



# Online Course Syllabus MIN 710 Educational Evangelism Term 2, Spring 2021

## Contact Information

**Instructor Name:** Kenneth W. Priest, DEdMin

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**Instructor Phone:** 817-709-9761

**Instructor Office Hours:** n/a

## Course Description and Prerequisites

Covers subjects for the local church ministries to engage in evangelism as a wholistic, intentional strategy. The student should demonstrate an understanding for using the local church ministries for the enlistment and development of Christians in witnessing and discipling activities.

## Course Objectives

1. Demonstrate knowledge of a church's growth strategy through the educational ministries.
2. Demonstrate knowledge of areas which constrain growth in the church.
3. Demonstrate knowledge of community demographics within the church compared to community.
4. Develop a strategy of educational evangelism for a church.

## Required Textbooks

Brown, Richard. *Glory in the Church*. United States of America: 48HrBooks, 2020. ISBN: 978-0-578-76032-2

Hemphill, Ken and Kenneth Priest. *Bonsai Theory of Church Growth: Overcoming Artificial Barriers to Kingdom Growth, Revised and Expanded*. Tigerville, SC: Auxano Press, 2011. ISBN: 978-0-578-07988-2

Queen, Matt. *Mobilize to Evangelize: The Pastor and Effective Congregational Evangelism*. Fort Worth, TX: Seminary Hill Press, 2018. ISBN: 978-0-9994-1197-1

## Course Requirements and Assignments

Class Participation	25%
Church Evaluation	25%
Strategy	35%
Video Presentation	15%
Total	100%

A. CLASS PARTICIPATION (25%): Students are expected to participate in online discussions and to lead out in generating discussions on the course chat in Canvass. Discussions should flow from course video lectures and assigned readings. Weekly submissions of a minimum of one topic to generate discussion is expected. Students are expected to interact with all other student submissions with an expectation of a minimum of one submission per fellow students discussion question or statement.

B. CHURCH EVALUATION (25%): The student should identify a focus church to evaluate the present educational ministry and determine if an educational evangelism strategy exists. This is to include a 20-year review of worship attendance, Sunday school/small group attendance, baptisms, and total receipts; also demographic analysis on the community and the comparative church demographic. This should be Part 1 of Assignment C.

C. STRATEGY OF EDUCATIONAL EVANGELISM IN TH ECHURCH (35%): Students are required to write a 10-15 page, double-spaced paper wherein you detail an effective educational evangelism strategy for the focus church from Assignment B. Students will include demographic research on the focus area. The professor expects you to draw from your reading of assigned texts, class lectures and discussions, and other outside resources as necessary.

Below is an expected outline:

- i. Introduction
- ii. Assignment B
- iii. Educational Evangelism Strategy
- iv. Presentation Documents (to include PowerPoint presentation)
- v. Expected Financial Cost
- vi. Conclusion

The paper should be submitted in PDF format via Canvas by the due date in the Course Schedule.

**Strategy Paper Grading Rubric:**

<b>Points</b>	<b>W (1) = Weak</b>	<b>D (3) = Developing</b>	<b>A (4) = Acceptable</b>	<b>E (5) = Exemplary</b>
<b>Ideas/Thesis</b> (Does the Paper have a clear thesis statement? Does the paper do what it claims to do?)	No main topic to theme, no clear purpose, ideas are incoherent	Limited theme, confused purpose, ideas are illogical and do not progress	Clear theme, consistent purpose, ideas are clear and progress	Engaging and confident theme, clear and enriching purpose  Reasoned progression of sophisticated ideas
<b>Parts of a Paper</b> (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct? )	Few elements of formatting are correct, some are missing	Elements are present, but not clear, errors in formatting	Elements are present with few errors in formatting	Elements are present, clear, and free of errors

<b>Organization</b> (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?)	Opening not present, no transitional phases, no paragraph breaks, no closing	Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas	Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas	Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas
<b>Evaluation/ Evidence/ Claims</b> (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?)	No appropriate information presented, no attempt to evaluate information	Information presented with inaccuracies, attempts judgment based on opinion	Accurate and appropriate information, compare and contrast strengths and weaknesses	Detailed accurate and compelling, several perspectives with synthesis
<b>Argumentation/ Analysis</b> (Does the writer deal effectively with the counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?)	No attempt to argue position	Limited and weak attempt to argue position	Focused and clear argument	Engaging and compelling arguments
<b>Application</b> (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?)	No attempt to apply information	Limited ineffectual attempt at application	Common and expected application	Unexpected, insightful application
<b>Grammar</b> (Are there few grammatical mistakes? Are there any spelling mistakes?)	Frequent mechanical and grammatical errors	Occasional mechanical and grammatical errors	Few mechanical and grammatical errors	Very few mechanical and grammatical errors
<b>Voice</b> (How are you conveying your point?, Is the writing academic or	Consistently inappropriate for genre,	Occasionally inappropriate for genre, a few	Voice is consistently appropriate for	Perfectly and creatively tailored, perfectly tailored

conversational?)	many variations in writer's attitude	variations in writer's attitude	genre, very rare variations in writer's attitude	attitude
<b>Vocabulary</b> (Word Choice)	Careless, inappropriate, inaccurate, trite, vague, flat	Unvaried, unsure, common, redundant	Varied and appropriate, clear meaning	Purposeful, precise, effective and engaging, interesting and brilliance in meaning
<b>Fluency/Sentence Structure</b> (Are the sentences complete as opposed to fragmented? Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?)	Frequent run-ons and fragments, no variety, many misplaced and dangling modifiers	Some run-ons and fragments, little variety, some lack of agreement, some misplaced and dangling modifiers	Simple compound sentences, no run-ons or fragments, few misplaced and dangling modifiers	Varied and complex sentences, fluent transitions, no misplaced and dangling modifiers
<b>Total Points:</b>				

D. RECORD VIDEO PRESENTATION (15%): Students are required to submit a video presentation of the analysis (Assignment B) and the strategy (Assignment C). The video should be a minimum of 10 minutes and include the presentation documents from the Strategy assignment (Part iv of Assignment C).

## Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

## **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 instructor, 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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

## Course Outline/Calendar

Week	Date	Assignment	Due
Week 1: Introduction	Week of March 22	Video: Introduction to the Course Reading: Mobilize to Evangelize	Mobilize: Part 1
Week 2: Community Context	Week of March 29	Video: How to Research ACP and Demographics Reading: Mobilize to Evangelism	Mobilize: Part 2
Week 3: Church Growth Evangelism	Week of April 5	Video: Evaluating Educational Evangelism in the Local Church Reading: Glory in the Church	Glory: Front Matter, Chapters 1-2
Week 4: Effective Presentations to Church Leaders	Week of April 12	Video: Sample Presentation Reading: Bonsai Theory of Church Growth	Bonsai: Chapters 1-4 Assignment B
Week 5: Barriers to Growth	Week of April 19	Video: Bonsai Theory of Church Growth Reading: Bonsai Theory of Church Growth	Bonsai: Chapters 5-8
Week 6: Effective Evangelism in the Local Church	Week of April 26	Video: Evangelism Styles Reading: Glory in the Church	Glory: Chapters 3-5
Week 7: Networking	Week of May 3	Video: Educational Evangelism Tools and Resources for the Church Reading: Glory in the Church	Glory: Chapters 6-8 Assignment C

Week 8: Wrap-up	Week of May 10	Video: Conclusion to the Course Reading: Glory in the Church	Glory: Chapters 9- 10 Assignment D
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