

## CFM 231. Evangelism (2) SUMMER w/CCCU partnership

*Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in Schoology.*

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### Instructor Information

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**Professor:** Jay Moon & Dan Haaase

**Email:**

**Phone:**

**Office Hours/Availability:**

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### Course Materials

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*Required course materials should be obtained before the first day of class.  
Additional course readings and resources are available within Schoology.*

**Required Materials:**

Payne, J.D. *Understanding Evangelism: Biblical Foundations, Historical Developments, & Contemporary Issues*. Grand Rapids, MI. Baker Academic. 2025.

Moon, W. Jay & Bud Simon. *Effective Intercultural Evangelism: Good News in a Diverse World*. Downers Grove, IL: IV Press.

Moon, W. Jay. *Practical Evangelism for the 21<sup>st</sup> Century*, Gnowbe app.  
<https://web.gnowbe.com/d/joinGroup/3r7pcxdfz3fodhn>

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### Course Description & Outcomes

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**Catalog Description:** Provides an overview of the Gospel, Great Commission, and Great Commandment. Emphasis is given to communicating the biblical, theological, historical, and situational dimensions of sharing our faith with others. It is both a theoretical and practical course.

**Course Specific Outcomes** (By the end of this course students will have):

1. Examined biblical, theological, historical, and missiological perspectives for evangelism (*evidenced by the completion of the Final Paper*).
2. Understood contemporary opportunities and complexities for evangelism and faith formation (*evidenced by the completion of the Reading Report & the Final Paper*).
3. Developed and practiced effective approaches to faith sharing in a variety of contexts (*evidenced by the completion of Practice Reports*).

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### Course Content & Calendar/Assignments

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## Assignments

### **Practice report 1:** Prayer for not yet believers (one page):

- Make a list of 3 - 10 people that you know but they are not affiliated with a church or ministry. Pray for these people each week. Make notes about interactions you have with them and any evidence of God at work in their lives.

### **Practice report 2:** Your story (3-5 pages double spaced)

- Summarize your journey in faith so far. Include equal parts: before you came to trust in Jesus, critical moments that led you to faith in Jesus, important steps you are taking to follow Jesus presently. This does not need to be dramatic - just authentic.

### **Practice report 3:** Interview Nones (3-5 pages double spaced)

- Interview someone who is not affiliated with a church or ministry. This could be someone you are praying for in Practice Report 1 or someone else. Ask the following questions (the bracketed portions are not part of the questions. These comments are for your information).

1. What messages of Christianity have drawn you to Jesus or kept you away?" [This seeks to understand the cognitive dimension of their worldview].
2. "If you could receive any of the following four things, which would it be?" [No mention of Jesus is made directly. This seeks to understand the affective dimension of their worldviews. The students provide a short description of the four worldviews based on the class sessions this week and last – the table below summarizes the descriptions of the Fear/Power, Shame/Honor, Guilt/Justice, and Indifference/Belonging with Purpose worldviews, respectively].

Deliverance (Power to overcome fears)	Restoration (Removing shame to restore honor)	Forgiveness (Remove guilt and clear the conscience)	Belonging/ Purpose (Receive community with meaningful life purpose)
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3. "How do you feel about not being a part of a church or not being more religious?" [This seeks to understand the affective dimension of their worldview].
4. Do you have any advice for people trying to share their faith with people your age? [This seeks to understand the evaluative dimension of their worldview. The intention is that this question will reveal the evaluative process the participants went through as they describe how to help others. This is similar to when someone asks a question "on behalf of a friend" but it actually reveals aspects of their own lives].

### **Practice report 4:** Faith Sharing (3-5 pages double spaced)

- Practice the 3 story approach for faith sharing with someone you know and summarize the conversation(s) in these parts. This could be someone you are praying for in Practice Report 1 or someone else.
  1. Their story: what did you learn to catch up on the conversation that God is having with this person?
  2. Your story: What portions of your story connect with that person's story?
  3. God's story: What biblical stories or truths connect with that person's story?

### **Practice report 5:** Gnowbe Certificate

- Once you complete the Gnowbe app, post the final Completion Certificate that you received.

**Practice report 6:** Interview new believer (3-5 pages double spaced)

- Interview someone who has recently come to follow Jesus. Ask the following questions and then summarize the conversation(s).
  - Describe your journey in faith so far that has led you to follow Jesus.
  - What messages of Christianity have drawn you to Jesus or kept you away?"
  - From the following list of things that Jesus offers believers, which are you most grateful for or which most resonates with you?

Deliverance (Power to overcome fears)	Restoration (Removing shame to restore honor)	Forgiveness (Remove guilt and clear the conscience)	Belonging/ Purpose (Receive community with meaningful life purpose)
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- What were your feelings towards the church and Christianity before you became a Christian?
- Do you have any advice for people trying to share their faith with people your age?

### **Reading Report**

Identify the thesis of each reading for this course and summarize the authors' arguments within each text with supporting evidence. Conclude the report with tangible and practical application for your own ministry philosophy and practice.

### **Final Paper: perspectives on evangelism**

This final assignment is your synthesis of the whole course with specific attention to all the course texts and lectures. Write an essay that develops a theological justification of evangelism. Your argument should include a clear articulation of a biblical theology of evangelism and demonstrate how this can be theologically sustained. Address the issues within evangelism using the categories and intellectual tools presented in the course texts. This essay should include a statement of your personal commitment to evangelism, an explanation of its value because of your devotional and theological commitments, and a clear statement of what a robust practice of evangelism would mean for you and the church. Ten pages.

### **Tentative Schedule**

Week	Class Focus	Assignment
1	Introduction to Evangelism in the 21 <sup>st</sup> Century	Read Payne (chapters 1-5)
2	Theology of Evangelism	Read Payne (chapters 6-11), Practice Report 1: Prayer
3	History of Evangelism in the U.S.	Read Payne (chapters 12-15)
4	Complexity 1: Secularism	Gnowbe App (Lesson 1 & 2), Practice Report 2: Your story
5	Complexity 2: Pluralism	Gnowbe App (Lesson 3)

6	Complexity 3: Indifference	Moon (Chapters 1-6), Practice Report 3: Interview Nones
7	Complexity 4: Relativism	Gnowbe App (Lesson 4)
8	Complexity 5: Identity	Gnowbe App (Lesson 5)
9	Complexity 6: Technology	Gnowbe App (Lesson 6), Practice Report 4: Faith sharing
10	Complexity 7: Individualism	Gnowbe App (Lesson 7 & 8), Practice Report 5: Gnowbe Certificate of Completion
11	Holistic Evangelism	Moon (Chapters 7-9)
12	Apologetics	Read Payne (chapters 16-17)
13	New Believers	Read Payne (Chapters 18-23), Practice Report 6: Interview new believer
14	Conclusion, Next Steps	Final report

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### Student Evaluation Procedures & Attendance

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**Grade Assessment:** Satisfactorily fulfilling the expectations and assignments for this course as outlined in the syllabus will earn the student a B grade. It is possible to achieve an A- or A only by going beyond expectations—not necessarily in length, but in depth and integration of thinking, in creative development and synthesis, and in level of involvement. *Without a doubt, the issue of grading seems a bit out of place when we are talking about spirituality. At one level, it might seem best if we just adopted a “grade yourself” policy. Yet, that would not give due credit to the fact that Christian spirituality has content and a set of established practices and principles. So, in this course, we’ll use a bit of a hybrid approach. I’ll ask you to self-report and evaluate certain spiritual practices you agreed to do, and you’ll also write papers with an eye on seeing how well you have mastered the material.*

**Grading Scale:**

94-100 = A (exceptional)
90-93 = A- (above expectations)
87-89 = B+ (meets expectations well)
84-86 = B (meets expectations)
80-83 = B- (near expectations w/minor deficits)
77-79 = C+ (near expect. w/ significant deficits)
74-76 = C (below expectations)
70-73 = C- (significantly below expect.)
67 - 69 = D+ (barely acceptable)
64 - 66 = D (significantly inadequate)
60 - 63 = D- (extremely inadequate)
below 60 = F (failure)

GRADED ASSIGNMENTS	%
1. Six Practice Reports	60
2. Reading Report & Participation	15

3. Final report	25
	100%

**Feedback:** I will make every effort to provide feedback and grades within a week's time. To keep track of your performance in the course, refer to the grade center in Canvas (however, note the subjective assessment in the chart above, as your grade includes more than graded assignments alone).

**Class attendance and participation:** Class attendance, participation, and presence during the class time are essential to your success. If there is a problem attending class, I would appreciate a short email message. If there are long-term issues that will affect attendance and/or participation, the student is responsible for discussing this with us as soon as possible following knowledge of this issue. I am not in the business of "approving" or "not approving" an absence; you are adults and quite able to negotiate the tensions of choice and consequence. The end result is the same: you are not present with us. Especially for this seminar-oriented course, class time is about more than just getting content or getting notes, it is about interacting with one another around the subject and discovering together the complexity and wonder of the *Imago Dei*. **You are missed when you are not here.**

**Appointments and Assistance:** Your progress in this class, your professional growth, *and*, truly most importantly, your spiritual development are very important to me. Please do not hesitate to schedule an appointment with me. I am interested in meeting with you if you have **any** concerns in relation to this class, your experiences in this program, your experience here at Wheaton College, or if you would simply like to connect. I am happy to schedule mutually convenient times during which we could connect

**Course Evaluations:** Online [course evaluations >>](#)are conducted at the end of the semester.

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### Academic Honesty and Original Work

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The Wheaton College Community Covenant, which all members of our academic community affirm, states that, "According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37)." It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers violations of academic integrity a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Violations of academic integrity break the trust that exists among members of the learning community at Wheaton and degrade the College's educational and research mission.

As students and faculty of Wheaton College, we are members of an academic community with high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and a desire to follow Jesus' example of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, include, but are not limited to:

- **cheating** – using unauthorized material or unauthorized help from another person in any work or examination submitted for academic credit
- **fabrication** – inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported activities
- **facilitating academic dishonesty** – providing unauthorized material or information to another person
- **plagiarism** – representing the work of another as one's own without acknowledging the source

- ***misrepresentation*** – giving the impression of having done more significant work than you actually did (e.g., padding references with works not consulted, doing less than your fair share of a group project, or recycling one's own work)
- ***AI policy*** – since research, writing, critical thinking, and organizational skills are desired learning outcomes of this course, we expect that all work students submit for this course will be your own. Therefore, you are not allowed to use any generative artificial intelligence (AI) tools (e.g. ChatGPT) for developing content in the writing process for assignments in this course. Failure to comply with this policy will result in an automatic failure of the assignment and may result in a failure of the class.

Disciplinary responses will be individualized to reflect the maturity of the student, the severity of the infraction and any evolving patterns.

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### Learning and Accessibility Services

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Wheaton College believes that disability is an indispensable part of the diversity of God's Kingdom. We work to provide equal access to college programs and activities as well as spaces of belonging for students with disabilities. Students are encouraged to discuss with their professors if they foresee any disability-related barriers in a course. Students who need accommodations in order to fully access this course's content or any part of the learning experience should connect with Learning and Accessibility Services (LAS) as soon as possible to request accommodations <http://wheaton.edu/las> (Student Services Building - Suite 209, [las@wheaton.edu](mailto:las@wheaton.edu), phone 630.752.5615). The accommodations process is dynamic, interactive, and completely free and confidential. Do not hesitate to reach out or ask any questions.

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### Wheaton College Policies & Procedures

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⇒ Review this comprehensive resource page on [Academic Information and Policies](#) at Wheaton College.

**Behavior Policy:** Appropriate classroom demeanor is expected of all students. A faculty member may remove any student from a class if the student exhibits uncivil conduct, which includes behavior that is disinterested, disengaged, disrespectful, disruptive, defiant, or disturbing.

**Inclusive Language:** For academic discourse, spoken or written, the faculty expects students to use gender inclusive language for human beings. [See College Catalog](#)

**Equity and Title IX:** Wheaton College instructors help create a safe learning environment on our campus. The College requires employees to report incidents of discrimination, harassment, and sexual misconduct to the Title IX Coordinators/Equity Officers. When they learn of an incident that may be a crime or may be a violation of the College Nondiscrimination Policies, instructors at the college have a duty to report and are required to share all relevant information with the College. Confidential resources available to students include [Confidential Advisors](#), the Counseling Center, Student Health Services, and the Chaplain's Office. More information on these resources and [College Policies](#) is available <http://www.wheaton.edu/equityandtitleIX>.

**Canvas:** Students should become familiar with Canvas. The course Canvas page will be a hub for course materials and communications. If you have difficulty accessing Canvas, you have access to the in person/live person support options available during regular business hours through the Wheaton's Help Center at 630.752.4357 or [ait.service.desk@wheaton.edu](mailto:ait.service.desk@wheaton.edu). [Please note that you are using the Canvas learning management system.](#)

**The Writing Center** is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. This academic year, the Writing Center is offering in-person consultations in our Center in the Wheaton College Library, as well as synchronous video consultations. Make a one-on-one appointment with a writing consultant [here](#).

**Library:** The subject librarian for Christian Formation and Ministry, Steve Oberg, is available to help you with planning and organizing your research, locating resources, and answering library questions. He can be reached at [steve.oberg@wheaton.edu](mailto:steve.oberg@wheaton.edu) or x5852. To meet with him, meetings can be scheduled [here](#).