

## **Associated Canadian Theological Schools of Trinity Western University**

### **Graduate Course Syllabus**

**Course Number:** PTH 613 A

**Course Name:** Evangelism and Faith Formation

**Semester and Year:** Spring 2024

**Instructor:** Kevin O'Coin, DMin, Associate Director of Enrollment

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**Pre-requisites:** None

**Semester Hours:** 3

**Course Intensive Dates:** February 20 – 24, 2023 (Tuesday to Saturday, 1:30 pm - 5:30 pm daily)

**Office Hours:** Tuesdays and Thursdays from 10 am to 12pm; at other times by appointment.

### **Course Description**

This course focuses on helping students develop an incarnational and prayerful approach to making disciples as they journey with people as Jesus' representatives and spokespeople. It will enable students to increasingly view life 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 they can effectively live as Christ's ambassadors in the Canadian context with consideration given to the plurality of faiths and cultures.

### **Objectives**

This course will help students:

- Analyze aspects of culture that influence the ways in which they can effectively contextualize the Gospel and make disciples in the Canadian context
- Reinforce an incarnational lifestyle by providing tools for reflection on missional activities
- 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 they 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

## **Course Learning Outcomes**

### **Knowledge and its Application**

- Demonstrate an in-depth understanding of the theory and practice of evangelism and faith formation
- Apply knowledge about evangelism and faith formation to strengthen their own and other's leadership related to making disciples
- Identify and interpret new ideas and research related to evangelism and faith formation

### **Cognitive Complexity**

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to evangelism and faith formation
- Undertake inquiry and analysis to solve problems with a high degree of innovation, divergent thinking and risk taking
- Engage in interdisciplinary thinking that bridges multiple disciplines
- Integrate ideas and experiences in a way that generates novel insights related to evangelism and faith formation

### **Inter- and Intra-personal Wellness**

- Appreciate the role of community in wellness
- Grow in emotional intelligence
- Demonstrate increased professional capacity and autonomy as leaders who employ evangelism and faith formation best practices in ways that strengthen individuals and the groups of which they are a part
- Exhibit superior organizational and time management skills
- Demonstrate academic and personal integrity

### **Aesthetic Expression and Interpretation**

- Consider and practice creative engagement and interdisciplinary thinking
- Demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time

### **Social Responsibility and Global Engagement**

- Analyze, appraise, and evaluate their insights about evangelism and faith formation in a social context
- Develop the ability to become socially responsive agents with a commitment to understanding global issues
- Build healthy multicultural discipleship groups that allow diversity to flourish

### **Spiritual Formation**

- Cultivate a growing relationship with God that increasingly manifests itself in godly character, loving relationships, and missional living
- Demonstrate greater understanding of and active participation in God’s work in the world
- Utilize spiritual practices to deepen their love for God and increase their ministry effectiveness
- Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope

### **Leadership**

- Demonstrate a growing capacity to help themselves and others grow in their relationship with God
- In partnership with the Holy Spirit, develop godly character and guide others to do the same
- Discern and live out their God-given calling as evidenced in their biblical purpose, core values, and personal vision (and help others do the same)
- Participate in and build loving communities that practice the “one another’s” of Scripture
- Build healthy teams that work well together to accomplish team goals
- Grow leadership skills and other competencies for living out their calling with devotion and excellence

### **Course Textbooks**

Breen, Mike and Steve Cockram. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did*. 3rd ed. Pawleys Island, SC: 3 Dimension Ministries, 2017. 266 pgs.

Cho, Eugene and Samira Izadi Page, eds. *No Longer Strangers: Transforming Evangelism with Immigrant Communities*. Grand Rapids, MI: Eerdmans, 2021. 208 pgs.

Osmer, Richard R. *The Invitation: A Theology of Evangelism*. Grand Rapids, MI: Eerdmans, 2021. 295 pp.

Wu Song, Felicia. *Restless Devices: Recovering Personhood, Presence, and Place in the Digital Age*. Grand Rapids, MI: IVP Academic, 2021. 218 pgs.

## Intensive Schedule

	Tuesday	Wednesday	Thursday	Friday	Saturday
1:30 – 2:45	Introductions/ Course & Syllabus Overview	Models and Ethics of Evangelism	Spiritual Formation for Embodied Beings	Discipleship and Faith Formation in Community	Developing a Discipleship and Faith Formation Strategy for your Context
2:45 – 3:00	BREAK	BREAK	BREAK	BREAK	BREAK
3:00 – 4:15	The Continuum of Evangelism and Faith Formation	Spiritual Formation in Inter-cultural Environments	Tools for Discipleship and Faith Formation	Discipleship and Faith Formation Throughout the Life Cycle	Time w/ Ministry Practitioner
4:15 – 4:30	BREAK	BREAK	BREAK	BREAK	BREAK
4:30 – 5:30	Time w/ Ministry Practitioner	Time w/ Ministry Practitioner	Time w/ Ministry Practitioner	Lunch w/ Ministry Practitioner	Summary Reflections: Spiritual Formation and Human Flourishing

## Course Assignments

The assignments for this course include a reading reflection; class presentation; evangelism reflection; discipleship reflection; evangelism and discipleship approach paper; 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. 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 assignment. I will also consider extensions in exceptional circumstances such as a medical emergency. For the times when I allow a student to rewrite an assignment, I will generally take one *full letter grade* off the assignment's value (e.g., A- to B-) before assigning a grade to the rewritten assignment.

Each assignment has a maximum length. Take this length seriously. More is not necessarily better; in fact, concise communication is usually more striking and persuasive. Be judicious about what you include. **I will stop at the maximum length for a given assignment and will grade you only according to what you have included up to that point.**

Here is an overview of all the assignments, followed by a detailed description of each.

Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
February 20-24	Class Presentation	10%	10%
March 1	Reading Report	20%	30%
March 15	Evangelism Reflection	15%	45%
March 22	Discipling Reflection	15%	60%
April 5	Evangelism and Discipleship Approach	40%	100%
April 12	Course Evaluation	0%	100%

#### **Class Presentation (10% of final grade)**

Prior to the beginning of the intensive week, you will have the chance to sign up for a time slot to lead the class through a brief reflection and dialogue (total 20 minutes) on one of several suggested topics. You can also suggest to me a theme of your own choosing, so long as it is sufficiently related to the class content. Students do not need to be experts on their chosen topic; rather, they will offer reflections on experiences in life/ministry, and facilitate some collective brainstorming and problem-solving around challenging issues. A presentation will include, but is not limited to:

- (a) a statement of the topic and why it is an important issue in the time, place, and culture
- (b) the articulation of a biblically- and theologically-grounded assessment of the theme
- (c) examples based in your own life and ministry experience, or the experiences of those you know or with whom live and serve
- (d) time for dialogue. This portion of the presentation will include discussion prompts. The specific focus of the dialogue should be discovering creative solutions and responses to some of the challenges and issues raised in the presentation
- (e) a summative reflection that integrates your observations and discoveries from the class conversation

Be creative in your presentation. Feel free to use slides, graphics, audio-visual materials, media, the arts, etc. Make the presentation as engaging as possible. The goal of the presentation is to facilitate the development of new perspectives that you and your peers will be able to incorporate into your corporate and communal life and practice. This is not primarily a research project, but it is usually helpful to include quotations from and references to resources (books, podcasts, videos, blogs, etc.) that have shaped your thinking on your chosen theme.

#### **Reading Report (20% of final grade)**

Students will offer their reflections on the assigned course textbooks. For each book, the report will focus on two significant points of learning, as well as one point of disagreement or a

suggestion for where the author could have provided more clarity or taken a different/more helpful approach. Be as specific as possible in your evaluation/critique. Apply the insights to your own life and ministry context. This submission can be in essay format, audio or video recording, or some other creative expression (such as a mind-map).

Maximum length: three pages per course text (so 12 pages total, or 25 minutes in an audio-visual format). Include all your reflections as one document/file.

### **Evangelism Reflection (15% of the final grade)**

For this assignment, you will take part in at least three evangelism-oriented conversations or activities. Consider the eight models of evangelism from the Wednesday morning “Models and Ethics of Evangelism” lecture. Which of these comes most naturally to you? Is there one that you feel drawn to, even if it seems scary/challenging? If possible, try to experience three different evangelism models.

You can participate in activities that are organized by your church or other Christian organization, or you can take initiative to do something on your own. You can do these solo or as part of a group.

As much as possible, plan to use current examples of evangelism conversations. If necessary, you can use pertinent and particularly illustrative examples from your past, but at least one must be a current conversation. As much as possible, include verbatim dialogue in your write-up.

Please keep in mind the dignity and free choice of others, and take a humble, genuinely curious posture. Remember the primacy of relationship and compassionate, holistic ministry. The Holy Spirit is the one who brings opportunity and conviction.

Your grade on this assignment does not depend on how “successful” you feel a conversation or activity was. Your grade is based on your ability to demonstrate self-awareness and to reflect honestly and critically about what you experienced. Your experience may include verbal witness (be bold!), but it may not, depending on the circumstances and the activity.

Here are some examples of the kinds of things you will want to include in your conversations and reflections:

- (1) If the person/people/community with whom you are interacting is from a different ethnicity/culture/nationality than your own, pay special attention to the various intercultural dynamics that *Strangers No More* covers. Which ones were present? Which ones were particularly challenging/problematic?
- (2) How did you feel during each activity/encounter? Why do you think those emotions arose for you?
- (3) What opportunities, if any, are there to continue the relationship(s)?
- (4) How does the Christian congregation factor into or provide a backdrop to the conversation/activity, if at all? What opportunities exist to integrate this person or group into the life or orbit of a congregation?
- (5) How did the other person/people react? Why do you think they reacted this way?

- (6) What did you learn? What could you do or say differently next time? What other training/resourcing do you need?

Maximum Length: 5 pages (or approximately 10 minutes in an audio-visual format). Include all your reflections as one document/file.

### **Discipling Reflection (15% of the final grade)**

For this assignment, you will engage in at least three discipleship-oriented conversations. These conversations can happen in small groups, accountability groups, one-on-one meetings, or any other suitable environments. These can be in the context of existing groups/relationships or new ones specifically arranged for this assignment. Try to experience a different environment/venue/relationship each time.

Your role is primarily as an observer, listener, question-asker, and coach (as appropriate). In each conversation you will want to assess what stage people are at on their discipleship journey; document their current successes and challenges; and identify what resources, concepts, and practices may be most beneficial. Use what you know from this course and your own experience to formulate good, probing questions that lead to self-discovery. You will need to be sensitive to tough circumstances and the ambiguities of spiritual life that may make definitive discipleship steps a challenge to identify and embrace.

Here are some examples of the kinds of things you will want to include in your conversations and reflections:

- (1) How are digital technologies serving or distracting from experiences of discipleship and spiritual growth?
- (2) Describe the disciple-making elements present for this person/people/group
- (3) What concrete discipleship and spiritual growth practices are people currently engaged in? What others might you suggest?
- (4) LifeShapes from *Building a Discipling Culture* offer a common language of discipleship that helps name areas of strength and growth. But this is only one example of how to describe the discipleship journey: each community and person is different. To what degree is some sort of broadly understood language of discipleship available to the person/group? In what way does a lack of language and terminology hinder the discipleship process?
- (5) What are the similarities between the conversations? What are the differences?

Maximum Length: 7 pages (or approximately 14 minutes in an audio-visual format). Include all your reflections as one document/file.

### **Evangelism and Discipleship Approach (worth 40% of your final grade)**

This assignment has two major parts:

#### *Part 1 -- Theology of Evangelism and Discipleship (80% of assignment mark)*

In this part, I would like you to develop a theology of evangelism and discipleship. Your theology should include a rigorous assessment what you find in the Gospels, other sections of the Bible, the course texts and instructional content, class discussions, your own experiences, and **at least**

***five other sources*** (you can check out the Bibliography of Resources in the Moodle Home Page for this course for an extensive list of books and articles on evangelism, discipleship, and related topics). Please note that I expect an in-depth interaction with the sources you use. I want you to compare ideas from these sources and in the process come up with new ideas and/or applications of existing ideas. In addition, your theological viewpoint 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 does one become a disciple?
- How did Jesus develop his disciples? How did he engage with the world around him?
- What is a biblical process for making growing disciples of Jesus who make other growing disciples of Jesus?
- How does embodiment and modern digital technology play into this?

*Part 2 –Assessment of Evangelism and Discipleship Approach (20% of assignment mark)*

For part two, assess the evangelism and discipleship approach of your church or a ministry in which you are involved, in light of your theological framework from part one. What is your church/ministry doing well in the areas of evangelism and faith formation? Where could it improve?

Distribute your theological model and your assessment of your church/ministry to at least five others in that context. Have each of them read the document and provide verbal or written feedback. They can provide feedback independently, but it would be better to plan a time for the group to meet for discussion.

Based on your assessment and the input of others, what are five recommendations that you could present to the leadership team about how the church/ministry could strengthen its evangelism and discipleship approach?

As a final part to this assignment, create a one-page summary of these recommendations and your rationale for making them and submit the summary to a member of your church or ministry leadership team. 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. In addition, attach the one-page summary as an appendix for the assignment.

Maximum Length: seven pages (part 1) + four pages (part 2) = 11 pages.

**Course Evaluation**

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 have made the course evaluation a required part of the course. You will find the course evaluation under the Week 8 tab in Moodle. Once you have completed it, you will be able to submit your final assignment.



### 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 assignments and presentations, I tend to look for the following:

- Substantiveness (40%) – The content reveals deep 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. 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.
- Appropriateness (30%) – The content matches the requirements of the assignment.
- Coherence (20%) – The content flows in a consistent and meaningful way.
- Style (10%) – The written or verbal style does not distract from the content (e.g., grammatical mistakes; unclear speech), but rather engages the reader’s attention. Source materials and quotations are clearly identified and citations in written documents are properly formatted according to Turabian conventions.

## 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.

## 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.

### Add/Drop Policy

This class is open until the first day of the course intensive. Once the class has begun, students wishing to drop or withdraw from the class must contact the Registrar’s Office by submitting a request through the TWU Service Hub ([www.twu.ca/help](http://www.twu.ca/help)). Tuition (excluding fees) refund rates are as per university guidelines.

### Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the

student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the:

[University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### **Students with a Disability**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning on their website at: <https://www.twu.ca/learning-commons/centre-accessible-learning/equitable-access-policy-students-disabilities>.

### **Hospitality in the Classroom**

TWU is committed to an ethic of inclusion, centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

### **CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

### **COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor 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 Office.

### **PAPER FORMATTING**

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy, you may wish to reference the following style guide: Kate L.

Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**LAND ACKNOWLEDGEMENT**

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.