EV 411 Biblical Evangelism II: Evangelism Explosion (Fall 2011)
Dr. Philip Attebery
1530 East Pine Jacksonville, TX 75766
Phone: 903-586-2501; E-mail: attebery@bmats.edu

COURSE DESCRIPTION: The course is a continuation of EV 311. It consists of class lectures and on the job training in personal evangelism (Evangelism Explosion). Students serve as “trainers.” Attention is also given to Biblical principles of discipleship.

TEXTS:
2. Material used in Ev 311, etc.
3. Partners in Discipleship (EE Purple Book)
5. Everyday Evangelism (EV2) Student Handbook

OBJECTIVES:
1. Students should be able to train others in EE (cf., requirements 1-3, 8)
2. Students should learn effective teaching methods for evangelism and other spiritual disciplines needed for discipleship (cf., requirements 1-5, 8, 9)
3. Students should be able to understand and identify Biblical foundations for disciple making (cf., requirements 6, 7)

EV 411 REQUIREMENTS
1. Be prepared to demonstrate mastery of the EE Gospel presentation on 9/1/11
   Read Level II Leader’s Kit and complete study guide questions weekly (Students not having EV2 may complete the devotionals for each Ev 2 lesson)
2. Assist trainees by listening to “Ev2 Outline” weekly
3. Attend class and participate in on-the-job training, take course exams
4. Read The Lost Art of Disciple Making and prepare a three-page book review (Due 9/22/11). Students may be asked to lead a class session on one of these chapters.
5. Complete weekly assignments from Partners in Discipleship Due 10/27/11
6. Prepare a list of imperatives/commands given by Christ in the Gospel of Matthew. The list should number passages, include passage references, and underline the command or phrase. It is not necessary to provide an entire verse if lengthy. Due 11/10/11. The assignment is based upon the Great Commission, “teaching them to observe all that I commanded you.” What did Jesus command? List anything Jesus commands His disciples to do. Site the reference; highlight the command; number each command.
7. Read II Timothy with a view toward identifying the numerous “topics” or “issues” that Paul discusses with Timothy (his disciple). If Paul believed these topics were important, then today’s disciple makers should too. Write a 5-7 page report that (a) identifies the topics; (b) provides brief commentary as to why the topic is important today; and (c) recommend an idea on how to teach each issue
effectively to a disciple. Use an OJT type opportunity if possible. Hint: Wait on this until during or after some of our classroom discussion. Due 12/1/11

8. Prepare three written reports (1-1&1/2 pages each) regarding three EE training visits made during the week (i.e., What did you/your team do well? Could have done better? Learned?) Due 12/8/11

9. Take course final exam based on *Lost Art of Disciple Making* and course lectures.

**GRADING:** Consideration of grades will be based on an evaluation of the mastery of the EE presentation and the test/assignment scores which evaluate the student’s knowledge of EE and discipleship material. Attendance is mandatory for the successful completion of the program. Grades will be based on attendance, mastery of all assigned material, and exam scores.

Changes may be made when announced during regularly scheduled class periods. See Pages 44 and 47 of the Catalog for attendance and refund information. Absences and tardies will be used to determine grades according to the catalog. Assignments must be turned in on time to receive maximum credit earned (i.e., items turned in late will have a reduced grade). Please avoid dominating classroom discussion and answering cell phones or text messaging during class.

Students are encouraged to exercise faith balanced with caution while participating and leading OJT visitation. The utmost attention should be given to safety while traveling, approaching individuals, selecting locations to visit, etc. Visiting teams should clearly identify themselves when approaching prospects. They should be aware of how the team’s presence might be misinterpreted as a threat by the prospect and take precautions to prevent such misunderstanding. This is particularly true “late” at night and with individuals who may be alone or feel vulnerable.

According to seminary faculty observations, most student presentations weaken during the conclusion portion of their presentations. The professor recommends giving extra attention and prayer to the concluding portions of the EE presentation.
Addendum to Ev 411 Syllabus

Course Description
The course description for Ev 411 is intended to help students comprehend the purpose of the course. As an undergraduate course, the purpose is to advance student learning through basic and slightly advanced levels of learning known as knowledge, comprehension, application and analysis. The description indicates that at least three general college-level competencies are addressed during the courses. BMA Seminary faculty and administration has determined that a college graduate should be able to communicate effectively through oral means. Your abilities to converse with individuals in the diverse settings created during Ev 411 are intended to help you develop or enhance such competency. This includes your communication with trainees and prospects throughout the course. The seminary has also determined that an ability to interact socially and in a professional manner with diverse publics is a desired college-level competency. Ev 411 is intended to help you develop or enhance such competency by interacting you’re a variety of professors, students, and citizens of the local community. Such interaction will assist students in their abilities to think critically through analysis of their involvements with such individuals and diverse settings. Critical thinking is also a college-level competency as determined by the seminary. Several assignments are designed intentionally to assist your personal and spiritual growth in these areas.

Course Learning Outcomes
The primary goals of the seminary’s undergraduate program are to increase each student’s knowledge and comprehension of course content. This also reaches some areas of application and analysis. Goals for the seminary’s graduate programs are intended to enhance a student’s knowledge and comprehension while advancing him/her through the domains of application and analysis into synthesis and evaluation. For example, Course Objective #3 states, “Students should be able to understand and identify Biblical foundations for disciple making (Requirements 6-7).” To identify demonstrates one’s knowledge of Biblical foundations. Understanding demonstrates one’s comprehension Biblical foundations and ability to put ideas into his or her own words.

Students will notice terms such as identify, understand, application, and analysis in course objectives/outcomes. These terms refer directly to advanced levels of learning as determined by Bloom’s Taxonomy. Such terms also appear throughout the course.

1 Resources regarding Bloom’s Taxonomy are available in numerous resources. Those used to prepare this syllabus include www.localhost/Web/diia/TMPa4o6cfp9c.htm and http://teaching.uncc.edu/resources/best-practice-articles/goals-objectives/objectives-using-bloom [accessed April 1, 2011]. A student will benefit by his/her exposure to such resources. Basic levels and concepts of Blooms include the following: (1) Knowledge: rote memory, recall of specifics (define, describe, identify, label, list); (2) Comprehension: basic understanding, putting an idea into your own words (discuss, restate, explain); (3) Application: applying a general principle to a new and concrete situation (illustrate, classify, compute, predict, relate, solve, utilize); (4) Analysis:
requirements. For example, the course requirement to review the *Lost Art of Disciple Making* should demonstrate more than your knowledge and comprehension of the book (A.Div) and to make application and analysis (BAR). The requirement to complete *Partners in Discipleship* is intended to enhance your knowledge and comprehension of the material while grasping how it applies within a ministerial context. The assignment to list commands from the Gospel of Matthew demand students to demonstrate knowledge.

*Program Outcomes*
Each seminary course is designed to progress students toward attaining the goals for his/her program of study. These outcomes are found with their respective degree plans in the seminary catalog. Ev 411 assists undergraduate students in the A.Div program particularly regarding outcomes 2 and, 3. BAR students are assisted particularly regarding outcomes 2-5. Additionally, the experience of BAR students with application and analysis are beneficial for preparing them for further graduate level studies.

Diploma and Certificate students will also benefit from Ev 411 pertaining to each stated objective for these programs.

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breaking information into component parts for purpose of examination and development (contrast, generalize, differentiate, outline); (5) **Synthesis**: creatively or divergently applying prior knowledge and skills to produce a new or original whole (categorize, contrast, design, formulate, design a model, reconstruct); (6) **Evaluate**: judging the value of material based on informed personal values/opinions, resulting in a non-end product without a distinct right or wrong answer (appraise, conclude, justify, criticize, defend, support, strengths, weaknesses).