

Associated Canadian Theological Schools of Trinity Western University PTH 613: Evangelism and Faith Formation

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Leadership and Practical Theology
Summer – 2019
3 credit hours

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Course Duration: April 29 – August 30, 2019
Online Portion – April 29 – June 22

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Course Description

This course focuses on helping students develop an incarnational and prayerful approach to making disciples where they journey with people as Jesus' representatives and spokespeople. It will enable students to increasingly view ministry in a missional way while growing a passion for and developing skills in helping people follow Jesus within vibrant faith communities. We will look at personal and collaborative approaches to incarnational living and disciple-making. The class will also help students understand how we can effectively live as Christ's ambassadors in the Canadian context with consideration given to the plurality of faiths and cultures in our cultural mosaic.

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Objectives

This course will help students:

- Analyze current trends in Canada that influence the ways in which they can effectively contextualize the Gospel and make disciples in the Canadian context
- Reinforce an incarnational lifestyle by engaging in and reflecting on missional activities regularly
- Formulate a philosophy of faith formation that focuses on helping people move toward spiritual maturity wherever they happen to be on their faith journey
- Appreciate the importance of making disciple-making a central part of church life, so that we can more effectively develop and multiply disciples (and churches)
- Grapple with various theological issues related to evangelism and faith formation
- Compare various approaches to evangelism and faith formation, and assess which ones may be most appropriate for their context or a future context in another culture
- Evaluate their church's disciple-making process and devise a plan for making it stronger.

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Course Textbooks

Bechtle, Mike. *Evangelism for the Rest of Us: Sharing Christ within Your Personality Style*. Grand Rapids, MI: Baker Books, 2006. 153 pages.

Bibby, Reginald. *A New Day: The Resilience and Restructuring of Religion in Canada*. Project Canada Books, 2012. 62 pages.

Note: You do not need to purchase a copy of *A New Day*, as I will have a free electronic version available in Moodle.

Boren, Scott M. *Missional Small Groups: Becoming a Community that Makes a Difference in the World*. Grand Rapids, MI: Baker Books, 2010. 186 pages.

McNeil, Reggie. *Missional Renaissance: Changing the Scorecard for the Church*. San Francisco: Jossey-Bass, 2009. 181 pages.

Vanderstelt, Jeff. *Saturate: Being Disciples of Jesus in the Everyday Stuff of Life*. Wheaton, IL: Crossway, 2015. 256 pages.

Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals and Developing Others*. Active Results LLC, 2012. 171 pages

Wilk, Karen. *Don't Invite Them to Church: Moving from a Come and See to a Go and Be Church*. Grand Rapids, MI: Faith Alive Christian Resources, 2010. 128 pages.

Total reading equals 1,137 pages.

Note: If you have already read *The COACH Model for Christian Leaders* for CLD 533, please read *Real-Life Discipleship: Building Churches that Make Disciples* by Jim Putnam (192 pages).

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Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

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Course Assignments

The assignments for this course include [ministry experience reflections](#), [online forums](#), [discipleship approach](#), and the [course evaluation](#).

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the Moodle online classroom. When you go to the online classroom, you will see where you can upload your assignments. Once I have marked your assignment, I will put it in your grade book in the online classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them (you can click on the assignment links to go right to the description):

Overview of Assignments (click on link to go to description)

| Due Date | Assignments | Percentage of Final Grade | Cumulative Percentage |
|------------------|---|---------------------------|-----------------------|
| April 29 – May 4 | Forum #1 (required reading – <i>Evangelism for the Rest of Us</i>) | 5% | 5% |
| May 13-18 | Forum #2 (required reading - <i>A New Day and Saturate</i>) | 5% | 10% |
| May 27 – June 1 | Forum #3 – (required reading - <i>Missional Renaissance</i>) | 5% | 15% |
| June 10-15 | Forum #4 – (required reading - <i>The COACH Model for Christian Leaders and Missional Small Groups</i>) | 5% | 20% |
| June 22 | Ministry Experience Reflections | 40% | 60% |
| June 22 | Discipleship Approach | 40% | 100% |
| June 22 | Course Evaluation | ----- | ----- |

Ministry Experience Reflections (40% of the final grade)

In keeping with some of the major emphases of this course, I would ask that you engage in the following three specific areas of ministry throughout the semester:

Ministry Area #1 – Small Groups (worth 25% of this assignment’s value)

For this assignment, you will participate in at least three small group meetings (with at least three people in attendance at each meeting) during the semester. For at least one of the meetings, you should be the one who leads/facilitates the discussion. These could be Bible studies, accountability group sessions, Alpha table group discussions, Freedom Session meetings, etc. At the end of the three sessions, take up to three pages to reflect on your experience in the small group. To what extent did the group carry out the four strategies for growing a small group (from the course instructional content)? How does the group align or not align with the principles in the book, *Missional Small Groups*? What would you suggest to improve the functioning of this small group?

Ministry Area #2 – Coaching (worth 25% of this assignment’s value)

Using the COACH Model described in *The COACH Model for Christian Leaders* textbook, meet with a non-family member for three one-hour coaching sessions. Your role as the coach in these meetings is to use the principles and practices you learned from the book and class discussion to

help them take next steps in their personal growth. In up to three pages, describe your leadership coaching approach with this person. In addition, reflect on what worked well and what you could improve as you coach people in the future.

Ministry Area #3 – Evangelism (worth 50% of this assignment’s value)

For this part of the assignment, I want you to read and work through the eight weeks of upward, inward and outward activities in the *Don’t Invite Them to Church* textbook (you don’t need to do the sideward activities, although I will award up to three bonus marks for those who are able to make that happen). Each week, take up to a page to summarize insights, successes, and challenges related to the activities for that week.

Please submit your reflections on your small group experience, coaching and evangelism activities as one paper (maximum 14 pages). The paper is due June 22.

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Forums (20% of the final grade)

For four weeks during the semester, you will have the opportunity to participate in the Moodle forums (each week is worth 5% of your final grade). This will give you a chance to share about and reflect on your ministry experiences (in your small group, coaching relationship and engagement with non-Christians), to respond to the experiences/reflections of others and to share your insights related to the course textbooks and instructional videos. Please make sure that you do the prescribed reading and watch the instructional videos (or access the instructional content in other ways) for each forum week, so that you can participate fully in the forum discussions.

Here is a schedule of the forum weeks that shows the required readings for each week:

- April 29 – May 4 – *Evangelism for the Rest of Us*
- May 13-18 – *A New Day* and *Saturate*
- May 27 – June 1 – *Missional Renaissance*
- June 10-15 – *Missional Small Groups* and *The COACH Model for Christian Leaders*

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (usually between 200-300 words). We have a tremendous opportunity to build upon one

another’s knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- ❖ Very basic comments such as “I agree” or “I disagree.”
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others’ thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...
- ❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

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Discipleship Approach (worth 40% of your final grade)

This assignment has two major parts:

Part 1: Theology of Discipleship (80% of assignment mark)

In this part, I would like you to develop a theology of discipleship that includes both evangelism and faith formation. Your theology should include a rigorous assessment of Jesus' approach to disciple-making in the Gospels, other Scriptures, the course texts, class discussions, forum discussions, your own experience and at least five other sources (you can check out the [Bibliography on Discipleship in Appendix A](#) for an extensive list of books and articles on discipleship and related topics). Please note that I expect an in-depth interaction with the sources you use. I want you to compare and contrast ideas from these sources and in the process come up with new ideas and/or applications of existing ideas. In addition, your theology of discipleship should be culturally and contextually appropriate for your current or anticipated ministry context. Your paper should answer questions like:

- What is a disciple of Jesus?
- How did Jesus develop his disciples?
- What is a biblical process for making growing disciples of Jesus who make other growing disciples of Jesus?

The maximum length of this part is seven pages.

Part 2: Your Church's Discipleship Approach (20% of assignment mark)

For part two, assess your church's discipleship approach in light of your theology of discipleship from part one. What is your church doing well in the areas of evangelism and faith formation? Where could it improve? If possible, include others in your church in this assessment process.

Based on your assessment, what are five recommendations that you could present to the church leadership team about how the church could strengthen its discipleship approach?

As a final part to this assignment, create a one-page summary of these recommendations and your rationale for making them and either submit the summary to a member of your leadership team or meet with someone from the team (or the whole team) and discuss the recommendations. I would encourage you to communicate that you are making these recommendations as part of an assignment for this course, so they understand why you are suggesting them. Include a note in the assignment that you have communicated your recommendations as directed for this assignment. In addition, attach the one-page summary as an appendix for the assignment.

The maximum length for part two is four pages.

The total length of this assignment should not exceed 11 pages. The assignment is due June 22.

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Course Evaluation

During the semester, you will receive a notice from the ACTS World Campus Office about how you can complete the course evaluation for this course. Because your feedback is very important to me (I will often change future offerings of a course based on the feedback I receive from students), I would ask that you complete the course evaluation as the final deliverable for this course. Once you have finished the course evaluation by June 22 (or the date specified by the ACTS World Campus Office), please email me (randy.wolf@twu.ca) to let me know.

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Grading Scale

| Letter Grade | Percentage | Description | Grade Point | Meaning in Graduate Work |
|--------------|------------|-------------|-------------|--|
| A+ | 97-100 | Superior | 4.30 | Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable. |
| A | 93-96.99 | Excellent | 4.00 | Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use. |
| A- | 90-92.99 | Very Good | 3.70 | Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage. |
| B+ | 87-89.99 | Proficient | 3.30 | Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage. |
| B | 83-86.99 | Good | 3.00 | Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws. |
| B- | 80-82.99 | Average | 2.70 | Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws. |
| C+ | 77-79.99 | Adequate | 2.30 | Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style. |
| C | 73-76.99 | Acceptable | 2.00 | Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external |

| | | | | |
|----|----------|----------------|------|---|
| | | | | sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar. |
| C- | 70-72.99 | Needs Work | 1.70 | Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies. |
| F | Below 70 | Below Standard | 0.00 | Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level. |

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way**. Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

Assignment Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS registrar’s office.

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Important Academic Notes from ACTS

Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian").

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at

<http://www.twu.ca/research/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

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Appendix A: Bibliography on Discipleship

- Adsit, Christopher B. *Personal Disciplemaking: A Step-by-Step Guide for Leading a Christian from New Birth to Maturity*. San Bernardino, CA: Intergrated Resources, 1996.
- Andrews, Alan. *The Kingdom Life: A Practical Theology of Discipleship and Spiritual Formation*. NavPress, 2016.
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- Clinton, J. Robert. *The Making of a Leader*. Colorado Springs, Colo.: NavPress, 1988.
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- Cloud, Henry and John Sims Townsend. *How People Grow: What the Bible Reveals About Personal Growth*. Grand Rapids, Mich.: Zondervan, 2001.
- Cole, Neil. *Organic Church: Growing Faith Where Life Happens*. San Francisco: Jossey-Bass, 2005. 217 pages.
- Coleman, Robert Emerson. *The Master Plan of Discipleship*. Old Tappan, N.J.: F.H. Revell Co., 1987.
- Coleman, Robert E. *Master Plan of Evangelism, The*. Grand Rapids: Baker Pub. Group, 2006.
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