

Associated Canadian Theological Schools of Trinity Western University

Graduate Course Syllabus

Course Number: PTH 613 OL

Course Name: Evangelism and Faith Formation

Semester and Year: Fall 2022

Instructor: Kevin O’Coin, DMin, Associate Director of Enrolment

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Pre-requisites: None

Semester Hours: 3

Course Dates: October 24 – Dec 17, 2022

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

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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 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 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 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.

Pope-Levison, Priscilla. *Models of Evangelism*. Grand Rapids, MI: Baker, 2020. 208 pgs.

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

Total reading = 900 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 an evangelism reflection, discipleship reflection, 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)

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 1	Oct 24	Pre-reading		
Week 1	Oct 24 – 29	Forum #1 (required reading – <i>Models of Evangelism</i>)	5%	5%
Week 2	Oct 31 – Nov 5	Forum #2 (required reading – <i>No Longer Strangers</i>)	5%	10%
Week 3	Nov 7 – 12	Forum #3 – (required reading – <i>Building a Discipling Culture</i>)	5%	15%
Week 4	Nov 19	Evangelism Reflection	20%	35%
Week 5	Nov 21 – 26	Forum #4 – (required reading – <i>Restless Devices</i>)	5%	40%
Week 7	Dec 10	Discipling Reflection	20%	60%
Week 8	Dec 17	Discipleship Approach	40%	100%
Week 8	Dec 12 – 17	Course Evaluation	0%	100%

Pre-reading

Due to the condensed nature of the online portion of the class, please read *Models of Evangelism* by October 24, as it relates to the topic of discussion in the forum for week one.

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 content. 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:

- Week 1 – *Models of Evangelism*
- Week 2 – *No Longer Strangers*
- Week 3 – *Building a Discipling Culture*
- Week 5 – *Restless Devices*

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. Each forum week has three forums that correspond to the readings and instructional content. The first substantive post for the first forum is due on the Tuesday, the second substantive post for the second forum is due on the Wednesday, and the third substantive post for the third forum is due on the Thursday.

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 (200 or more 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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Evangelism Reflection (20% of the final grade)

For this assignment, you will take part in at least three evangelism-oriented conversations or activities. Consider the kinds of evangelism covered in *Models of Evangelism*. 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.

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? Were certain ones 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 conversation or relationship?
 - (4) How did the other person/people react? Why do you think they reacted this way?
 - (5) What could you suggest doing differently next time? What other training/resourcing do you need?

Maximum Length: 5 pages

Due Date: November 19

Before you submit your paper, make sure that you have done all of the following:

- Included all your reflections as one paper.
- Included a mixture of insights, successes, challenges and ideas for growth.
- Included reflections on each of the above numbered points, as well as your own musings.

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Discipling Reflections (20% 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 for some people in some circumstances.

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) To what degree are the ten disciple-making elements present and active 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 there are other ways of describing the discipleship journey. To what degree is a 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

Due Date: December 10

Before you submit your paper, make sure that you have done all of the following:

- Included all your reflection as one paper.
- Included a mixture of insights, successes, challenges and ideas for growth.
- Included reflection on each of the above numbered points, as well as your own musings.

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 and instructional content, class discussions, forum discussions, your own experience 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 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?
- How does modern digital technology play into this?

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?

To assist with this assessment, I would ask that you and at least five others from your church do the Church Discipleship Assessment (www.ministrylift.ca/church-discipleship-assessment). Because I developed the assessment, you and others in your church can use the assessment for free by entering CDA for the login and Maximum Discipleship for the password. Ask your group

members to forward the summary email they receive after doing the assessment to you, so that you can analyze the results.

Once you have tabulated the results from the Church Discipleship Assessment, meet with those who did the assessment (and others, if you want) to discuss the results. You may want to focus on one or two of the 11 disciple-making elements (e.g. robust small groups) and work through the questions at the end of the corresponding chapter(s) in the *Maximum Discipleship in the Church* book (I will provide free e-copies of the book). Include a description of this assessment process and how it contributed to your assessment.

Based on your assessment and the input of others, 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.

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

Due Date: December 17

Before you submit your paper, make sure that you have done all of the following:

- Demonstrated thoughtful analysis of relevant biblical passages and course textbooks.
- Included substantive engagement with at least five sources beyond the course lectures and textbooks.
- Included specific reflections on the impact of digital technologies (pros and cons) on evangelism and discipleship processes.
- Demonstrated how your analysis relates specifically to your cultural and congregational context.
- Identified both areas of strength and growth areas in your church's current evangelism and discipleship approach.
- Included the one-page summary and recommendation sheet.

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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.

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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:

When I assess written 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. 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.
- Appropriateness (30%) – The content matches the requirements of the assignments.
- Coherence (20%) – The content flows in a consistent and meaningful way.
- Engaging (10%) – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention.

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.

Add/Drop Policy

All OL courses are open for registration until the first day of class. 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 (twu.ca/help). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2 - 100%

Week 3 - 60%

Week 4 - 50%

Week 5 - 40%

Weeks 6-8 - 0%

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

LAND ACKNOWLEDGEMENT

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