

**SAINT LOUIS CHRISTIAN COLLEGE
PMN 205N EVANGELISM & DISCIPLESHIP
PROFESSOR JOE LIEWAY
3 CREDIT HOURS**

Spring 2012

Monday 6:00-8:00pm

MISSION STATEMENT OF THE COLLEGE

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

Our Core Values

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible’s message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry. —All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.|| (II Tim 3:16-17)

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves. The college’s Code of Student Conduct reflects and encourages these values, as do our hiring practices and academic programs. —I gave you an example, that you also should do as I did to you.|| (John 13:15)

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life’s diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully. —Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.|| (I Peter 4:10-11)

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing. —The fear of the Lord is the beginning of knowledge.|| (Proverbs 1:7) —And Jesus grew in wisdom and stature, and in favor with God and men. (Luke 2:52)

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach. —They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. Everyone was filled with awe, and many wonders and miraculous signs were done by the apostles. All the believers were together and had everything in common. Selling their possessions and goods, they gave to anyone as he had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved.|| (Acts 2:42 – 47) (See also Romans 12:4-8 and Ephesians 4: 11-13)

COURSE DESCRIPTION

This course studies the nature, purpose and process of biblical evangelism and its application to various ministries. New Testament principles of discipleship and their application are also considered along with a special emphasis upon building relationships and small group ministry.

COURSE RATIONALE

The purpose of Evangelism & Discipleship is to provide the student with a basic plan and knowledge of winning people to Christ. Of all the skills that you will learn in college, the skill of sharing your faith is central. This course plays a key role in the curriculum of Saint Louis Christian College, because it is a course that seeks to give you the tools that enable you to share your faith. Whether or not you actually share your faith after you successfully complete this course is a decision you will have to make. My hope is that this course will motivate you to share your faith with others on a daily basis.

You will learn the biblical mandate to share your faith. It is God's will that the message of His Son be shared with all who do not yet know Him. You will gain practical experience through in-class discussions. This course is the ultimate practical application of everything that you are learning at Saint Louis Christian College, because the ability to guide another person to faith in Jesus Christ is the ultimate act of Christian service. This course also contributes to student achievement of the following Division of Biblical Education objective:

1. Presented with the Biblical message, mandate, and models, the student will know how to witness effectively within various cultural contexts leading to the worship of God. (SLO 1, 7)

COURSE OBJECTIVES

Institutional

This course will help you satisfy the institutional objective of demonstrating a growing commitment to the advancement of the church through evangelism, discipleship, and service by incorporating that which was learned into everyday life in ministry. (Reflecting Educational Goals #10)

Biblical Education

This course will help accomplish the Biblical education division objective wherein by studying the biblical mandate for worldwide evangelism, the student will communicate the imperative that every person needs Jesus Christ as Savior by writing a paper on the biblical mandate for evangelism and discipleship. This paper will reflect the student's interaction with biblical passages (from both the Old Testament and the New Testament) in which God communicates His will that people from every race, nation, and tongue are to be brought to faith in Jesus Christ through the evangelistic efforts of the Church, and brought to maturity through the Church's work to disciple those who have been evangelized. (Education Objective #5)

Professional Education

This course will help accomplish the professional education division objective that upon completion of studies in evangelism and teaching, the student will be able to utilize diverse methodologies in order to lead a person to a saving relationship with Christ by studying the process of evangelism, participating in their church's calling ministry, and incorporating into everyday life that which was learned. (Reflecting Professional Education Objective #2)

COURSE

Upon conclusion of this course, the student should be able to:

1. Describe a working concept of biblical evangelism by writing a Biblical Mandate paper. (Reflecting Biblical Education Objective #5)
2. Develop the capacity to teach another person the plan of salvation by memorizing assigned verses of scripture and writing them from memory on weekly quizzes. (Reflecting Biblical Education Objective #5)
3. Develop a procedure of teaching purposed in soul-winning by presenting a personal testimony to the professor. (Reflecting Professional Education Objective #2)
4. Acquire the skills of being a cross-cultural missionary interviewing a missionary, who is currently serving or has served on a foreign mission field or in an urban setting for no less than two years, concern the person's missionary experiences. The student will write a full two-page paper addressing the following questions: Name of the person interviewed; name of country or city where the person served as a missionary; the length of time he/she served as a missionary; three ways in which the person felt prepared as a missionary; three ways in which the person felt less prepared as a missionary; what method of evangelism strategy is being used, what kinds of

- evangelism and discipleship training were used or are being used in his/her respective mission field, and a personal conclusion in which the student will analyze the interview.
5. Develop a deeper level of understanding and appreciation of evangelism and discipleship by studying key passages in the life of Christ. (Reflecting Biblical Education Objective #5)
 6. Acquire the skills to develop a plan for evangelism and discipleship by interviewing a pastor, who is located in a congregation of the student's choice, inquiring about his/her plan for evangelism and discipleship. The student will write a paper highlighting the pastor's plan, discerning the plan's Scriptural accuracy and effectiveness, and developing the student's personal plan for evangelism and discipleship. (Reflecting Educational Goal #10; Biblical Education Objective #5; Professional Education Objective #2)

COURSE REQUIREMENTS

Texts and Materials

You are required to purchase and read the assigned in the textbooks that have been listed for this class.

Bowland, Terry. *Make Disciples: Reaching the Postmodern World for Christ*. Joplin, Missouri: College Press Publishing Company, 1999.
Bob Russel, *When God Builds a Church*. New York: Howard Book, 2000.

Attendance

Please refer to the Saint Louis Christian College Attendance Policy located within the Student Guide.

Reading

Each student is expected to come prepared for class, having read each assignment according to its due date. Please consult the course schedule for reading assignments. At the end of the course each student will be asked to indicate in writing the percentage of reading that has been completed, which will be factored as 5% of the course grade. (The professor will supply a Reading Accountability Report at the final class session.)

Quizzes

Each week when you come to class you will write out from memory the assigned verses for that week. (Please refer to the list below.) You may only use one of the following translations: KJV, NASB, NIV, or NLT. This assignment should not be taken lightly. These verses represent a central core of passages that you ought to know by memory, so you can incorporate them as you are sharing the Gospel of Christ with others. This will be factored as 20% of the course grade.

Written Assignments

[**Note: All papers are to be typed according to MLA standards.**]

1. **Biblical Mandate for Evangelism and Discipleship.** The course will begin by studying the biblical mandate for worldwide evangelism and discipleship. Students will be shown the process of evangelism and discipleship Jesus employed during His earthly ministry. After listening and taking notes, each student will write a paper (minimum of four full pages, maximum of seven full pages) explaining this biblical mandate for evangelism and discipleship. Key issues to be discussed in the paper are (1) the imperative that every person needs Jesus Christ as Savior, and (2) the reason(s) Christ's final command must be our first concern (**give extensive scriptural proofs from both Old and New Testaments**). The paper will be graded according to the criteria below, which will be factored as 20% of the course grade. ***Due Week Three at the beginning of class. Late papers without excuse will not be accepted.*** (Biblical Education Objective #5)
2. **Church Interview.** Each student is to contact a church which has experienced considerable growth numerically and spiritually and interview its pastor or another person who has been key to the congregation's growth. A list of key questions (given below) is to be used for this interview. The object of this interview is to see what the church is actively doing to promote evangelism and discipleship. Utilizing the verbatim of the interview, the Bible and class notes, the student will write a paper (minimum of four full pages, maximum of seven full pages) summarizing the process of worldwide evangelism and discipleship employed by that congregation, discerning the scriptural accuracy and the effectiveness of the congregation's plan. The student will also design a plan for worldwide evangelism and discipleship. This paper will be factored as 15% of the course grade. ***Due Week six at the beginning of class. Late papers without excuse will not be accepted.*** (Biblical Education Objective #5 Professional Education Objective #2; Educational Goal #10)

Church Interview Questions

1. How old is the congregation?
2. Has the congregation's growth been at a steady pace since its birth, or was there a point in time it began to grow noticeably faster?
3. What factor(s) contributed to the current rate of growth?
4. Does the congregation use one method of evangelism, or several?
5. What method of evangelism seems to have been most effective?
6. Does the congregation provide formal training for evangelism?
7. What percentage of the membership/attendees has received training for evangelism? What percentage has been active in evangelism?
8. Does the congregation have a plan to disciple people following their baptism?
9. How effective is that plan? (In other words, what percentage of new Christians will actually grow to maturity?)
10. What priority is given to evangelism and discipleship by the congregation's leadership, versus other efforts in other areas (e.g. benevolence, building

maintenance, etc.)?

- Missionary Interview.** Each student is to contact a missionary who is currently serving or has served on a foreign mission field or in an urban setting for no less than two years, concerning the person’s missionary experiences. The object of this interview is to help each student to know how to prepare for the mission field. The student is then to write a full two-page paper addressing the below listed questions. This will be factored as 15% of the course grade. **Due week nine, at the beginning of class. Late papers without the instructor’s permission will not be accepted.** (Professional Education Objective #2)

Missionary Interview Questions:

- Name of the person interviewed.
- Name of country or city where the person served or is serving as a missionary.
- The length of time he/she served as a missionary.
- Three ways in which the person felt prepared as a missionary.
- Three ways in which the person felt less prepared as a missionary.
- What method of evangelism strategy was or is being used?
- What kinds of evangelism and discipleship training were used or are being used in his/her respective mission field?
- A personal conclusion.

BIBLICAL MANDATE PAPER SCORING GUIDE

	F (69% or less)	D (70%–76%)	C (79%–85%)	B (86%–93%)	A (94%–100%)
Content (40%)	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, but there is no biblical or personal reflection on the process of worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, but there is only a superficial or somewhat erroneous reflection on the biblical or personal process for worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, plus there is an accurate but somewhat superficial reflection on the biblical and personal process for worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship and an accurate biblical and personal reflection on the process of worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship and an insightful and profound (biblically and personally) reflection on the process of worldwide evangelism and discipleship.
Depth of Research (20%)	The paper makes use of one (or no) Scriptures or other resource. The student’s interview was superficial at best.	The paper makes use of at least two Scriptures and one other resource. The student’s interview was superficial.	The paper makes use of at least three Scriptures and one other resource. The student’s interview was adequate.	The paper makes use of at least four Scriptures and two other resources. The student’s interview was helpful.	The paper makes use of at least five or more Scriptures and two or more other resources. The student’s interview was insightful.
Grammar	The paper contains	The paper contains	The paper contains	The paper contains	The paper contains

(10%)	four or more grammatical errors.	three or fewer grammatical errors.	two or fewer grammatical errors.	only one grammatical error.	no grammatical errors.
Format (20%)	The paper does not conform to the MLA format, documentation, and the SLCC title page.	The paper barely conforms to the MLA format, documentation, and the SLCC title page.	The paper partly conforms to the MLA format, documentation, and the SLCC title page.	The paper mostly conforms to the MLA format, documentation, and the SLCC title page.	The paper consistently conforms to the MLA format, documentation, and the SLCC title page.
Spelling (10%)	The paper contains four or more spelling errors.	The paper contains three or fewer spelling errors.	The paper contains two or fewer spelling errors.	The paper contains one or fewer spelling errors.	The paper contains no spelling errors.

CHURCH AND MISSIONARY INTERVIEW PAPERS SCORING GUIDE

	F (69% or less)	D (70%–76%)	C (79%–85%)	B (86%–93%)	A (94%–100%)
Content (40%)	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, but there is no biblical or personal reflection on the process of worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, but there is only a superficial or somewhat erroneous reflection on the biblical or personal process for worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship, plus there is an accurate but somewhat superficial reflection on the biblical and personal process for worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship and an accurate biblical and personal reflection on the process of worldwide evangelism and discipleship.	The paper provides a summary of the pastor’s process of worldwide evangelism and discipleship and an insightful and profound (biblically and personally) reflection on the process of worldwide evangelism and discipleship.
Depth of Research (20%)	The paper makes use of one (or no) Scriptures or other resource. The student’s interview was superficial at best.	The paper makes use of at least two Scriptures and one other resource. The student’s interview was superficial.	The paper makes use of at least three Scriptures and one other resource. The student’s interview was adequate.	The paper makes use of at least four Scriptures and two other resources. The student’s interview was helpful.	The paper makes use of at least five or more Scriptures and two or more other resources. The student’s interview was insightful.
Grammar (10%)	The paper contains four or more grammatical errors.	The paper contains three or fewer grammatical errors.	The paper contains two or fewer grammatical errors.	The paper contains only one grammatical error.	The paper contains no grammatical errors.
Format (20%)	The paper does not conform to the MLA format, documentation, and the SLCC title page.	The paper barely conforms to the MLA format, documentation, and the SLCC title page.	The paper partly conforms to the MLA format, documentation, and the SLCC title page.	The paper mostly conforms to the MLA format, documentation, and the SLCC title page.	The paper consistently conforms to the MLA format, documentation, and the SLCC title page.

					page.
Spelling (10%)	The paper contains four or more spelling errors.	The paper contains three or fewer spelling errors.	The paper contains two or fewer spelling errors.	The paper contains one or fewer spelling errors.	The paper contains no spelling errors.

4. Personal Faith Story: As an Evangelism and Discipleship class, it is necessary for students to learn how to share their personal testimony. Therefore each student is required to make a 3-minute oral personal testimony presentation in class. The testimony should address the following questions: 1. What threshold experience led you to a deeper understanding of Christ or personal relationship with Christ? 2. What was your life like before this experience? 3. What is your life like now since this experience? This is a pass or fail practical assignment, which will be factored as 5% of the course grade and it is **due week ten**.

5. Final Examination: There will be a comprehensive final examination which will be conducted during the first hour of class during week eleven. This examination will consist of a combination of short answer, listing and discussion questions and will cover the materials in the lecture and reading for the designated testing period, which will be factored as 20% of the course grade. Study guide will be provided by the instructor in week ten.

GRADING:

Reading	5%
Memory Verse Quizzes	20%
Biblical Mandate Paper	20%
Church Interview	15%
Missionary Interview	15%
Personal Faith Story	5%
Final Exam	20%

COURSE SCHEDULE

Week	Memory Verses	Week	Memory Verses
One	Matthew 28:18-20	Seven	Romans 6:4; 10:9
Two	John 8:24; 14:6	Eight	2 Timothy 3:16-17
Three	John 3:16-18	Nine	Romans 12:1-2
Four	Acts 2:38; 4:12	Ten	Matthew 16:18
Five	Romans 1:16-17	Eleven	N/A
Six	Romans 3:23; 6:23		

COURSE SCHEDULE

[Note: Assignments are to be completed prior to the beginning of the class session.]

Week One –January 9

Class Outline

Introduction to the professor, the course and syllabus
Memory Verses Quiz — Matthew 28:18–20
Evangelism Locally and Globally
Biblical Theology of God’s Plan
One Command — Three Tasks

Assignments

Memory Verses — Matthew 28:18–20
Read Bowland — Introduction & Chapter 1

January 16 - Martin Luther King Jr. Day (No DAY or AIM Classes)

Week Two – January 23

Class Outline

Memory Verses Quiz — John 8:24; 14:6
What Is Evangelism?
The Need for Evangelism
Evangelism in the Ministry of Jesus
Evangelism in the Early Church

Assignments

Memory Verses — John 8:24; 14:6
Read Bowland — Chapters 2, 3, & 4

Week Three – January 30

Class Outline

Memory Verses Quiz — John 3:16-18
Biblical Mandate for Evangelism and Discipleship Paper is due.
Understanding Postmodern Culture
Recognizing Postmodern Traits
Understanding the Process

Assignments

Biblical Mandate paper due at beginning of Class.

Memory Verses — John 3:16-18
Read Bowland — Chapters 5 & 6

Week Four – February 6

Class Outline

Memory Verses Quiz — Acts 2:38; 4:12
Strategies for Sowing the Word
Planning to Share the Good News

Assignments

Memory Verses — Acts 2:38; 4:12
Read Bowland — Chapters 7 & 8

Week Five – February 13

Class Outline

Memory Verses Quiz — Romans 1:16-17
Strategies for Sowing the Word
Planning to Share the Good News
Biblical Pattern for Accepting Christ
Making Disciples

Assignments

Memory Verses — Romans 1:16-17
Read Bowland ___ Chapters 9 & 11

Week Six – February 19

Class Outline

Memory Verses Quiz — Romans 3:23; 6:23
Church Interview paper due
The Need for Small Groups
Baptism in Its Historical Perspective

Assignments

Memory Verses — Romans 3:23; 6:23
Church Interview paper due at the beginning of class
Read Bowland ___ Chapters 12- 13

Week Seven – February 27*Class Outline*

Memory Verses Quiz — Romans 6:4, 10:9

Read: Introduction to “When God Builds a Church”

Principle #1: Truth; Principle #2: Worship; Principle #3: Leadership.

Assignments

Memory Verses Quiz — Romans 6:4, 10:9

“When God Builds a Church” - Pages 1-105

Week Eight – March 5*Class Outline*

Memory Verses Quiz — 2 Timothy 3:16-17

Principle #4: Excellence; Principle #5: Faith; Principle #6: Harmony;

Assignments

Memory Verses Quiz — 2 Timothy 3:16-17

“When God Builds a Church” – pages 107- 171

Week Nine – March 12*Class Outline*

Memory Verses Quiz — Romans 12:1-2

Missionary Interview Paper Due

Principle #7: Participation; Principle #8: Fellowship

Assignments

Memory Verses Quiz — Romans 12:1-2

Missionary Interview Paper Due at the Beginning of Class

“When God Builds a Church” – pages 173-227

Week Ten – March 19*Class Outline*

Memory Verses Quiz — Matthew 16:18

Personal Faith Story due

Principle #9: Stewardship; Principle #10: Evangelism; Conversions in the Book of Acts

Assignments

Memory Verses Quiz — Matthew 16:18

Personal Faith Story due

“When God Builds a Church” – pages 229-274

Week Eleven – March 26***Class Outline***

No Memory Verse

Final Examination due

Basic Topics for Discipleship and Conclusions

Assignments

Final Examination during the first hour of class

COURSE LEARNING RESOURCES

Aldrich, Joseph. *Gentle Persuasion*. Portland, Oregon: Multnomah Press, 1988.

_____. *Life-Style Evangelism*. Portland, Oregon: Multnomah Press, 1981.

Arn, Win and Charles. *The Master's Plan for Making Disciples*. Pasadena, California: Church Growth, 1984.

Bakke, Ray. *A Theology as Big as the City*. Downers Grove, Illinois: IVP, 1997.

_____. *The Urban Christian*. Downers Grove, Illinois: IVP, 1987.

Beougher, Timothy and Alvin Reid, eds. *Evangelism for a Changing World*. Wheaton, Illinois: Harold Shaw Publishers, 1995.

Blue, Ron. *Evangelism and Missions: Strategies for Outreach in the 21st Century*. Nashville, Tennessee: Word Publishing, 2001.

Bowland, Terry. *Make Disciples: Reaching the Postmodern World for Christ*. Joplin, Missouri: College Press, 1999.

Bryant, Rees. *Baptism: Why Wait?* Joplin, Missouri: College Press, 1999.

Caldwell, John. *Top Priority: Building an Evangelistic Church*. Joplin, Missouri: College Press, 1995.

- Claerbaut, David. *Urban Ministry*. Grand Rapids, Michigan: Zondervan Publishing House, 1983.
- Coleman, Robert E. *The Master Plan of Evangelism*. Grand Rapids, Michigan: Baker Books, 1993.
- Dawn, Marva J. *Reaching Out Without Dumbing Down*. Grand Rapids, Michigan: Eerdmans, 1995.
- Dreisback, Bruce Roberts. *The Jesus Plan: Breaking Through Barriers to Introduce the People You Know to the God You Love*. Colorado Springs, Colorado: Waterbrook Press, 2002.
- Faust, David. *Taking the Truth Next Door*. Cincinnati, Ohio: Standard Publishing, 1999.
- Ferguson, David. *The Never Alone Church*. Wheaton, Illinois: Tyndale House Publishers, 1998.
- Francis, Hozell C. *Church Planting in the African–American Context*. Grand Rapids, Michigan: Zondervan Publishing, 1999.
- Frazier, Sundee Tucker. *Check All That Apply: Finding Wholeness as a Multiracial Person*. Downers Grove, Illinois: IVP, 2002.
- Fryling, Alice. *The Disciplemaker’s Handbook*. Downers Grove, Illinois: IVP, 1989.
- Green, Michael. *Baptism: Its Purpose, Practice and Power*. Downers Grove, Illinois: IVP, 1987.
- Haggard, Ted. *Primary Purpose: Making It Hard for People to Go to Hell from Your City*. Lake Mary, Florida: Creation House, 1995.
- Ham, Ken. *Why Won’t They Listen? The Power of Creation Evangelism*. Green Forest, Arkansas: Master Books, 2002.
- Henderson, Robert Thornton. *Subversive Jesus, Radical Grace: Relating Christ to a New Generation*. Colorado Springs, Colorado: NavPress, 2001.
- Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry*. Grand Rapids, Michigan: Baker Books, 1995.
- Hull, Bill. *Jesus Christ, Disciple–Maker*. Grand Rapids, Michigan: Baker Books, 1993.
- Hunter, George C. *How to Reach Secular People*. Nashville, Tennessee: Abingdon Press, 1992.

- Hybels, Bill and Mark Mittelberg. *Becoming a Contagious Christian*. Grand Rapids, Michigan: Zondervan Publishing, 1994.
- Jones, Tom, ed. *Church Planting from the Ground Up*. Joplin, Missouri: College Press, 2004.
- Kennedy, D. James. *Evangelism Explosion*, 3rd ed. Wheaton, Illinois: Tyndale House Publishers, 1983.
- Laurie, Greg. *How to Share Your Faith*. Wheaton, Illinois: Tyndale House Publishers, 1999.
- Little, Paul. *How to Give Away Your Faith*. Downers Grove, Illinois: IVP, 1988.
- Malphurs, Aubrey. *Planting Growing Churches for the 21st Century*. Grand Rapids, Michigan: Baker Books, 1995.
- Maynard-Reid, Pedrito U. *Diverse Worship: African-American, Caribbean and Hispanic Perspectives*. Downers Grove, Illinois: IVP, 2000.
- McGavran, Donald A. *Effective Evangelism: A Theological Mandate*. Phillipsburg, New Jersey: Presbyterian and Reformed Publishing Company, 1988.
- McLaren, Brian D. *More Ready Than You Realize: Evangelism as Dance in the Postmodern Matrix*. Grand Rapids, Michigan: Zondervan, 2002.
- Mittelberg, Mark. *Building a Contagious Church*. Grand Rapids, Michigan: Zondervan Publishing House, 2000.
- Morgenthaler, Sally. *Worship Evangelism: Inviting Unbelievers Into the Presence of God*. Grand Rapids, Michigan: Zondervan Publishing House, 1999.
- Navigators. *The 2:7 Series — Course 2: The Growing Disciple*, Rev. ed. Colorado Springs, Colorado: NavPress, 1987.
- Navigators. *The 2:7 Series — Course 3: The Ministering Disciple*, Rev. ed. Colorado Springs, Colorado: NavPress, 1988.
- Navigators. *Living Proof: A Small Group Video Series (with Discussion Guide)*, (based on the book by Jim Petersen). Colorado Springs, Colorado: NavPress, 1990.
- Ogden, Greg. *Transforming Discipleship: Making Disciples a Few at a Time*. Downers Grove, Illinois: IVP, 2003.
- Olford, Stephen F. *The Secret of Soul Winning*. Chicago, Illinois: Moody Press, 1963.
- Ortiz, Juan Carlos. *Discipleship*. Altamonte Springs, Florida: Creation House, 1987.

- Perkins, John M., ed. *Restoring At-Risk Communities*. Grand Rapids, Michigan: Baker Books, 1995.
- Peterson, Jim. *Living Proof*. Colorado Springs, Colorado: NavPress, 1994.
- Poe, Harry Lee. *Christian Witness in a Postmodern World*. Nashville, Tennessee: Abingdon Press, 2001.
- Pollard, Nick. *Evangelism Made Slightly Less Difficult*. Downers Grove, Illinois: IVP, 1997.
- Rainer, Thom S. *Surprising Insights from the Unchurched and Proven Ways to Reach Them*. Grand Rapids, Michigan: Zondervan Publishing House, 2001.
- Richardson, Rick. *Evangelism Outside the Box*. Downers Grove, Illinois: IVP, 2000.
- Roxburgh, Alan J. *Reaching a New Generation: Strategies for Tomorrow*. Downers Grove, Illinois: IVP, 1993.
- Russell, Bob. *When God Builds a Church*. West Monroe, Louisiana: Howard Publishing, 2000.
- Schreiner, Thomas R. and Shawn D. Wright, eds. *Believer's Baptism: Sign of the New Covenant in Christ*. Nashville, Tennessee: Broadman & Holman Publishers, 2006.
- Shank, Harold et al. *Up Close and Personal: Embracing the Poor*. Joplin, Missouri: College Press, 2000.
- Sire, James W. *The Universe Next Door: A Basic World View Catalog*, Fourth Edition. Downers Grove, Illinois: IVP, 2004.
- Strobel, Lee. *Inside the Mind of Unchurched Harry & Mary*. Grand Rapids, Michigan: Zondervan Publishing House, 1993.
- Terry, John Mack. *Evangelism: A Concise History*. Nashville, Tennessee: Broadman & Holman Publishers, 1994.
- Thompson, W. Oscar. *Concentric Circles of Concern*. Nashville, Tennessee: Broadman and Holman Publishers, 1981.

COURSE POLICIES

Grading Scale

The student's final grade will be determined according to the Saint Louis Christian College grading scale, located in the College Catalog.

Late Policy

Should a student need to miss a class period for any reason, the assignment(s) due on the date missed must be turned in on or before the due date of the assignment(s). No late work will be accepted. Should a student miss a quiz, the student is responsible for rescheduling the quiz by contacting the professor and making the necessary arrangements. Failure to do so will result in a zero for the quiz.

Attendance

Please consult the attendance policy in the Course Requirements above.

Academic Dishonesty

Given that one of the core values Saint Louis Christian College embraces and promotes is a "truth-driven code of morals," honesty must characterize the efforts of all those associated with the institution. Academic dishonesty will not be tolerated in any form at Saint Louis Christian College. Academic dishonesty both contradicts the life Christ calls us to live and corrupts the essential process by which knowledge is advanced. Students caught participating in any form of academic dishonesty will be reported to the Academic Dean. The consequences of academic dishonesty may include actions such as, but not limited to, the instructor assigning a failing grade for the assignment or examination, or being dismissed from the course with a grade of F. Extreme cases may warrant, after appropriate action by the Academic Dean and the Discipline Committee, being dismissed from the institution. During the first ten weeks of the semester, a student will not be able to withdraw from a course in which a violation of the academic dishonesty policy has occurred.

The following is intended to be a general list of examples of academic dishonesty. It is not an exhaustive list. It is meant to be illustrative of the various manifestations of unacceptable academic practices.

Cheating

1. Copying from another student's test paper of homework assignment.
2. Aiding another student to copy from your or a third party's test paper or homework assignment.
3. Using any unauthorized material, such as notes or a textbook, to help you on a test. This includes concealed notes or formulas smuggled into a testing area.
4. Collaborating during a test by giving and/or receiving information without authority.
5. Stealing, buying, selling, giving away, or in any manner obtaining or providing information concerning an unadministered test.

Fabrication

1. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "Change of Grade" form, or any other academic records of the College.
2. Intentionally using invented information or the falsification of research with the intent to deceive.
3. The citation of information not taken from the source indicated.
4. Listing sources in the bibliography not actually consulted in the research.
5. Inventing information and/or sources "cited" in research.
6. Submitting as your own work anything prepared in whole or part by another (for example: another student's paper or a paper secured on the World Wide Web).
7. Taking a test for someone else or having someone else take a test for you.
8. Signing another student's name on a roll sheet or having someone else sign your name when you are not present.

Plagiarism

Plagiarism is a particularly common and complex manifestation of academic dishonesty. Lisa Hinchcliffe notes that "it includes a range of actions from failure to use proper citation to wholesale cheating. A student who plagiarizes may do so unintentionally or with planful deliberation." The following list represents ways in which a student may be guilty of plagiarism.

1. Downloading a free research paper.
2. Buying a paper from a commercial paper mill.
3. Copying an article from the Web or an on-line or electronic database.
4. Translating a foreign Web article into English.
5. Turning in another student's work without that student's knowledge.
6. Turning in a paper a peer has written for the student.
7. Faking a citation.
8. Cutting and pasting to create a paper from several sources without proper documentation.
9. Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
10. Paraphrasing materials from a source text without appropriate documentation.

11. Summarizing materials from a source text without appropriate documentation.

These offenses fall into several categories which each possess varying levels of culpability. Appropriate penalties vary between categories.

Intentional Deception — Numbers one through seven are examples of plagiarism of the most blatant sort. They give evidence of a clear-cut attempt to deceive the academic community. As a result, they are deserving of the severest penalties. The following indicates the domain of appropriate penalties for this level of plagiarism.

1. Failure of the assignment on which plagiarism is found with a grade of “zero.”
2. Failure of the course in which the plagiarism is found.
3. For repeated offenses and upon the recommendation of the Academic Dean, referral to the Discipline Committee for appropriate action which might include suspension or dismissal from the College.

Inadequate Documentation — Numbers eight and nine represent the most common types of plagiarism in this academic community. Depending upon the extent of the plagiarized material, the degree to which documentation is deficient, and the prior experience which the student had in college-level research, these manifestations of plagiarism may be “unintentional or with planful deliberation.” As a result, the penalties assessed may vary at the instructor’s discretion. The following indicates the domain of appropriate penalties for this level of plagiarism.

1. Return of the paper to student with instructions to rewrite the plagiarized sections in an appropriate manner with commensurate reduction of grade (in cases of unintentional plagiarism).
2. Failure of the assignment on which plagiarism is found with a grade of “F,” and a numerical value assigned by the professor (in cases of unintentional plagiarism).
3. Failure of the assignment on which plagiarism is found with a grade of “zero” (in cases of deliberate or repeated offenses of plagiarism).
4. Failure of the course in which the plagiarism is found (in cases of deliberate and repeated offenses of plagiarism).

Inappropriate Paraphrase — Numbers ten and eleven represent another common type of plagiarism in this academic community. Depending upon the extent of the plagiarized material, the degree to which documentation is deficient, and the prior experience which the student had in college-level research, these manifestations of plagiarism may be “unintentional or with planful deliberation.” As a result, the penalties assessed may vary at the instructor’s discretion. The following indicates the domain of appropriate penalties for this level of plagiarism.

1. Return of the paper to student with instructions to rewrite the plagiarized sections in an appropriate manner (with commensurate reduction in grade).

2. Failure of the assignment on which plagiarism is found with a grade of “F,” and a numerical value assigned by the professor.
3. Failure of the assignment on which plagiarism is found with a grade of “zero.”

Avoiding Plagiarism

1. Understand that by placing your name on a document that you turn in, you are stating that all work not otherwise identified as the work of another is solely your own.
2. Understand that plagiarism is intellectual thievery; you are stealing the property of another, even if it is only thoughts.
3. Be sure to use quotes and proper documentation whenever you use a person’s actual words.
4. Be sure to give credit and to use proper documentation to identify originator of the words, data, or ideas, even if you have completely paraphrased the material.
5. Be sure to use proper documentation whenever you cite facts, statistics, or other illustrative materials.
6. Read further comments on plagiarism in the *MLA Handbook for Writers of Research Papers*; a copy is available in the library.

Avoiding Academic Dishonesty

1. Preparing well for tests and quizzes removes the pressure to “peek.”
2. Starting research papers early and working on them regularly will leave plenty of time to complete them well and remove the pressure to “borrow” the work of another or download a paper posted on the World Wide Web.
3. Do not look in the direction of other students during tests.
4. Do not give the impression that you are placing your test in a location which allows someone else to copy from it. Keep your answers covered.
5. Use the correct form and style to document your sources on all written work.
6. See the temptation to cheat as just that, a temptation, and flee from the temptation.

LEARNING DISABILITY STATEMENT

If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your ability to learn.

PROFESSOR’S CONTACT INFORMATION

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