

Course Syllabus
LCHM 430—Local Church Outreach
3.0 Credit Hours

I. COURSE DESCRIPTION

Focuses on the practice of evangelism in the local church, exploring what it means for the church to be in mission to the unchurched.

Prerequisite: Sophomore standing or above.

II. COURSE GOALS

The goal of the course is to equip each student practically in the art of evangelism in the context of the local church.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing the class sessions and assigned work, the student will be able to do the following:

- A. Relate how Christ is involved with the "whole-person" through local church ministry.
- B. Discuss what it means to be the Church of Jesus Christ on mission in the world.
- C. Describe the rationale and methodology of follow-up of those who visit the local church through a process of visitation evangelism.
- D. Define and explain revival in relation to its scriptural basis, its causes and effects, and how it relates to evangelism.
- E. Explain methods for equipping the lay person to fulfill the Great Commission.
- F. Define and explain lay evangelism in relation to the scripture and contemporary needs.
- G. Present a procedure for starting a new ministry outreach for community transformation.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks

Hunter, George. *Radical Outreach*. Nashville, TN: Abingdon Press, 2003. (ISBN 068707441X)

Lamp, Jeffrey S. *Writing Style Manual for the Theology Department*. ORU Undergraduate Theology, 2011.

Lupton, Robert. *Charity Detox: What Charity Would Look Like if we Cared about Results*. New York, NY: Harper One, 2015. (ISBN 978-0-06-230726-2)

Stetzer, Ed and David Putman. *Breaking the Missional Code: Your Church Can Become a Missionary in Your Community*. Nashville, TN: Broadman and Holman Publishers, 2006. (ISBN: 0-8054-4359-2)

Thumma, Scott and Waren Bird. *The Other 80 Percent*. San Francisco, CA: Jossey-Bass, 2011. (ISBN: 0470891297)

2. Other: None
- B. Optional Materials
 1. Textbooks: None
 2. Other: None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
4. **Whole Person Assessment Requirements:**
None for this course.

B. School and/or Department Policies and Procedures

1. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. Late work may not be accepted by the professor, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or

her own late-work policy. Instructors use their own judgment in accepting late work.

2. Incompletes

On rare occasions, the grade of “I” may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an “F.” For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

C. Online Programs Policies and Procedures

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
2. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
3. **ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
4. **Useful Links for Online Students:**
 - [Student Learning Glossary](#)
 - Library: <http://library.oru.edu>.
 - D2L Helpdesk: d2lhelp@oru.edu
 - I.T. Student Helpdesk: studenthelpdesk@oru.edu
 - [Netiquette and Online Discussions](https://goo.gl/f744AY): <https://goo.gl/f744AY>
 - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. Course Policies and Procedures

1. Evaluation Procedures
 - a. Completion of the course.
 - b. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class.
 - c. All style and format expectations are at the discretion of the course professor. Please review the *Writing Style Manual for the Theology Department* by Dr. Jeffrey Lamp.
 - d. 2 Unit Exams (10% x 2 = 20%)
 - e. Intro Assignment (5%)

Students will download a copy of the class syllabus, discussion board expectations, and other course documents like the assignment calendar. After careful review of the necessary documents, students will fill out a worksheet to reflect their understanding of course expectations and procedures.

- f. **Prayer Mapping Briefing (20%)**
Utilizing the textbooks and class discussion, working in groups of 3, students will research and “map” the intercession needs of a particular region. Students will then prepare a handout and creative power point type presentation with speaker notes designed to guide the local church in specific intercessory prayer for a designated community as well as specific benchmarks for realized transformation within the community. This is 20-25 minute “briefing the troops” presentation designed to be followed by strategic prayer.
- g. **Reading Interactions (4 x 5% = 20% total)**
Students will complete regularly assigned readings from the course text books, interact with the material, and generate specific ministry applications.
- h. **Participation in Discussion Boards (15%)**
Utilizing the textbooks, course materials, and other class content, the successful student will participate regularly on the discussion board. Responses will reflect thoughtful interaction with the material. Each primary post is to include a creative, relevant, open-ended question to help spur further discussion among the class. Students are then required to respond to at least one other student’s primary response in a meaningful way. (For credit, interaction with other posts need to consist of more than a “year book signing” response or a “good post” type of response.)
- i. **Outreach Plan & Presentation (20%)**
Students will utilize textbooks, class discussions, personal interviews, additional outside resources, and prayer to develop an effective philosophy of evangelism for the local church. Students shall demonstrate a good working knowledge of the principles discussed in class and in the textbooks as well as an appropriate grasp of the needs and culture of their community. The paper will be 8-10 pages in length and cover everything from the gospel presentation methods, to discipleship, to reproduction. Specific guidelines and details will be covered in class.
- j. **Grades**

Introduction Assignment	5%
2 Unit Exams (10% each)	20%
Reading Interactions (5% each)	20%
Prayer Mapping Project	20%
Discussion Posts/Responses	15%
Outreach Plan & Presentation	20%

- k. Grading Scale: A=90-100% B=80-89% C=70-79% D=60-69%
F=59% and below.

VI. COURSE CALENDAR

Week #	TOPICS	Assignments Due*
1	Course Introduction, Kindness is Key	Intro. Assignment, RI Radical Outreach
2	Where's Waldo? Understanding who is "missing" from the family of God	RI Toxic Charity
3	THE Goal: Transformation Pt. #1	Exam #1
4	Transformation Pt. #2	RI Missional Code
5	Understanding the Code	Prayer Map Project
6	Mission Possible	RI Sticky Church
7	We are family!	Exam #2 Outreach Project

**Course Inventory for ORU's Student Learning Outcomes
LCHM 430 – Local Church Outreach**

This course contributes to the ORU student learning outcomes 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.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability	X			
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Evangelistic capability	X			
2B	Ethical behavior	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship	X			
4E	Leadership capacity	X			