COURSE DESCRIPTION: This course is designed to provide advanced study of Biblical principles and theory for Christian evangelism and discipleship. The course uses weekly field ministry to give attention to the development of communication and evaluation skills and effective methods for training others in evangelism. The course is also designed to expose students to persons within varied cultural and social contexts. Students will serve as “trainers” to those in prerequisite courses (Ev 311 or Ev 511).

TEXTS:
2. *Everyday Evangelism (EV2)* Student Handbook
3. *Partners in Discipleship* (EE Purple Book)

OBJECTIVES:
1. Students should be able to train others in EV2. (Requirements 1-4)
2. Students should learn effective teaching methods for evangelism and other spiritual disciplines needed for discipleship (Requirements 1-6, 9)
3. Students should be able to understand, identify, and synthesize Biblical foundations for disciple making (Requirements 7-8)
4. Students should be able to identify normal phases of discipleship and synthesize content, skills and experience of Ev 512 for application in current or future ministerial contexts (Requirements 5, 7, 9, lecture)
5. Students should be able to identify and analyze classic and contemporary literature regarding evangelism and discipleship (Requirements 10-12)
6. Students should be able to evaluate personal training experiences (Requirement 9)

EV 512 REQUIREMENTS
1. Be prepared to demonstrate mastery of the EE Gospel presentation on 7/23/12
2. Read *Level II Leader’s Kit* and complete study guide questions *Due 7/23/12*
3. Assist trainees by listening to the Gospel presentation
4. Attend class and participate in on-the-job training, take course exams
5. Read *The Lost Art of Disciple Making* and prepare a three-page book review that analyzes the text (identify themes) and evaluates strengths and weaknesses of the book *(Due 7/23/12)* Students may be asked to lead a class session on one of these chapters.
6. Complete all lessons from *Partners in Discipleship* and prepare a one-page *evaluation* of the book that judges the value of the material for use in discipleship (Due 7/23/12).

7. Prepare a list of imperatives COMMANDS given by Christ to his *disciples* in the Gospel of Matthew. The list should (a) number passages, (b) include passage references, and (c) underline the command or phrase. It is not necessary to provide an entire verse if lengthy. Students are to prepare a *one-page evaluation* of this assignment appraising its value for local church ministry (Due 7/25/11). The assignment is based upon the Great Commission, “teaching them to observe all that I commanded you.” What did Jesus command?

8. Read 2 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 8/20/12. Students should adapt (i.e., *synthesize*) the content of 2 Timothy by using knowledge and skills learned to formulate a usable model for effective discipleship.

9. Prepare three written reports (1-1&1/2 pages each) regarding three EE training visits made during the week. Each report should include answers that evaluate the following three areas: (a) What did you/your team do well? (b) Could have done better? (c) What did you learn about the Lordship of Christ, ministry in a multi- or cross-cultural settings, varied religious traditions, or varied social contexts? Due 8/20/12.

10. Master’s degree students only read *Transforming Discipleship* and prepare a minimum 5-page book review that includes an evaluation that rates the book’s value in comparison to content and learning in the course (Due 8/20/12).

11. Master’s degree students only Read *Following the Model of Christ by Making Disciple Makers* and prepare a 2-3 page paper comparing the main points between it and the *Lost Art of Disciple Making*. (Due 8/20/12)

12. Take course final exam based on *Lost Art of Disciple Making, Transforming Discipleship* 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.

Addendum to Ev 512 Syllabus

Course Description
The course description for Ev 512 is intended to help students comprehend the purpose of the course. As a Level III course, the purpose is to advance student learning beyond the undergraduate level by creating opportunities for educational learning beyond mere knowledge and comprehension. 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 512 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 512 is intended to help you develop or enhance such competency by interacting with 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, identify, and synthesize Biblical foundations for disciple making (Requirements 7-8).” To synthesize means that students are able to provide supporting evidence to support the theories presented and to use their knowledge and skills to produce new or original ideas in relation to the subject.

Students will notice terms such as application, analysis, synthesize, and evaluation in course objectives/outcomes 3-6. These terms refer directly to advanced levels of learning as determined by Bloom’s Taxonomy.

1 Resources regarding Bloom’s Taxonomy are available in numerous resources. Those used to prepare this syllabus include www.localhost/Web/diaa/TMPa4o6cfp9c.htm and
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. It should include an *evaluation* of its strengths and weaknesses. Such an evaluation demands that students provide evidence that supports their appraisals. Such an approach is also required in the review of *Transforming Discipleship*. The requirements to evaluate *Partners in Discipleship* and commands from the Gospel of Matthew demand students to appraise the value of the material for effectiveness in church ministry. The requirement to compare *Lost Art* with *Master Plan of Evangelism* demands *analysis*.

**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 512 assists graduate students in the M.Div program particularly regarding outcomes 1, 3, and 5. MACM students are assisted particularly regarding outcomes 1, 2, and 4. MAR students are assisted particularly regarding outcome 2. Additionally, each student’s experience with synthesis and evaluation is beneficial for preparing students for further professional or doctoral studies.

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*: 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 n end product without a distinct right or wrong answer (appraise, conclude, justify, criticize, defend, support, strengths, weaknesses).