

Syllabus for  
**PRM 583—Contextualized Urban Evangelism**  
3 Credit hours  
Fall 2015

I. COURSE DESCRIPTION

A study of contemporary methods of urban evangelism. Develops spiritual strengths and skills to apply to these methods. Helps students develop a sensitivity to religious/spiritual backgrounds and cultural contexts.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn the importance of understanding the context of evangelism.
- B. Become familiar with ways to find out about different contexts.
- C. Study some of the major kinds of contexts for evangelism and the chief characteristic of each.
- D. Become familiar with potential misunderstandings when contexts are not understood.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Explain why more sensitivity should be shown to the worldview of the people the student attempts to evangelize.
- B. Discuss the importance of realizing that everything the student says in attempting to evangelize is interpreted in terms of this worldview.
- C. Communicate, either orally or in writing, an introductory knowledge of some of the presuppositions of a selection of people whom students may encounter both in the United States and abroad.
- D. Discuss experience gained in becoming acquainted with, analyzing, and relevantly sharing the Gospel with a number of people from different backgrounds.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks

Fuder, John and Noel Castellanos, eds. *A Heart for the Community*. Chicago: Moody, 2013. ISBN: 978-0-802410689

Brooks, Christopher. *Urban Apologetics: Answering Challenges to Faith for Urban Believer*. Grand Rapids: Kregel Publications, 2014. ISBN: 978-0-8254-4290-2

Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids: Eerdmans, 1989. ISBN: 9780802804266

2. Other  
None

B. Optional Materials

1. Textbooks

Aldrich, Joseph. *Life-Style Evangelism*. Sisters, OR: Multnomah Press, 1981.

Anderson, Norman. *Christianity and Comparative Religion*. Downers Grove, IL: InterVarsity Press, 1971.

Barna, George. *Baby Busters: Disillusioned Generation*. Chicago, IL: Northfield Publishing, 1992.

Barna, George. *Evangelism That Works*. Ventura, CA: Regal, Gospel Light Publications, 1995.

Barna, George. *The Second Coming of the Church*. Nashville, TN: Thomas Nelson, Inc. 1998.

Barna, George. *User Friendly Churches*. Ventura, CA: Regal, Gospel Light Publications, 1991.

Barna, George. *What Americans Believe An Annual Survey of Values and Religious Views in the United States*. Ventura, CA: Regal, Gospel Light Publications, 1991.

Coleman, Robert. *The Master Plan for Evangelism*. Grand Rapids, MI: Revell, 1972.

Gibbs, Eddie. *In Name Only, Tackling the Problem of Nominal Christianity*. Colorado Springs, CO: David C. Cook, 1994.

Henry, Rodney. *Filipino Spirit World: A Challenge to the Church*. Colorado Springs, CO: International Academic Publishers, 2001.

Innes, Dick. *I Hate Witnessing: A Handbook for Effective Christian Communications*. Nashville, TN: ACW Press, 1997.

*Lausanne Committee for World Evangelization: How Shall They Hear—Thailand Reports*. Wheaton: IL: LCWE, 1980.

McCurry, Don, ed. *The Gospel and Islam: A Compendium*. Monrovia, CA: MARC, World Vision International, 1979.

McDill, Wayne. *Making Friends for Christ*. Nashville, TN: Broadman & Holman, 1979.

Nida, Eugene. *Religion Across Cultures*. Pasadena, CA: William Carey, 1986.

Parshall, Phil. *New Paths in Muslim Evangelism: Evangelical Approaches to Contextualization*. Ada, MI: Baker, 1980.

Stone, Bryan. *Evangelism after Christendom*. Grand Rapids: Brazos Press, 2007.

Van Rheenen, Gailyn. *Communicating Christ in Animistic Contexts*. Pasadena, CA: William Carey Library Publishers, 1996.

Warren, Rick. *The Purpose Driven Church: Growth without Compromising Your Message and Mission*. Grand Rapids, MI: Zondervan, 2002.

2. Other  
None

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Graduate School of Theology and Ministry Policies and Procedures
1. **Completion of assignments**  
 Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline are received but are granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
  2. **Incompletes**
    - a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
    - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.
  3. **Examinations**
    - a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
    - b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
    - c. Students taking late exams should expect alternate versions of the original exams.
    - d. **Not being present for the final examination automatically results in failure of the course.**
  4. **Attendance**  
 The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
  - b. Students who miss more than one month of classes will fail the course.
  - c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
  - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
  - e. Students are expected to be prompt for classes.
  - f. Students are expected to remain for the entire class session.
  - g. Leaving early without permission constitutes an absence.
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

B. Course Policies and Procedures

1. Evaluation Procedures

Reading and Response Papers	20%
Classroom Discussions	20%
Two "People Type" Papers	20%
Field Experience and Paper	20%
Final Exam	<u>20%</u>
Total	100%

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
- b. WPA requirements for this course:  
None

3. Other Policies and/or Procedures

- a. Reading:  
Students should read the prescribed pages of the textbook prior to each class. These are indicated on the course calendar.
- b. Summary/Evaluation Sheets:  
An example of this sheet is handed out the first day of class. Students may make copies of this sheet and complete one each time there is a reading assignment or simply use this format on a blank sheet of paper. The contents of the reading should be very briefly summarized, and a subjective evaluation of one of the **major** points should be made. The student should be prepared to discuss the major issues during class. Response papers are due at the time the reading is due.
- c. Class Discussions:  
Students are given opportunities to develop leadership abilities by leading class discussions. Students are also expected to participate constructively in the discussions when classmates are leading.
- d. Field Experience:  
Students must find and interview one unbeliever. Students must acquire

some knowledge of the person's socio-cultural context and of how this influences the person's assumptions and attitudes toward the Gospel. An attempt should be made to establish a relationship with this person in the process and, when some trust is established, to lead this person to Christ. It is acknowledged that no one can guarantee that the student will be able to lead an unbeliever to Christ during the course of the semester, but the experience of evangelism is a part of the learning process designed in this course.

- e. Students must write a three to four page report on this experience. In it each student must clearly show:
  - (1) How the relationship was established.
  - (2) How the student was able to study the person's basic assumptions.
  - (3) Personal strategy for presenting the Gospel and why this is relevant for the person concerned.
  - (4) How the student plans to disciple the person.
  - (5) What the student might do differently if another opportunity occurred.
- f. Papers: Two, five page "People Type" papers are written during the course of the semester (see course calendar for due dates). Each paper should describe a people type and the strategy one might use to reach that type of people. This paper is also presented orally at the end of the semester with class members participating in a discussion of the strategies suggested. Suggested topics for coverage in the paper include:
  - (1) Name, description, and boundary (whom it includes) of the people group and category.
  - (2) General belief regarding God, man, sin, the supernatural, etc.
  - (3) Beliefs about salvation, life's goals, and general response to normal Christian evangelism techniques.
  - (4) Strategy for establishment of a relationship.
  - (5) Strategy for breaking stereotypes.
  - (6) Strategy for starting the dialogue.
  - (7) Strategy for making the Gospel relevant and understandable.
  - (8) Strategy for bringing the respondent to the point of decision.
  - (9) Strategy for discipleship.
- g. Research of major religions or specific religions is encouraged. It should be clear from the above that personal experience, while valuable, might not be sufficient for papers of this nature. It should also be clear that "book learning" is not sufficient and that experience is a necessary part of this learning process.
- h. Final Exam:  
A final Exam is given the week of finals. It is an essay exam, and students are expected to understand and illustrate principles of evangelism in context.

## VI. COURSE CALENDAR

**Course schedule to be presented in class.**

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry  
Master of Arts in Missions**

**PRM 583 Contextualized Urban Evangelism**

**Dr. Raymond Smith, Instructor**

**Fall 2015**

This course contributes to student learning outcomes for the Master of Arts in Missions degree as indicated below:

**Significant Contribution:** Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution:** Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution:** Addresses the outcome indirectly and includes little or no assessment.

**No Contribution:** Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>Historical/Theological Perspective of Missions</b>				
Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task.		X		
<b>Strategy and Planning for Mission Agencies</b>				
Articulate an awareness and understanding of the basics of Christian missionary life and practice.			X	
<b>Cross-Cultural Evangelistic and Church-Planting Strategies</b>				
Articulate a globalized strategy for cross-cultural evangelism and church planting.	X			
<b>Leadership for Motivating, Mobilizing, and Training</b>				
Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry.	X			
<b>Language Learning Methods and Techniques</b>				
Demonstrate language learning competency utilizing the ear and mouth more than the eye and writing skills.				X
<b>Internship in Evangelism/Church Planting</b>				
Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences.				X
<b>Scriptural Knowledge</b>				
Articulate a foundational knowledge of the content of Scripture with application to selected contemporary situations.		X		