

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

Course Number : WYP2672HF
 Course Name: Evangelism Remixed: Learning from Biblical Narratives of Conversion
 Campus: Hybrid class, St. George campus in-person + on-line distance via Zoom
 Class time: Fall term, **Wednesdays, 10 am to 1 pm**

Instructor Information

Instructor: Judith Paulsen Teaching assistant: Scott Leveille
 E-mail: jpaulsen@wycliffe.utoronto.ca TAs email: _____
 Office Hours: arranged by appointment

Course Prerequisites or Requisites

None.

Course Description

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 forms of evangelism are 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, contributing to the field over many decades. Students will develop their own ability to share the gospel with others and to cultivate churches that are evangelizing communities.

Course Methodology

This course will include weekly lectures delivered in-person and over Zoom, required readings with discussion-board interaction, an impact summary paper, an application paper, a field-based project, & 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)
<ul style="list-style-type: none"> • will discuss ways in which the gospel transforms humanity; 	Discussion-board interactions, Bible Study Project, integrative paper	MTS: 1.3, 1.6 MDiv: 1.3, 1.6
<ul style="list-style-type: none"> • 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; 	Discussion-board interactions, Bible Study Project, integrative paper	MTS: 1.1, 1.3, 2.1, 2.3 MDiv: 1.1, 1.3, 2.1, 2.3
<ul style="list-style-type: none"> • will employ and analyze a relational and contextual model of evangelism in contemporary society; 	Discussion-board interactions, Bible Study Project, impact summary paper, integrative paper	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
<ul style="list-style-type: none"> • will identify and interpret various components evident in evangelism understood as a process directed and empowered by the Holy Spirit; 	Discussion-board interactions, Bible Study Project, book review	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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) **OR** Timothy Keller, *The Reason for God: Belief in an Age of Skepticism* (New York: Penguin Random House, 2008)

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

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

Week 1 (September 15)

Evangelism today, learning from conversion narratives.

The conversion of a man born blind; evangelism as cultivation

- **Discussion board interactions (1 personal post and 1 substantive response) due for the biblical conversion narrative listed in this week's module. Answer the question posed there.**

Part I: Foundations

Week 2 (September 22)

What is the Gospel? What is mission?

The conversion of the Ethiopian eunuch.

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 Board interactions (1 personal post and 1 substantive response) due for *The Study of Evangelism*, chapters 2, 12 & 14, and for the question posed on the biblical story.**

Week 3 (September 29) What is the Church? What is discipleship?
The conversion of Andrew & Simon, Philip & Nathanael

Required reading:

- Nel, M. & Schoeman, W.J., 2019, 'Rediscovering "disciplemaking" and the role of faith-sharing', *HTS Teologiese Studies/ Theological Studies* 75(4), a5119. [https://doi.org/ 10.4102/hts.v75i4.5119](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), or *The Reason for God* (Keller, 2008)**
- **Discussion Board 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 (October 6) What is conversion? What is evangelism?
The conversion of Cornelius.

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 Board 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.**

Week 5 (October 13) Why do Evangelism?
The conversion of Naaman.

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 Board 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.**

Week 6 (October 20) 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", 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 Board 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.**

Week 7 (October 25-29th)

Reading Week

Part II: Practices

- Week 8 (November 3)** How can we cultivate churches that are evangelizing communities?
The sending of the seventy-two.
- 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 board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
- Week 9 (November 10)** Welcoming and discipling children, their families, and other explorers.
The conversion of Samuel.
- Discussion board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
- Week 10 (November 17)** Challenges of translation..
The conversion Saul (x3).
- Bible Study Project due. Experiences & learnings will also be shared on discussion board. You will compose one summary post re. your own project and a substantive response to at least one other student's post.
 - Discussion board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
- Week 11 (November 24)** Evangelistic teaching. Humble apologetics.
The conversion of Lydia.
- Discussion board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
- Week 12 (December 1)** Evangelistic preaching.
The conversion of three thousand
- Discussion board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
- Week 13 (December 8)** The Mixed Economy of Church: evangelism & established churches, church reboots, church planting, and Fresh Expressions of church
The Great Commission revisited
- Discussion board interactions (1 personal post and 1 substantive response) due for the biblical narrative re. the question posed.
 - Integrative Project due.

Evaluation

Requirements

1) Discussion Board Engagement = preparation + participation

This is a means of giving students tangible credit for completing and interacting with the assigned readings and for engaging with the ideas of others in the class.

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 Board, **prior to 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 Board 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 by noon on Monday. After this, post a substantive response to at least one other student's poste.
- **Post your reading summaries* and your answers to the question on the conversion narratives, to the discussion board by noon on the Monday of each week. This will allow time for all course participants to read each other's posts and comment on these from Monday afternoon through Tuesday each week. All response comments must be posted by Tuesday at midnight each week.**

*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 (2 or 3 bullets or short sentences).

Weight: 30%

Rubric for marking Discussion Board posts:

- Students who fail to post (without a very good reason and who are granted forgiveness) will get a **0%** for that week's discussion forum.
- Students who submit a late summary of a week's assigned reading can receive a **65%** by submitting their summary to the course TA via email up to two days following the related lecture.
- Students who post a summary in keeping with the above description, but who fail to interact with other students' posts will receive a mark of **70%** for that week's post
- Students who post a summary in keeping with the above description and interact with at least one other student's post in a substantive way will receive a mark of **80%** for that week's post.
- Students who offer deeply worthwhile insights that are deemed to contribute to class learning will earn a **90%** for that week's discussion forum.

2) Book Review

Please write a review of one of the following books:

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

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

Length: 1000 words

Weight: 10%

Date due: September 29th

Guidelines for writing a 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 this book is about and what the author is proposing. This section should be about $\frac{1}{2}$ to $\frac{3}{4}$ of a typewritten double-spaced page and should 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 $1\frac{1}{2}$ 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? Be sure to devote greater emphasis to the second part of this 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, both personally and corporately. How has what you've read changed, enriched, 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 3rd

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 read and talk with you about these encounters. Plan several 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 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 should be uploaded in the form of a Word doc to Quercus. They will be also be summarized and discussed via the discussion-board during the week they are submitted; but only following submission.*

Length: 1500 words

Weight: 30%

Date due: November 17th

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 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 8th

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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- Fulwiler, Jennifer. *Something Other Than God: How I Passionately Sought Happiness & Accidentally Found It*. 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.
- On-line source: "The Five Thresholds", Intervarsity, on Vimeo, <https://vimeo.com/showcase/3605316>, accessed August 15, 2019.