

Evangelism Today - EM3163

Independent Study

Louisville Presbyterian Theological Seminary Spring 2016

Dates: J-Term January 17- Spring April 28th

Instructor: Rev. Christine J. Hong, Ph.D.

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Office Hours: by appointment

COURSE DESCRIPTION:

This Independent Studies course surveys perspectives, histories, and theologies of evangelism rooted in the cultural and ecumenical diversity of Christian communities. The readings incorporate a de-colonial gaze and explores diverse approaches to evangelism including: discipleship, advocacy and service, church planting, contextualization, and the challenges of ecumenical and interreligious life and learning. Taking into account the knowledge gained from the assigned readings, the student's own curated lists of readings, lived experience, and in conversation with their cohort, students will study their own contexts of evangelism and design careful and practical approaches to evangelism for and with congregations.

STUDENT LEARNING OUTCOMES:

Successful completion of this course will enable students to:

- (SLO 2, 3) Understand and appreciate the different perspectives, histories, and approaches to evangelism rooted in diverse Christian communities.
- (SLO 3, QEPSLO2) Critically examine problems and possibilities of/for evangelism within diverse cultural contexts with particular attention to their contextual theological perspectives on mission and evangelism.
- (SLO 4, 13) Design appropriate and careful approaches for evangelism within the student's chosen contexts.

REQUIRED TEXTS:

1. Graceful Evangelism: Christian Witness in a Complex World - Francis Adeney
2. The Study of Evangelism - Paul W. Chilcote and Lacey C. Warner
3. Students will select one additional book and 8-10 articles or chapters of their choice to read and study in addition to these books supplement their project and course of study.

STRUCTURE OF THE COURSE:

This course is a Doctorate Level Independent Study in a cohort, meaning the student is responsible for self-study and cooperation with their cohort colleagues. The success of the course depends on the student's contributions to the course in terms of added research, readings, and sharing of information and feedback on written work with their cohort. The student is responsible for timely communication with the professor regarding their progress in the course as well as any needs that arise. The assignments should ideally be able to feed into the final thesis projects their doctoral project and analysis.

GRADING SCALE:

A 90-100% x7-x9 = + (there will not be an A+)

B 80-89% x0-x2 = -

C 70-79%

D 60-69%

F 59% -

ASSIGNMENTS:

All written work is to be submitted via email in Times New Roman 12-point font and double-spaced. Document margins should be 1.25" for left and right margins and 1" for top and bottom margins. **All bibliographical references and in paper footnotes should be in Chicago Style.** For instructions and details on Chicago Style visit this webpage for a brief and handy guide.

http://www.chicagomanualofstyle.org/tools_citationguide.html

- **Research Paper: Locating evangelism in my tradition, culture, and context** –A 4000-word research paper on the student's own tradition of evangelism. The report should explore the student's own Christian tradition and practices of evangelism as well as the intersections of culture, context, and other pertinent aspects of the student's and worshipping community's social location. Paper should include citations from the course readings and supplemental readings list. This paper is the starting point of the larger project assignment for this course. (30%)
- **Project and Presentation** – Working from the starting point of the research paper, design a project outlining a unique approach/opportunity for contextual evangelism for and with the worshipping community you have selected. Unpack the significance of your approach for your chosen context (inclusion of histories and perspectives are key), provide theological support

and rationale for your chosen approach and design, and develop a strategy for congregational implementation. **In writing the paper, ask yourself, what are the perspectives, cultures, contexts, I must pay attention to for this project to be successful? What are the larger systems at play, both religious and other, that may impede the success of this project? What are the possible counter arguments or critiques that might arise from an encounter with my project? What are the goals and outcomes of the project? How am I defining evangelism? How is this community defining and embodying evangelism?** The project should include an 8,000-word report. Students are encouraged to include examples of curriculum design, long-term missional plans (including funds development), descriptions of appropriate mission partnerships, etc. (50%)

- **Group Participation** – Students are expected to read the assigned readings, curate and share their list of at least 1 book and 10-15 articles/chapters, write brief summaries and papers, and participate in the sharing and feedback of written work. The reading list should assist the students in their research and final project. Students will write a 3-4 sentence abstract for each supplemental reading and share it with the cohort. When you share written work and provide feedback over email, remember to reply all so that the discussion can continue. During the assigned weeks, you must respond to each person's work with critical and constructive analysis as well as respond to at least one person's comments of your own work. (20%)

PARTICIPATION POLICY:

participation is mandatory for this I.S. course. Missing or disengaging for even part of the course is the equivalent of missing weeks of coursework. Participation is 20% of the grade.

LATE PENALTIES:

Written assignments are due by email. A 10% grade deduction incurs per assignment for each day it is late. **No extensions on assignments, please do not ask.** There are instances where personal crises and medical emergency may arise. It is the student's responsibility to inform the professor of the situation and work with the professor to negotiate due dates, etc. Any medical emergencies must be documented.

USE OF INCLUSIVE LANGUAGE:

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see: <http://lpts.libguides.com/content.php?pid=469569&sid=4083885> Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged

to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

ACADEMIC HONESTY:

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

SPECIAL ACCOMMODATIONS:

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

CITATION POLICY:

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

COURSE SCHEDULE:

Week of January 16th: Laying the groundwork

This week, over email, share your biography and introduce yourself to your course cohort, include your personal definition(s) of evangelism(s) and share any particular theologies of evangelism that you work from in the practice of mission and congregational life. Start the work of curating your additional book and 8-10 chapters and articles particular to your contexts and final course project. Start envisioning and

outlining a final project for the course. We will share these lists and project ideas with one another going forward.

Week of February 6th: Reading lists and Project Outlines

This week, over email share your curated reading list with your cohort, including brief 3-4 sentence abstracts about each selection. Share your final project outline with your cohort over email including a 2-3page document that summarizes your work with your research and readings thus far. **Which readings are challenging you the most in regards to your theology about mission and evangelism? How? Which readings are helping shape your project and giving you different lenses to examine your community? How?** Read one another's work and provide feedback, including any questions, comments, critique, and affirmation for one another's project outline's and selected readings by the end of the week. Remember to provide feedback for everyone and respond to at least one person's feedback of your work by the end of the week. Reply all!

Week of February 20th: RESEARCH PAPER DUE FEBRUARY 20TH

Share your research papers with your cohort over email. Read and provide feedback re: one another's analysis by the end of the week (February 24th). On your own, work through your cohort's comments of your paper and begin to work towards incorporating revisions into your project as necessary and appropriate. For email discussions, remember to provide feedback for everyone and respond to at least one person's feedback of your work by the end of the week. Reply all!

Week of March 27th: FINAL PROJECT DUE VIA EMAIL MARCH 31st

Each student will schedule an online skype conversation with the professor for the week of April 24th to discuss their final project.