



On-Campus Course Syllabus EMS428P00.A Global Service Practicum Fall 2018

Class Information

Day and Time: Tuesday: 4:15pm-6:45pm

Room Number: E207

Contact Information

Instructor Name: Dr. Bobby Worthington

Instructor Email: bworthington@criswell.edu

Instructor Phone: 214 818-1362

Instructor Office Hours: Tuesday and Thursday: 9:30am-11:00am and 1:30pm-3:00pm

Course Description and Prerequisites

A study of the biblical and theological foundations of Christian mission, coupled with the use of demographic and ethnographic research, in preparation for effective short-term cross-cultural global service projects. (Course open only to Juniors and Seniors; Prerequisites: THS 101, EMS 101; Students must take EMS 428 and EMS 429 within a single academic year.)

Course Objectives

1. *Biblical Studies:* To articulate in verbal form the gospel story from Creation to New Creation and present it in an evangelistic presentation.
2. *Theology:* To demonstrate an understanding of the biblical and theological foundations of mission and missions.
3. *Integration:* To be equipped mentally and spiritually for engaging in strategic and impactful short-term missions.
4. *General Education:* To be exposed to life and ministry in an international context.
5. *Integration:* To critically evaluate principles, methods, and models of cross-cultural evangelism, discipleship, and church planting.
6. *Integration:* To learn about and engage in demographic and ethnographic research on a specific people group, city, or population segment.
7. *Integration:* To evaluate the strategic role of your local church in reaching unreached people groups (UPGs) here in the US and/or abroad, and develop a strategy for planting churches among a specific UPG in the DFW area and/or overseas.

Required Textbooks

Ashford, Bruce Riley, ed. *Theology and Practice of Mission: God, the Church, and the Nations*. Nashville: B&H Academic, 2011. ISBN: 9780805464122. 344 pages.

Elmer, Duane. *Cross Cultural Connections: Stepping Out and Fitting in around the World*. Downers Grove, Ill.: InterVarsity Press, 2002. ISBN: 0830823093. 215 pages.

The Story Primer Guide. ISBN: 9781612260129. This is available in PDF format online for \$5.

You must purchase this online! Please make sure you purchase the *Primer Guide* and NOT the *Story Guide*! Please purchase it, download it, and be ready to use it by Week 2. It is available at: <http://store.spreadtruth.com/training/>

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (5%):** All students are required to come to class ready to participate actively in class discussions of lectures, reading assignments and case studies.
- B. **Weekly Reading Quizzes (25%):** A quiz will be administered via Canvas each week to determine the student's comprehension and mastery of the required reading assignments from Ashford, Elmer, and the Story Guide (see schedule below). It is recommended that you take notes on your reading assignments. The quizzes are **open book**. You must complete all the reading assignments and quiz for that week **one hour** before coming to class or you will receive an F for this assignment.
- C. **Ethnographic Study/Mobilization Strategy, and Class Presentation (40%):** Each student (or in small groups—see the note below) is required to formulate a demographic and ethnographic profile of the people group, city, or population segment he/she intends to serve among. The research should be (minimum) 10-15 pages (maximum), double-spaced, and should include each of the elements listed below (the format is up to you, but it must include all these elements). Presentations will take place during one (or both) of the final two class sessions. Please utilize **PowerPoint** for your class presentation and follow the professor's instructions:
 - 1) **Demographic Information on the Country and/or PG (10 pts.):** This can be gained from numerous websites, including those from the United Nations or from the government of that particular country. You should include data concerning the age distribution, literacy statistics, languages spoken in the country, population distribution, recent history, and other relevant information. Include maps of the country, special symbols (religious or otherwise), and any other important information you come across. The literacy information should include information on whether the Bible or other evangelistic literature is present in the language of your PG or in one of their possible trade languages. If your PG is illiterate, you'll want to research what culturally sensitive resources are available for sharing the gospel with this particular PG in oral form.
 - 2) **Religious Affiliation/Worldview and Evangelical Presence (10 pts.):** Your research should include information on what religion(s) the people adhere to and provide a brief sketch of their beliefs/worldview along with a brief explanation of how you would go about sharing the gospel with someone from this PG. Ashford's book should assist you in this, but if other resources are necessary, the student will be required to locate them. This section should also include information on the presence of indigenous, evangelical churches, as well as organizations (Western or others) working among this PG or in the area where you'll be serving.
 - 3) **Evangelical Church Visit (20 pts.):** As a part of your research, you are required to visit an evangelical church service that corresponds (roughly) to the PG you're focused on. Several options are available in DFW (African, Israeli, Arab, Iranian, Hispanic, Ethiopian, Russian, Indian,

Burmese, Chinese, etc.). You will record observations about the visit in your research. Details will be discussed in class. This is a required component of your research project.

- **Adat Shalom Messianic Congregation:** <http://www.adatshalom-dallas.org>
- **Living Word Arabic Church in Dallas:** <http://lwdallas.org>
- **Ethiopian Evangelical Baptist Church:** 2822 S. Jupiter Road, Garland, Tx. 75041.
Church number: 214-703-0200.
 - Emails: Dr. Bedilu Yirga, Sr. Pastor: bediluy@gmail.com;
 - Dawit Adege, Assistant Pastor DawitAdege9@gmail.com;
 - church website: <http://wongelkedallas.org/>
 - Email: letters@eebc-dallas.org

- 4) **Community Contact (20 pts.):** In addition to visiting a church, you are required to make contact with a person (same gender) or family in the DFW area that is from your PG (or is near-culture) and interview them about their country, beliefs, traditions, etc. You can accomplish this through your evangelical church visit (and arranging a subsequent meeting with someone you meet there), or by contacting or visiting student organizations or International Student Houses at nearby universities (SMU, UTD, etc.). Students can go in groups, but they're required to make **individual contact** and conduct an **individual interview** to complete this assignment, though it can take place in a group setting. Read about their culture and traditions before meeting with your contact. When you meet, record your interactions, questions, and answers from the encounter. Students should utilize the material from the Elmer book (particularly chapters 13-20) to discuss cultural differences and plan to meet with your contact at least **once**, after the initial contact, for a **minimum of one hour** in order to have a substantive conversation. Prayerfully look for open doors to share the story of the gospel during this time, utilizing the approach of the *Story Primer Guide* and the accompanying app, should the Lord open a door.
- 5) **Local/International Mobilization Strategy (40 pts.):** Here you have a **choice**. If your PG is represented in the DFW area, I want you to outline a plan for how you are going to mobilize your church to reach out and plant a church among them. This should be brief but include information on what preparation or training may be needed, where the PG lives, how you'll make contact with them, how you'll share the gospel in a culturally sensitive way, a plan for discipling and training leaders, what doing "church" among them might look like, etc. I'd like you to articulate the steps you'll go through in order to implement this plan. *The professor will present a 5 phase approach to church-planting during one of the lectures that you must use.*

Alternatively, you can design a plan for mobilizing your local church to plant a church among this PG in their country of origin. Include the same 5 phase approach and other information requested above, but also include a plan for the use of short-term mission trips and how this dovetails with a longer-term strategy of planting faithful, vibrant and relevant churches among this PG, and who/what organizations or individuals your church will partner with to implement this strategy.

NOTE about format: The organization of this project is up to the students, but each of the parts above must be clearly present and titled. A standard cover page is required, and for citations, spelling, grammar, and style, students should consult the *Criswell College Style Guide*. There is an example of a strategy in the Supplemental Material in Canvas that you can use as a guide for your mobilization strategy. All papers must be uploaded to Canvas. Do not email your paper assignment to the professor.

NOTE about documentation: You must footnote all the information you put into your research study. Failing to do so will result in an F for this assignment.

NOTE about working in small groups: For students going to the same location, you can work in small groups; however, each individual needs to participate and work individually on the evangelical church visit, community contact, and mobilization strategy (parts 3, 4, 5) of the research.

- D. **Class Presentation (10%):** Students will have the opportunity to present a brief summary of their Ethnographic Study/Mobilization Strategy paper in class using PowerPoint. It will be graded on content, creativity and presentation. The professor will provide more instructions in class.
- E. **Reflective Summaries on Elmer (2nd Eight Weeks) (20%):** Each student is required to write a 1-2 page (maximum) reflective summary on the chapters scheduled from Elmer's book each week. You should analyze the chapters according to the following three dimensions: content, positive evaluation/negative evaluation, application. Each dimension should be titled. Your summary should be uploaded to Canvas at least **one hour** before class starts. **Additionally, one or more students will be called upon to lead the class in a discussion of assigned chapters each week including discussion questions at the end of each chapter.**

****IMPORTANT NOTICE**:** All assignments must be submitted in .doc or .pdf format via Canvas. **Do not email your assignments to the professor.**

****IMPORTANT NOTICE**:** The trip component of this course must be completed within one academic year. **Failing to do so will result in an F for your final grade.**

Course/Classroom Policies and Information

2019 KENYA TRIP \$3200: JANUARY 03-13, 2019 (TENTATIVE)
2019 ISRAEL TRIP \$3800: JULY 20-AUGUST 03, 2019 (TENTATIVE)

Students must enroll in and successfully complete both EMS 428 Global Service Practicum and EMS 429 Global Service Practicum Lab (i.e., the trip) within a single academic year. For students taking EMS 428 in the Spring Semester, they must complete EMS 429 no later than the end of the Summer term for that academic year. All students must adhere to the following payment policies and deadlines (see the deadlines below):

- By the end of the second week of the semester (08/31/18), students must have turned in **all** of the following to the Criswell College Travel Coordinator: (1) a \$250 deposit, (2) a copy of their passport (or a copy of the application), and (3) a student travel profile. If you are unable to meet this deadline, you will have the option of dropping the course with a grade of "W" and a refund of tuition/fees in accordance with the Add/Drop Course policy and the Tuition Refund Schedule in the catalog (please see the catalog for details). Students are advised to contact the Financial Aid Office before dropping a course to learn how it could affect their financial aid for the semester.
- By the end of the eighth week of the semester, students must have turned in 50% of the trip cost and have turned in a copy of their passport or they will be encouraged to withdraw from the course and be removed from the trip.
- By the end of the twelfth week, students must have turned in 75% of the trip cost or they will receive an "F" for the course and be removed from the trip.

- By the end of the sixteenth week, students must have turned in 100% of the trip cost or they will receive an “F” for the course and be removed from the trip.

The following payment deadlines apply for Spring 2018:

- \$250 deposit due by end of week 2 (08/31/18)
- 50% due by the end of week 8 10/12/18)
- 75% due by the end of week 12 (11/09/18)
- **100% due by end of week 16 (12/07/18)

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Reading Assignments and Course Outline: A = Ashford; E = Elmer; Story Guide Primer Edition

WEEK 1 (8/21/18)	<p>Introduction to the Course, Syllabus and Trip Logistics and Trip Information: Basic Information, Student Travel Profile Form and Sample Support Letter</p> <p>Assignments:</p> <ol style="list-style-type: none">1. Complete Quiz #1 (due: 08/21/18 @11:59pm in Canvas)2. Read <i>The Story Booklet</i> (i.e., tract) AND download and install the app on your smart phone (if you have one): iPhone: http://itunes.apple.com/us/app/the-story/id432628185?mt=8 Android: https://play.google.com/store/apps/details?id=org.spreadtruth.thestory3. Download: <i>The Story Primer Guide</i>. This is available in PDF format online for \$5. Please purchase it, download it, and be ready to use it by Week 2. It is available at: http://store.spreadtruth.com/the-story-primer-guide-pdf/
WEEK 2 (8/28/18)	<p>Review: Trip Logistics and Trip Information Theology and Practice of Mission (chs 1-2) Demographic & Ethnographic Research and Your Mobilization Strategy Church Planting Phases and Pioneer Church Planting (Ott and Wilson) Class Group Project</p> <p>Assignments:</p> <ol style="list-style-type: none">1. Read A (Intro, chs. 1-2); E (Preface, chs. 1-3). Be ready to discuss them in class.2. Read <i>The Story Guide Primer Edition</i> (pgs. 1-19) and complete the Explore parts.3. Memorize Luke 24:27 in God's Story (p. 12) in <i>The Story Guide Primer Edition</i>.4. Complete Quiz #2 (Due: one hour before class in Canvas)
WEEK 3 (9/04/18)	<p>Theology and Practice of Mission (chs 3-5), Linking Prayer and Missions Class Group Project and Case Studies</p>

Assignments:

1. Read A (chs. 3-5); E (chs. 4-6). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 20-33) and complete the Explore parts.
3. Memorize Gen. 1:1 in the Creation Section (p.21) in *The Story Guide Primer Edition*.
4. Complete Quiz #3. (Due: one hour before class in Canvas)

WEEK 4 (9/11/18)

Theology and Practice of Mission (chs 6-9), Class Group Project and Case Studies

Assignments:

1. Read A (chs. 6-9); E (chs. 7-8). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 34-45) and complete the Explore parts.
3. Memorize Ro. 3:10 in the Fall section (p. 35) in *The Story Guide Primer Edition*.
4. Complete Quiz #4. (Due: one hour before class in Canvas)

WEEK 5 (9/18/18)

Theology and Practice of Mission (chs 9-11) and Case Studies

Assignments

1. Read A (chs. 10-12); E (chs. 9-11). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 46-61) and complete the Explore parts.
3. Memorize Col. 1:13 in the Rescue section (p. 47) in *The Story Guide Primer Edition*.
4. Complete Quiz #5. (Due: one hour before class in Canvas)

WEEK 6 (9/25/18)

Theology and Practice of Mission (chs 12-14) and Case Studies

Assignments:

1. Read A (chs. 13-15); E (12-14). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 62-71) and complete the Explore parts.
3. Memorize Rev. 21:5 in the Restoration section (p. 63) in *The Story Guide Primer Edition*.
4. Complete Quiz #6. (Due: one hour before class in Canvas)

WEEK 7 (10/02/18)

Theology and Practice of Mission (chs 15-17) and Case Studies

Assignments:

1. Read A (chs. 16-20); E (chs. 15-17). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 72-81) and complete the Explore parts.
3. Complete Quiz #7. (Due: one hour before class in Canvas)

WEEK 8 (10/09/18)

Trip Information Update: Martha Batts, Theology and Practice of Mission (chs 21-22)
The Story and Case Studies

Assignments:

1. Read A (chs. 21-22); E (chs. 18-21, Epilogue, Appendix). Be ready to discuss them in class.
2. Read *The Story Guide Primer Edition* (pgs. 82-91) and complete the Explore parts.
3. Complete Quiz #8. (Due: one hour before class in Canvas)

Week 9 (10/16/18)

Cross-Cultural Connections (chs 1-3) The Story and Case Studies

Assignments:

1. Upload Elmer Reflective Summary: (Preface, chs. 1-3).
(Due: one hour before class in Canvas)
2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 1-3.

- Week 10 (10/23/18) Cross-Cultural Connections (chs 4-6), The Story and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 4-6)
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 4-6.
- Week 11 (10/30/18) Cross-Cultural Connections (chs 7-8), The Story and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 7-8)
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 7-8.
- Week 12 (11/06/18) Trip Information Update: Martha Batts, Cross Cultural Connections (chs 9-11), The Story and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 9-11)
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 9-11.
- Week 13 (11/13/18) Cross-Cultural Connections (chs 12-14), Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy, The Story and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 12-14)
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 12-14.
- Week 14 (11/19-23/18) Fall Break (NO CLASS)
- Week 15 (11/27/18) Cross-Cultural Connections (chs 15-17), Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy, The Story and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 15-17)
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the end of chapters 15-17.
- Week 16 (12/04/18) Cross-Cultural Connections: (chs 18-20) Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy and Case Studies
Assignments:
 1. Upload Elmer Reflective Summary: (chs 18-21).
 (Due: one hour before class in Canvas)
 2. Prepare to discuss Elmer's Reflective Summary including discussion questions at the

end of chapters 18-21.

3. Upload Student Powerpoint Slide Presentation in Canvas

Due: 12/04/18 @ 11:59pm in Canvas

4. Ethnographic Study/Mobilization Final Paper (10-15 pages)

Due: 12/04/18 @ 11:59pm in Canvas.

Week 17 (12/11/18) Student (PowerPoint) Presentations of Ethnographic Study/Mobilization Strategy

Selected Bibliography

Books available in Wallace Library:

Abraham, William J. *The Logic of Evangelism*. Grand Rapids: Eerdmans, 1989.

Autrey, C. E. *Basic Evangelism*. Grand Rapids: Zondervan, 1959.

Bisagno, John R. *The Power of Positive Evangelism*. Nashville: Broadman, 1968.

Chafer, Lewis Sperry. *True Evangelism*. Grand Rapids: Zondervan, 1919.

Cocoris, G. Michael. *Evangelism: A Biblical Approach*. Chicago: Moody, 1984.

Coleman, Robert. *The Master's Plan of Evangelism*. Grand Rapids: Revell, 1963.

Dobbins, Gaines S. *Good News to Change Lives*. Nashville: Broadman, 1976.

Dodd, C. H.. *The Apostolic Preaching and Its Developments*. Grand Rapids: Baker, 1980.

Drummond, Lewis A. *The Word of the Cross*. Nashville, Broadman & Holman, 1999.

Fisk, Samuel. *Divine Sovereignty and Human Freedom*. Neptune, NJ: Loizeaux, 1973.

Ford, Leighton, *The Christian Persuader*. New York: Harper and Row, 1966.

_____. *Good News is for Sharing*. Elgin, Illinois: David C. Cook, 1977.

Goodell, Charles L. *Pastoral and Personal Evangelism*. New York: Revell, 1907.

Griffin, Emory A. *The Mind Changers*. Wheaton: Tyndale, 1976.

Grindstaff, W.E.. *Ways to Win* Nashville: Broadman, 1957.

Leavell, Roland Q. *Evangelism: Christ's Imperative Commission*, revised by Landrum P. Leavell, and Harold T. Byson, Nashville: Broadman, 1979.

Little, Paul E. *How to Give Away your Faith*. Downers Grove, IL: IVP, 1966.

Miles, Delos. *Introduction to Evangelism*. Nashville: Broadman, 1983.

Newbigin, Lesslie. *The Open Secret*. Grand Rapids: Eerdmans, 1978.

Olford, Stephen F. *The Secret of Soul Winning*. Chicago: Moody, 1963.

Packer, J.I. *Evangelism and the Sovereignty of God*. Downers: InterVarsity, 1961.

Piper, John. *Let The Nations Be Glad*. Grand Rapids: Baker, 1993.

Scarborough L.R. *With Christ After the Lost*, revised and expanded by E.D. Head. Nashville: Broadman, 1952.

Smith, Bailey E. *Real Evangelism*. Nashville: Word, 1999.

Spurgeon, Charles H. *Lectures to My Students*. Grand Rapids: Baker 1977.

_____. *The Soul Winner*. Grand Rapids: Eerdmans, 1963.

Stewart, James. *Evangelism Without Apology*. Grand Rapids: Kregel, 1960.

Stott, John R.W. *Basic Christianity*. Grand Rapids: Eerdmans, 1971.

Streett, R. Alan. *The Effective Invitation*. Grand Rapids, Kregel, 2004.

_____. *Quasi Christian Cults*. Dallas: SMI, 1999.

Sumner, Robert L. *Biblical Evangelism in Action*. Murfreesboro: The Sword of the Lord, 1960.

Sweazy, George E. *Effective Evangelism*. New York: Harper and Bros., 1953.

Taylor, Mendell. *Exploring Evangelism*. Kansas City: Beacon Hill, 1964.

Torrey, Reuben A. *How to Bring Men to Christ*. Minneapolis: Dimension, 1977.

Watson, David. *I Believe in Evangelism*. Grand Rapids: Eerdmans, 1976.

_____. *Called and Committed: World Changing Discipleship*. Wheaton: Harold Shaw, 1982.

Wright, N. T. *What Saint Paul Really Said*. Grand Rapids: Eerdmans, 1997.

Barnhouse, Donald Grey. *How God Saves Men*. Philadelphia: The Bible Study Hour, 1955.

Books unavailable in Wallace Library: See Librarian

Davis, Cos II. *Children and the Christian Faith*. Nashville: Broadman, 1979.

Eager, George B. *Winning Children to Christ*. Valdosta, Georgia: The Mailbox Club, 1979.

Gertsner, John H. *Jonathan Edwards, Evangelist*, reprint. Morgan, PA: Soli Deo Gloria, 1995

Green, Michael and Alister McGrath. *How Shall We Reach Them?* Nashville: Thomas Nelson, 1995.

Jauncey, James H. *Psychology for Successful Evangelism*. Chicago: Moody, 1972.

Kuiper, R. B. *God Centered Evangelism*. Grand Rapids: Baker, 1961.

Krupp, Nate. *A World to Win*. Minneapolis: Bethany Fellowship, 1966.

Martin, Robert J. *All About Witnessing*. Grand Rapids: Baker, 1975.

Morgan G. Campbell. *Evangelism*. Grand Rapid: Baker, 1976.

Moyer, R. Larry. *Free and Clear*. Grand Rapids: Kregel, 1997.

Packer, J.I. and others. *"The Gospel of Jesus Christ: An Evangelical Celebration."* Glendale Heights, IL: The Committee on Evangelical Unity, 1999.

Poe, Harry L. *The Gospel and Its Meaning*. Grand Rapids: Zondervan, 1996.

Stott, John R.W., and others. *'The Nature of Evangelism.'* The Lausanne Covenant. Minneapolis: World Wide, 1974.

Sweeting, George. *"Why Repentance is Crucial."* Moody Monthly. November, 1977.

Wallace, Jim. *The Call to Conversion*. San Francisco: Harper Collins, 1992.