice of the Church* (Grand Rapids: Eerdmans 2008)—selections.
- Francis Spufford, *Unapologetic*. (New York: Harper Collins, 2012).

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at

<http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.]

Class Schedule

Week 1 (January 13) Introductions. The Experience of Evangelism: evangelist & evangelee; What we can learn from conversion stories.

Part I: Foundations

Week 2 (January 20) What is the Gospel? What is mission?

Reading notes due for *The Study of Evangelism*, chapters 2 & 13.

Week 3 (January 27) What is the Church? What is discipleship?

Book report on *Evangelism for Normal People* due.

Week 4 (February 3) What is evangelism?

Reading notes due for *The Study of Evangelism*, chapters 1, 3 & 4.

Week 5 (February 10) Why do Evangelism?

Reading notes due for *The Study of Evangelism*, chapters 5, 6, 21 & 24.

Week 6 (February 17) Reading Week.

Week 7 (February 24) The connections between evangelism, theology and ecclesial practices

Reading notes due for *The Study of Evangelism*, chapters 12, 14, 15, & 18.

Part II: Practical strategies

Week 8 (March 2) Cultivating churches as naturally evangelizing communities.

Week 9 (March 9) Sharing the Good News: your experiences of the Bible Study project; Translation challenges.

Bible Study project due.

Week 10 (March 16) Welcoming and Integrating Newcomers; Sharing the Gospel with Young Families and their Children.

Week 11 (March 23) Evangelistic teaching

Book report on *Unapologetic* due.

Week 12 (March 30) Evangelistic preaching.

Week 13 (April 6) The Mixed Economy of Church: established churches and Fresh Expressions of church
Integrative project due.

Evaluation

Requirements

1) *Book report #1*

Please read and report on *Evangelism for 'Normal' People*, by John Bowen.

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

Length: 1000 words **Weight: 10%** **Date due: January 27th**

2) *Reading notes: chapter summaries*

Write succinct chapter summaries for the selected chapters in *The Study of Evangelism*. These will be submitted in four sets, at the beginning of class on the dates on which these chapters will be discussed. The summary of each chapter 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).

Length: ½ to ¾ page for each chapter **Weight: pass/fail**

Dates due:

Set #1 (ch. 2 & 13), Jan. 20th

Set #2 (ch. 1, 3 & 4) Feb. 3rd

Set #3 (ch. 5, 6, 21 & 24) Feb. 10th

Set #4 (ch. 12, 14, 15 & 18) Feb. 24th

3) *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 any 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 the course material. *Reports will be shared and discussed in class on March 5th.*

Length: 1500 words **Weight: 30%** **Date due: March 9th**

4) *Book report #2*

Please read and report on *Unapologetic*, by Francis Spufford.

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

Length: 1000 words **Weight: 10 %** **Date due: March 23rd**

5) *Integrative Project*

This project will be a written compilation of **three parts**. In total it will be 15 pages long:

Part 1. Write a 6 page, double spaced, *sermon* to be given at the funeral for a twenty-something killed in a car accident, whose funeral will be attended by many **non-Christians**.

Part 2. Devoting 2 pages per session, plan a *3-session course* for people with **little or no church background** who are interested in exploring the Christian faith: suggesting learning outcomes, preferred physical setting, pedagogical tools, and a lesson plan for each session.

Part 3. Write a 3 page *lesson plan for a grade 11 comparative religions class* at which you will present the Christian faith to predominantly **unchurched** teenagers.

Length: 3750 words (15 pages)

Weight: 50%

Date due: April 6th

****Guidelines for writing a critical book review (4 to 4 1/2 pages)**

1. Begin by writing a succinct summary of the author’s key thesis. If you had to describe in one or two sentences what this book is about, how would you express that in your own words? This section would typically be about ½ a typewritten page.
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), which is available at Crux Books.

Bibliography

Bowen, John P. *Evangelism for ‘Normal’ People*. Minneapolis: Augsburg Fortress 2002.

Chilcote, Paul W. and Lacey Warner. *The Study of Evangelism: Exploring a Missional Practice of the Church*. Grand Rapids: Zondervan 2008.

Fulwiler, Jennifer. *Something Other Than God: How I Passionately Sought Happiness & Accidentally Found It*. San Francisco: Ignatius Press, 2014.

Hunter, George G. III *The Celtic Way of Evangelism: How Christianity Can Reach the West Again*. Nashville: Abingdon 2000.

Kallenberg, Brad J. *Live to Tell: Evangelism for a Postmodern Age*. Grand Rapids: Brazos Press, 2008.

Peace, Richard. *Holy Conversation: Talking About God in Every Day Life*. Downers Grove: InterVarsity Press, 2006.

Percy, Harold. *Good News People: An Introduction to Evangelism for Tongue-Tied Christians*. Toronto: Anglican Book Centre, 1996.

Pippert, Rebecca Manley. *Out of the Saltbaker and into the World: Evangelism as a Way of Life*. Downers Grove: InterVarsity Press, 25th anniversary edition, 1999.

Reese, Martha Grace. *Unbinding the Gospel: Real Life Evangelism*. St Louis MO: Chalice Press 2007.

Richardson, Rick. *Reimagining Evangelism: Inviting Friends on a Spiritual Journey*. Downers Grove: InterVarsity Press 2006.

Spufford, Francis. *Unapologetic*. New York: Harper Collins, 2012.

Stackhouse, John G. *Humble Apologetics: Defending the Faith Today*. Oxford: Oxford University Press 2002.

Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Grand Rapids: Brazos Press, 2008.

Thiessen, Elmer John . *The Ethics of Evangelism: A Philosophical Defence of Ethical Proselytizing and Persuasion*. Downers Grove: InterVarsity Press, 2010.

Evangelistic books

Chesterton, G.K.	<i>Orthodoxy</i>	(various)
Keller, Tim	<i>The Reason for God</i>	(Dutton)
Lewis, C.S.	<i>Mere Christianity</i>	(various)
McGrath, Alister	<i>The Unknown God</i>	(Eerdmans 1999)
McLaren, Brian	<i>Finding Faith</i>	(Zondervan)
Pippert, Rebecca Manley	<i>Hope has Its Reasons</i>	(Harper & Row)
Strobel, Lee	<i>The Case for Faith, The Case for Christ</i>	(HarperCollins)
Wright, N.T.	<i>Simply Christian</i>	(Harper 2006)

Background

Newbiggin, Lesslie. *Foolishness to the Greeks*. Grand Rapids: Eerdmans, 1986.

———. *The Gospel in a Pluralist Society*. Grand Rapids: Eerdmans/Geneva: WCC Publications, 1989.