216 Strategic Evangelism
Syllabus ©

Professor:
Training Center City:
Semester and Year:

Course Description
This course focuses on how to apply strategic evangelism to the local church. Topics include building a dynamic church, the characteristics of innovative churches, and the insights of the unchurched and the churches that reach them. Students will create visual projects and an action plan for teaching others about building a strategically evangelistic church.

Course Design
This course is designed to equip pastors, church starters, leaders, and church members with Bible knowledge, Christian character, servant leadership skills, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,000 church members, leaders, church starters, and pastors have completed EBI courses. Suggestions for improving course design and content are appreciated.

Required Textbooks

Additional Books for Advanced Students and Pastors

Internet Resources
Church Planting Village http://www.churchplantingvillage.net
http://65.218.158.136/PBDNAMBStore/control/verifyproductsearch
http://mondaymorninginsight.typepad.com/monday_morning_insight_we/outreach_and_evangelism/index.html

To receive the MS Word version of the portfolio and notes, email gwoods@socalsem.edu.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Develop a plan of strategic evangelism based on faith stages.
2. Explain how to organize the church for evangelism.
3. Explain how to utilize contagious diversity through maximizing outreach around different styles.
4. Explain the common characteristics of breakout churches.
5. Explain multiple creative approaches of strategic evangelism.
6. Explain the insights of the unchurched and ways to reach them.
7. Present an individual or group presentation on Breakout Churches.
8. Type a term paper of strategic evangelism.

Methods of Instruction
Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter with the North American Mission Board. In 2008 Dr. Woods was elected to the Board of Grossmont Union High School District in San Diego with over 20,000 students.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. TEAM = Together Everyone Accomplishes More

In this course students are mentored by Dr. Thom S. Rainer (Ph.D., Southern Baptist Theological Seminary), president of LifeWay, founding dean of the Billy Graham School of Missions, Evangelism and Church Growth at The Southern Baptist Theological Seminary and is president of Church Central (www.ChurchCentral.com). A frequent conference and seminar speaker, he has served as a pastor and interim pastor in ten churches and is president of Rainer Group Church Consulting (http://www.zondervan.com/books/ www.RainerGroup.com http://www.lifeway.com/lwc/mainpage/0,1701,M%253D200927,00.html).
Student Requirements

First, answer the questions in the portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the journal in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the discussion of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the midterm exam. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 7

Fifth, participate in an individual or group presentation on one of the chapters in Breakout Churches. Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

Sixth, type a 10-page term paper titled Action Plan for Strategic Evangelism. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

Seventh, complete the final exam in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective. Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry.

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying concepts are more effective learning strategies than the boring lectures used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. Welcome to the disciple-making process!
# Sequence of Instruction

Read the table like this, “At Session _____ on ____________, the scheduled session content is ____________, and the assignment due that session is ____________.”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</table>
| 1       |      | **The Unchurched Next Door Faith Stages**  
Go over this Syllabus and the Portfolio.  
Discuss questions and applications in the Portfolio.  
Group Activity: Create a visual summary of one of these chapters.  
Demonstrate examples of a term paper. |  
- Print 216 Strategic Evangelism Portfolio.  
- Study chapters 1-2 in *The Unchurched Next Door*.  
- Type answers to questions and applications in the Portfolio in preparation for the class discussion and group activity.  
- Print an article on evangelism: [http://mondaymorninginsight.typepad.com/monday_morning_insight_we/outreach_and_evangelism/index.html](http://mondaymorninginsight.typepad.com/monday_morning_insight_we/outreach_and_evangelism/index.html)  
- Read the Baptist Faith and Message at [http://www.sbc.net/printfriendly.asp](http://www.sbc.net/printfriendly.asp)  
- Subscribe to the free online Faith in the Workplace Newsletter [http://www.christianitytoday.com/lyris/subscribe/workplace.html](http://www.christianitytoday.com/lyris/subscribe/workplace.html) |
| 2       |      | **Religion Is for the Weak-Minded Just What Is Truth?**  
Discuss questions and applications.  
Group Activity: create a visual that illustrates one of these chapters. |  
- Study chapters 3-4 in *The Unchurched Next Door*.  
- Type answers to questions in the portfolio in preparation for the class discussion and group activity.  
| 3       |      | **Church Is Just Not My Thing Jesus Is Just Alright with Me**  
Discuss questions and applications.  
Group Activity: create a visual that illustrates one of these chapters. |  
- Study chapters 5-6 in *The Unchurched Next Door*.  
- Type answers to questions in the portfolio.  
| 4       |      | **“What Must I Do to Be Saved?” The Formerly Unchurched Insights**  
Discuss questions and applications.  
Group Activity: create a visual that illustrates one of these chapters. |  
- Study chapters 7-8 in *The Unchurched Next Door*.  
- Type answers to questions in the portfolio.  
- Print an article on evangelism: [http://www.pastors.com/RWMT/MTArchive.asp](http://www.pastors.com/RWMT/MTArchive.asp) |
| 5       |      | **Ten Reasons We Have Not Reached the Unchurched Reaching the Unchurched** |  
- Study chapters 9-10 in *The Unchurched Next Door*.  
- Type answers to questions in the |
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Discuss questions and applications.</td>
<td>portfolio.</td>
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<td></td>
<td></td>
<td>Group Activity: create a visual that illustrates one of these chapters.</td>
<td>Print an article on evangelism: <a href="http://www.thegoodnews.org">http://www.thegoodnews.org</a> Continue your course journal.</td>
</tr>
</tbody>
</table>
| 6       |      | **Why Good Is Not Enough**  
Acts 6/7 Leadership  
**Eight Keys to Acts 6/7 Leadership**  
Discuss questions and applications. | Study chapters 1-3 in *Breakout Churches*.  
Type answers to questions in the portfolio.  
Print an article on evangelism: [http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=232957](http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=232957) |
|         |      | Group Activity: create a visual that illustrates one of these chapters. | |
| 7       |      | **Midterm Exam**  
Take the midterm exam.  
Encourage students to share what they have learned.  
Preview the second textbook.  
Work on term paper in class. | Review the study guide to prepare for midterm. Five hours of study are recommended.  
Work on term paper.  
Enroll in the next course.  
Pay for textbooks for the next course. |
| 8       |      | **The ABC Moment**  
*The Who/What Simultrack*  
Discuss questions and applications. | Study chapters 4-5 in *Breakout Churches*.  
Type answers to questions in the portfolio.  
Print an article on evangelism: [http://www.evangelism.com](http://www.evangelism.com) |
|         |      | Group Activity: create a visual that illustrates one of these chapters. | |
| 9       |      | **The VIP Factor**  
*A Culture of Excellence Innovation Accelerators*  
Discuss questions and applications. | Study chapters 6-8 in *Breakout Churches*.  
Type answers to questions in the portfolio.  
Print an article on evangelism: [http://www.christianitytoday.com/biblestudies/areas/biblestudies/articles/evangelism](http://www.christianitytoday.com/biblestudies/areas/biblestudies/articles/evangelism) |
|         |      | Group Activity: create a visual that illustrates one of these chapters. | |
| 10      |      | **Big Mo or Blind Erosion?**  
To Become a Breakout Church  
Discuss questions and applications. | Study chapters 9-10 in *Breakout Churches*.  
Type answers to questions in the portfolio.  
Print an article on evangelism: [http://www.carm.org/evangelize.htm](http://www.carm.org/evangelize.htm) |
|         |      | Group Activity: create a visual that illustrates one of these chapters. | |
| 11      |      | **Transformational Church:**  
*Surprising Insights from the Formerly Unchurched*  
Part 1: Listening to the Formerly Unchurched  
Grade and discuss Portfolio quiz questions and journal.  
Group Activity: create a visual that illustrates one of these chapters. | Study in Portfolio *How to Reach the Unchurched, Part 1: Listening to the Formerly Unchurched*.  
Type answers to questions in the portfolio.  
Print an article on evangelism: [http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=224374](http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=224374) |

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[www.shadowmountain.org/ebi](http://www.shadowmountain.org/ebi)
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<thead>
<tr>
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<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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<tr>
<td></td>
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<td>illustrates one of these chapters. Assign group presentations.</td>
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<tr>
<td>12</td>
<td>12</td>
<td><strong>Part 2: Leaders of Churches That Reach the Unchurched</strong> Discuss questions and applications. Group Activity: Students will prepare for presentations.</td>
<td>✓ Study in Portfolio <em>How to Reach the Unchurched, Part 2: Leaders of Churches That Reach the Unchurched.</em> ✓ Type answers to questions in the Portfolio.</td>
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<tr>
<td>13</td>
<td>13</td>
<td><strong>Student Presentations and Term Papers</strong> Student presentations. Review for final exam. Work on term paper.</td>
<td>✓ Prepare for group or individual presentations. ✓ Bring a rough draft of your term paper for peer-review.</td>
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<tr>
<td>14</td>
<td>14</td>
<td><strong>Final Exam and Course Evaluation</strong> Take final exam. Submit portfolio for grading. Submit term paper. Students will debrief by sharing how they are using what they have learned.</td>
<td>✓ Review the study guide for the final exam. ✓ Complete the 10-page term paper. ✓ Complete the portfolio. ✓ Distribute the textbooks, syllabi, and portfolios for the next course.</td>
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**Notice:** EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI. Primary resources dealing with cults, denominations, education, liberalism, postmodernism, secular culture, and world religions may be included.

**Strategic Evangelism Links**

9. Evangelistic conversation starters [http://www.biblespirituality.org/art10q.html#gospelq](http://www.biblespirituality.org/art10q.html#gospelq)
God has promised us that we are “more than conquerors.” He has not left us alone; and as we study His Word, we’ll find that He has already equipped us for victory. –David Jeremiah

COURSE BIBLIOGRAPHY


Veerman, David R. *Youth Evangelism: Building Bridges to Touch Young Lives*. Wheaton, IL: Victor, 1988. 1564766004

http://www.namb.net/site/c.9qKILUOzEpH/b.231769/k.9F9E/Video_Overview.htm
Transfer of Credits to Southern California Seminary

Attendance Policy
Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a Tardy; more than 20 minutes late is an Absence. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute.

Class Time and Homework Policy
To transfer credits to Southern California Seminary, each 2-unit course must include at least 28 hours of class time discussion and 56 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first or second week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year.

Late Work Policy
Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated.

Portfolio Policy
To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 60 units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
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<td>C</td>
<td>74-76%</td>
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### Student Evaluation

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<td>550</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>100</td>
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<td>Student Presentations</td>
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<td>Term Paper</td>
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<td>Final Exam</td>
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<td>Total</td>
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<th>Session 8</th>
<th>Session 9</th>
<th>Session 10</th>
<th>Session 11</th>
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Report Card

Today’s Date Name of EBI Training Center

First Middle Last Name

Street City State/Country Zip

Home Phone Cell or Work Phone Email

Year ☐ Fall (September-December) ☐ Spring (January-April) ☐ Summer (May-August)

☐ Check if any information above needs to be updated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
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<tr>
<td>216</td>
<td>Strategic Evangelism</td>
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<td>2</td>
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</table>

This student earned the above grade.

Order textbooks at least six weeks before the course starts.

(1) The professor will grade the Portfolio and return this Report Card to the student with the grade.
(2) The professor will complete and sign the Student Roster and Grade Sheet and return it to the Center Director for his signature.
(3) The Center Director will keep the Student Roster and Grade Sheet in the training center files.
(4) The Center Director will mail or email the Student Roster and Grade Sheet to gwoods@socalsem.edu.

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