



# On-Campus Course Syllabus

## MIN306.L1

### Missional Living and Witness

### Spring 2024

#### Class Information

**Day and Time:** Tuesday 12:15pm-1:30pm and Thursday 12:15pm-1:30pm

**Room Number:** E209

#### Contact Information

**Instructor Name:** Dr. Bobby Worthington

**Instructor Email:** [b.worthington@criswell.edu](mailto:b.worthington@criswell.edu)

**Instructor Phone:** 214 818-1362

**Instructor Office Hours:** [Monday, Tuesday, Wednesday and Thursday: 10:00am-11:00am](#)

#### Course Description and Prerequisites

A biblical, theological, and historical investigation of lifestyle evangelism and small-group discipleship with contemporary applications to a variety of contexts.

#### Course Objectives

The student who successfully completes this course will demonstrate the ability to:

1. Outline the principles and guidelines used by the early church in lifestyle evangelism.
2. Recognize how the biblical and theological perspectives and historical events influence his or her own development of lifestyle evangelism and small-group practices.
3. Interact with scholarly perspectives regarding lifestyle evangelism, small-group discipleship, and applications in local and global contexts.

#### Required Textbooks

Ashford, Bruce Riley and Heath A. Thomas, *The Gospel of Our King: Bible Worldview, and the Mission of Every Christian*, Grand Rapids: Baker Academic, 2019. ISBN: 9780801049033

Coleman, Robert E., *The Master Plan of Discipleship*, Grand Rapids: Revell, Repackaged Edition, 2020. ISBN: 978-0-8007-3913-3

Green, Michael, *Evangelism in the Early Church*, Grand Rapids, William B. Eerdmans Publishing Group, 2004. ISBN-13: 978-0802827685

## Course Requirements and Assignments

- A. Class Participation (5%):** All students are required to come to class ready to participate actively in class discussion of lectures, reading assignments and case studies.
- B. Missional Living and Witness Journal (25%):**
- (1) Prayer List:** Write an active prayer list of lost people for whom you are praying this semester (first name only).
  - (2) Relationship Building:** Write an active list of persons that you are building relationships for gospel conversations this semester (first name only).
  - (3) Gospel Conversations Summary:** Write one-page brief, summary of one or more gospel conversations with people this semester (first name only).
  - (4) Principles, Methods and Applications of Evangelism:** Write three principles of evangelism, three methods of evangelism and three applications of evangelism from assigned chapter readings of the Book of Acts.
  - (5) Principles, Methods and Applications of Evangelism of Textbooks:** Write three principles of evangelism, three methods of evangelism and three applications of evangelism from assigned chapter readings of *Evangelism in the Early Church*, by Michael Green.
  - (6) Universal Questions to Assess Your Life-Style Evangelism:** Write three universal questions to assess your evangelism methodology.
  - (7) Universal Questions to Assess Your Small Group Discipleship:** Write three universal questions to assess your evangelism methodology.
  - (8) Do S. W. O. C. Analysis of your Life-Style Evangelism.** List three strengths, weaknesses, opportunities and challenges of your life-style evangelism.
  - (9) Do S. W. O. C. Analysis of your Small Group Discipleship.** List three strengths, weaknesses, opportunities and challenges of your small group discipleship.
  - (10) Journal Assignments by Professor:** Students are required to include written assignments in their journal given by the professor during lectures.

**Note: The Missional Living and Witness Journal should be a working document for students during the semester, but submitted in Canvas as one document uploaded with title page and page numbers.**

**Note:** Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

Upload in Canvas: Due 05/02/24 @11:59pm

**Note: Graduating Seniors: Upload Missional Living and Witness Journal: (Due 04/18/24 @ 11:59pm)**

- C. Assigned Textbook Chapter Readings (5%):** Each student will be required to read all assigned chapters in the course textbook, *The Master Plan of Discipleship*, Robert Coleman. Note: Students are required to read the assigned chapters each week and be ready to discuss them in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book in Canvas. Submit Reading Report in Canvas. **Due Date: 03/07/24 @ 11:59pm.**
- D. Assigned Textbook Chapter Readings (5%):** All students are required to read all assigned chapters in the course textbook, *The Gospel of Our King: Bible Worldview, and the Mission of Every Christian*, by Bruce Ashford and Heath Thomas. Note: Students are required to read the assigned chapters each week and

be ready to discuss in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book in Canvas. Submit Reading Report in Canvas. **Due Date: 03/28/24 @ 11:59pm**

**E. Assigned Textbook Chapter Readings (5%):** All students are required to read all assigned chapters in the course textbook, *Evangelism in the Early Church*, by Michael Green. Note: Students are required to read the assigned chapters each week and be ready to discuss in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book in Canvas. Submit Reading Report in Canvas. **Due Date: 04/04/24 @ 11:59pm**

**F. Comparative Book Review (25%):** The student is required to write a critical evaluation of:

- Ashford: *The Gospel of Our King: Bible Worldview, and the Mission of Every Christian*
- Coleman: *The Master Plan of Discipleship*

The book review shall be 10–11 pages (excluding cover page) and include the following:

1. A review (summarization) of each book including biographical information on the author (1.5–2 pages per book; total 3–4 pages).
2. Identification of and critical interaction with two strengths and two weaknesses for each of the Ashford and Coleman texts (2 pages per book; total 4 pages).
3. Comparison of the strengths and weaknesses of the Ashford and Coleman books (2 pages).
4. An application of how each book was helpful to the student's life (1 page).

**Note:** Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

The book review will count **25%** of the semester grade. Submit Book Review in Canvas.

**Due Date: 04/11/24 @ 11:59pm.**

**G. Lifestyle Evangelism and Small-Group Discipleship Case Study Paper (30%).** Each student will write an lifestyle evangelism and small-group discipleship case study of the student's past & current ministry work with honest assessment on areas of lifestyle evangelism and small-group discipleship the student needs to improve and steps that will be taken to improve in ministry. The lifestyle evangelism and small-group discipleship case study will be seven to ten (7-10) pages, double-spaced paper. The paper should be in your own words with less than 30% quotations from other materials.

**Note:** Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

Submit in Canvas. **Due Date: 05/09/24 @ 11:59pm.** This assignment is in lieu of final exam.

**Note: Graduating Seniors: Lifestyle Evangelism and Small Group Discipleship Case Study Paper: Due in Canvas 04/18/24 @11:59pm.**

The following outline should be observed:

- I. Introduction with thesis statement (1/2 page)
  - A. Your thesis statement: In the following paragraphs, I will give a personal case study of my past and current lifestyle evangelism and small-group discipleship ministry, give an assessment of areas I need to improve, and give steps I will take to improve my ministry in these areas.
- II. Body of Paper (6-9 pages)

- A. Past and Current Lifestyle Evangelism and Small-Group Discipleship Ministry (2-3 pages)
- B. Assessment of My Lifestyle Evangelism and Small-Group Discipleship Ministry (2-3 pages)
- C. Steps to Improve My Lifestyle Evangelism and Small-Group Discipleship Ministry (2-3 pages)
- III. Conclusion (1/2 page)

## **Course/Classroom Policies and Information**

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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.

## 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.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## Resources and Supports

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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

**(Reading: C: Coleman; A & H: Ashford and Heath; G: Green; Acts)**

WEEK 1 (01/16 & 01/18)	Introduction to the Course and Syllabus
WEEK 2 (01/23 & 01/25)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (Intro., ch 1); A &amp; H: (Intro., ch 1). G: (intro., ch 1); Acts (ch 1-2).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 3 (01/30 & 02/01)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (ch 2); A &amp; H: (ch 2); G: (ch 2); Acts (ch 3-4).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 4 (02/06 & 02/08)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (ch 3); A &amp; H: (ch 3); G: (ch 3); Acts (ch 5-6).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 5 (02/13 & 02/15)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (ch 4); A &amp; H: (ch 4); G: (ch 4); Acts (ch 7-8).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 6 (02/20 & 02/22)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (ch 5); A &amp; H: (ch 5); G: (ch 5); Acts (ch 9-10).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 7 (02/27 & 02/29)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (ch 6); A &amp; H: (ch 6); G: (ch 6); Acts (ch 11-12).</li><li>2. Be ready to discuss them in class.</li></ol>
WEEK 8 (03/05 & 03/07)	Lecture and Case Studies <b>Assignments:</b> <ol style="list-style-type: none"><li>1. Read C: (Afterward); A &amp; H: (ch 7); G: (ch 7); Acts (ch 13-14).</li><li>2. Be ready to discuss them in class.</li><li>3. Upload Reading Report: Coleman, <i>Master Plan of Discipleship</i> (Due in Canvas 03/07/24 @1:59pm)</li></ol>
(03/11-15/24)	SPRING BREAK: NO CLASS



- Week 9 (03/19 & 21)                      Lecture and Case Studies  
**Assignments:**  
1. A & H (ch 8); G: (ch 8); Acts (ch 15-16).  
2. Be ready to discuss them in class.
- Week 10 (03/26 & 03/28)                      Lecture and Case Studies  
**Assignments:**  
1. Read A & H: (ch 9); G: (ch 9); Acts (ch 17-18).  
2. Be ready to discuss them in class.  
3. Upload Reading Report: Ashford and Heath, *The Gospel of Our King*  
(Due: 03/28/24 @11:59pm in Canvas)
- Week 11 (04/02 & 04/04)                      Lecture and Case Studies  
**Assignments:**  
1. Read G: (ch 10); Acts (ch 19-20).  
2. Be ready to discuss them in class.  
3. Upload Reading Report: Green, *Evangelism in the Early Church*  
(Due: 04/04/24 @11:59pm in Canvas)
- Week 12 (04/09 & 04/11)                      Lecture and Case Studies  
**Assignments:**  
1. Read Acts (ch 21-22).  
2. Be ready to discuss them in class.  
3. Upload Comparative Book Review:  
(Due in Canvas: 04/11/24 @ 11:59pm in Canvas)
- Week 13 (04/16 & 04/18)                      Lecture and Case Studies  
**Assignments:**  
1. Read Acts (ch 23-24). Be ready to discuss them in class.  
Note Graduating Seniors:  
**(1) Upload Lifestyle Evangelism and Small Group Discipleship Case Study Paper: (Due in Canvas 04/18/24 @11:59pm)**  
**(2) Upload Missional Living and Witness Journal: (Due in Canvas 04/18/24 @ 11:59pm)**
- Week 14 (04/23 & 04/25)                      Lecture and Case Studies  
**Assignments:**  
1. Read Acts (ch 25-26).  
2. Be ready to discuss them in class.
- Week 15 (04/30 & 05/02)                      Lecture and Case Studies  
**Assignments:**  
1. Read Acts (ch 27-28).  
2. Be ready to discuss them in class.  
3. Upload Missional Living and Witness Journal:  
(Due in Canvas: 05/02/24 @ 11:59pm)

Week 16 (05/07 & 05/09)

Lifestyle Evangelism and Small-Group Discipleship Case Study Paper

**Assignments:**

1. Upload Lifestyle Evangelism and Small-Group Discipleship Case Study Paper  
(Due in Canvas: 05/09/24 11:59pm)