

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>EVANGELISM AND DISCIPLESHIP</b>
<b>Course Code</b>	<b>CHED / PAST / YMIN 0693 1P &amp; 1S</b>
<b>Date</b>	From September 10, 2025 to December 3, 2025 <b>EVERY WEDNESDAYS</b>
<b>Time</b>	From 8:15am to 11:05am
<b>Delivery Format</b>	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
<b>Class information</b>	The classes will be in-person with livestreamed options on Wednesdays from 8:15 to 11:05 am.
<b>Instructor</b>	<b>REV. MARILYN DRAPER, PHD,</b>
<b>Contact Information</b>	Email: mdraper@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2185
<b>Office Hours</b>	Immediately after class from 11:05am to 12:30pm.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## **I. COURSE DESCRIPTION**

This course examines the theological principles and practical ministry strategies involved in evangelism and discipleship. Several models of evangelism and discipleship will be explored, including both the content and the methods. Valuable for anyone in ministry who has the final goals of evangelism and discipleship.

## **II. LEARNING OUTCOMES**

At the end of the course, students will be able to:

1. Summarize and explain how evangelism is rooted in Scripture and the gospel is the good news that transforms humanity (through interaction with the texts revealed in class discussions, and the personal evangelism project).
2. Clearly construct and describe in language comprehensible to non-Christians: (a) an overview of the Biblical story, (b) the gospel of Jesus Christ, and (c) the mission of the church (through class participation, developing a personal story, and final integrative project).
3. Articulate the theological implications concerning human and divine partnership in the process of salvation and discipleship as a part of their personal story, the personal evangelism project, and the final integrative project (part 1).
4. Construct tools for sharing the faith and encourage discipleship in both individual and group settings through the personal evangelism project and the final integrative project (part 2).

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

- Bowen, John P. [\*The Unfolding Gospel: How the Good News Makes Sense of Discipleship, Church, Mission, and Everything Else\*](#). Minneapolis: Fortress, 2021. (ISBN 978-1506471679)
- Chilcote, Paul and Lacey Warner. *The Study of Evangelism: Exploring a Missional Practice of the Church*. Grand Rapids: Eerdmans, 2008. Selected chapters. (ISBN 978-0802803917)
- Everts, Don, Doug Schaupp & Val Gordon. [\*Breaking the Huddle: How Your Community Can Grow Its Witness\*](#). Downers Grove: IVP, 2016. (ISBN 978-0830844913)
- Fitch, David. [\*Faithful Presence: Seven Disciplines that Shape the Church for Mission\*](#). Downers Grove: IVP, 2016. (ISBN 978-0830841271)

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

- Choung, James. [\*True Story: A Christianity Worth Believing In\*](#). Downers Grove: IVP, 2008.
- Osmer, Richard Robert. [\*The Invitation: A Theology of Evangelism\*](#). Grand Rapids: Eerdmans, 2021.
- Paulsen, Judith. *A New and Ancient Evangelism: Rediscovering the Way God Calls and Sends*. Grand Rapids: Baker Academic, 2024.
- Shin, Sarah. *Beyond Colourblind: Redeeming Our Ethnic Journey*. Downers Grove: IVP, 2017.

### EXAMPLE OF CONVERSION STORY:

Lewis, C.S. [\*Surprised by Joy: The Shape of My Early Life\*](#). New York: HarperCollins, 1955.

**OR**

Spufford, Francis. *Unapologetic*. New York: Harper Collins, 2012.

**OR**

Ordway, Holly. *Not God's Type*. San Francisco: Ignatius Press, 2014.

**OR**

Stott, John. [\*Why I Am a Christian\*](#). Downers Grove: InterVarsity, 2003.

**OR**

Miles, Sara. *Take This Bread*. New York: Random House, 2007.

**OR**

Qureshi, Nabeel. *Seeking Allah, Finding Jesus: A Devout Muslim Encounters Christianity*. Grand Rapids: Zondervan, 2018.

**OR**

Salaberrios, Dimas. [\*Street God: The Explosive True Story of a Former Drug Boss on the Run from the Hood—And the Courageous Mission that Drove Him Back\*](#). Carol Stream, IL: Tyndale House, 2015.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. ASSIGNMENTS AND GRADING

#### 1. Class Participation and Learning Journals: 10% of final grade. Pertains to all outcomes.

*Read* (prior to class) the biblical passage to be explored that day *and* the assigned reading for that class, come ready to *discuss*.

*For Discussion of Assigned Reading:* Be prepared to share the thesis of the reading, 2-3 ideas, your response to the reading and/or possible application

*Participation:* Every absence and lateness will lower this grade, and more than 3 unexcused absences are grounds for course failure. See the [Academic Calendar](#) for the excused absence policy.

This mark will be a combination of self-evaluation and evaluation by the instructor.

## **2. Personal Testimony/Salvation Story: 25% of final grade.**

**Length: 7-8 pages**

**Date due: October 15**

Write your own salvation story for a non-believing reader or audience. Use one of the recommended conversion stories, or a similar type of Christian conversion story to help you develop your story. In light of our discussions in class, choose a theme to help you examine how your own story interacts with the story of Jesus and the story of the one you propose to engage.

- Part 1: Personal Story – choose a theme to develop your story, use language that is understandable for a non-Christian (4-6 pages).
- Part 2: Explain why you took the approach you did, making specific reference to course material and the nature of the good news (2-3 pages).

This requirement is related to outcomes 1, 2, and 3.

## **3. Personal Evangelism Project: 30% of final grade.**

**Length: 8-10 pages**

**Date due: November 12**

Choose from the gospels two or three encounters Jesus had with people. Plan a short (30 to 45 minute) study on each passage and then invite one person you know, who isn't a Christian, to read and talk about these encounters with you. (You will have two or three different interactions with your friend or family member to listen to their thoughts about who Jesus is and what Jesus is like). Write a paper based on your responses, surprises, and your thoughts on the conversations that occurred during these two times of interactions.

The first part of the paper, (2 pages) should briefly describe what passages you studied, why you chose these passages, and the questions you chose to discuss together. Next, (5-6 pages) reflect and comment on the conversation that occurred during each of these sessions. How did you feel they went? What was your friend's response? Were there surprises for you? What did you learn from the conversations? What are you learning about the process of evangelism and discipleship? Say something about each of the studies. Finally, reflect on these conversations in the light of the course material (2-3 pages). This requirement relates to outcomes 2 and 4.

***Findings from reports will be discussed in class on November 26<sup>th</sup>.***

#### 4. Integrative Project: 35% of final grade.

**Length: 12-14 pages**

**Date due: December 5**

This project, relating to outcomes 3 and 4, will be a written compilation of **two parts**. It will be 12-14 pages long:

- **Part 1.** Write a 7–8-page reflection on the theological implications of evangelism and discipleship. Using the textbooks, outside sources, and our classroom discussions based on conversion stories in Luke-Acts, explain your current theological understanding of evangelism, conversion, and discipleship. What is God’s role and what is ours?
- **Part 2.** For the second part create a presentation, sermon, or teaching session to practically apply your theological understanding.

Choose **One** of the following:

a) Write a 5-6 page, double spaced, sermon to be given at the funeral for a youth or twenty-something (sporadically attending) member of your church killed in a car accident, whose funeral will be attended by many of their non-Christian friends.

**OR**

b) Devoting 2 pages per session (6 pages total), plan *three evening sessions* for *members of your church* (specifically youth) wanting to learn better how to share the Christian faith.

Describe your pedagogical approach (i.e. lecture, bible study, prayer, discussion, reflective exercise, case-study, role play) and tools (i.e. narratives, A/V aids, packaged programs), and a lesson plan for each session that includes learning goals (i.e. linking prayer and evangelism), key points, biblical texts, exercises.

**OR**

c) Write a 6-page *lesson plan for a 2-hour grade 11 comparative religions class* at which you will present the most central aspects of the Christian faith to a classroom of *predominantly unchurched teenagers*. Describe your learning goals, pedagogical approach, tools, key points, biblical texts and exercises.

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Livestream Participation and Forums/ (Learning Journal)		10 %

2. Personal Story/Testimony	Oct 15	25 %
3. Bible Study Project	Nov 12	30 %
4. Integrative Project	Dec 5	35 %
<b>Total Grade</b>		<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

##### Week 1 (September 10):

Introduction: Evangelism and discipleship, Jesus and the vision of the kingdom of God; Luke 4: 14-21; discussion of course and overview of syllabus

##### Week 2 (September 17):

Luke 2 and Acts 1:8, **the experience of Mary**: Gospel is Good News! What is the gospel? What is the difference between “faith in Jesus” and “salvation in Christ”?

**Read:** *The Study of Evangelism*, chapters 2, 12  
*The Unfolding Gospel*, introduction and chapter 1  
*Faithful Presence*, chapters 1-2

##### Week 3 (September 24):

Luke 3:1-14, **John the Baptist prepares the way**. Restoration and repentance. What is conversion? What is evangelism?

**Read:** *The Study of Evangelism*, chapters 3, 4  
*The Unfolding Gospel*, chapter 2  
*Faithful Presence*, chapter 3

##### Week 4 (October 1):

Luke 5:1-11, **calling the first disciples**. What is the church? What is discipleship? Do we understand “the Great Commission”?

**Read:** *The Study of Evangelism*, chapters 5, 6, 15.  
*The Unfolding Gospel*, chapter 3,4

##### Week 5 (October 8):

Luke 8, 2 Kings 5, **conversion of Naaman**. Why do evangelism?

**Read:** Fitch, *Faithful Presence*, chapter 4  
*The Unfolding Gospel*, chapter 5,6

**Discussion:** Whose conversion story did you read? What did you learn about evangelism and conversion?

**Week 6 (October 15):**

Luke 10, **sending out the seventy-two**. Joy in a world without hope, creating witnessing communities, lessons learned from reflecting on our personal stories

**Read:** *Faithful Presence*, chapter 5

*The Study of Evangelism*, chapter 18

***DUE: Personal STORY due today, Oct 15th!***

**READING DAYS: NO CLASS ON October 22 – Happy Reading!**

**Week 7 (October 29):**

Luke 15, **seeking the lost, tax collectors, and sinners**. Human and divine roles in evangelism and discipleship

**Read:** *Faithful Presence*, chapters 6, 7

*Unfolding Gospel*, chapters 7,8

**Week 8 (November 5):**

Acts 2, conversion of the 3,000. Appropriate models for our context.

**Read:** *Faithful Presence*, chapter 8

**Week 9 (November 12):**

Acts 8, **conversion of the Ethiopian**. “the huddled community”

**Read:** *Breaking the Huddle*, Part 1

**DUE: Bible Study Project, Due Nov 12<sup>th</sup>**

**Week 10 (November 19):**

Acts 9, **conversion of Saul/Paul** (three versions). Challenges of translating our stories; developing witnessing communities where conversions emerge

**Read:** *Breaking the Huddle*, Part 2

**Week 11 (November 26):**

Acts 10, conversion of Cornelius and family – discipleship in action, hospitality extended (and received) with explorers, seekers, families, and youth.

**Reading:** *The Study of Evangelism*, chapter 30.

**Discussion of Bible Study Project**

**Week 12 (December 3):**

Acts 16, **conversion in Philippi** (Lydia and Jailer) – putting it all together -- the relationship between evangelism, discipleship, community, worship, and life

**Reading:** *The Study of Evangelism*, chapter 17.  
*Faithful Presence*, chapter 9 and epilogue

***DUE: Final Integrative Project, December 5***

## **V. SELECTED BIBLIOGRAPHY**

Bibliography will be posted on class webpage.

## **VI. GENERAL REQUIREMENTS FOR ALL COURSES**

### **A. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### **B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### **C. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### **D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**



## **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

## **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@tyndale.ca)) before proceeding.

## **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus,

grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).