



MIS 311- EVANGELISM & DISCIPLESHIP (4 credits)

Syllabus (Updated 11 -2021)

Instructor*:

Monico Muffley
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Course Dates:

January 9 – February 13, 2022

Credit:

Students earn 4 credits for a grade of C or above in this course.

*Instructors provide instruction during the online weeks through the discussion boards and are responsible for grading your assignments. **Please contact your instructor with all course content related questions.**

Please contact the Coursesite Coordinator, Alice Davis (alice.davis@artioscollege.org), for coursesite technical support.

Course Description

A study of historical and contemporary methods of evangelism and discipleship..

Note: A four credit course assumes 10-14 hours per week of course involvement, including, but not limited to: videos, reading assignments, discussion board engagement, quizzes, exams, written assignments.

Textbooks

- *The Evangelistic Love of God and Neighbor*, Scott J. Jones
- *Evangelism Handbook*, Alvin Reid
- *The Complete Book of Discipleship*, Bill Hull

**Be sure to purchase the newest available edition of the textbooks.*

Grading

Letter	Point Range	
A	990-1100	(excellent demonstration of course objectives)
B	880-989	(commendable demonstration of course objectives)
C	770-879	(acceptable demonstration of course objectives)
D	660-769	(unsatisfactory demonstration of course objectives; no credit awarded)
F	0-659	(no credit awarded)
I		Incomplete. Student unable to complete a course for reasons beyond their control. Student must submit a Course Extension Form during the scheduled course dates. The instructor and academic advisor must approve the extension, and the instructor must assign a new due date. Extensions may not exceed 120 days after the last day of the course. If the course is not completed by the extension date assigned by the instructor, the student will receive a D or an F, depending on assignments completed.

A cumulative grade of “C” or higher is required to pass the class.

Course Assignments

Unit 1

Core Concept Worksheet = 50 points
Discussion Questions - 35 points x 2 = 70 points
Discussion Interaction - 5 points x 6 = 30 points
Discussion Advancing Replies – 5 points x 4 = 20 points

Unit 2

Discussion Questions - 35 points x 2 = 70 points
Discussion Interaction - 5 points x 6 = 30 points
Discussion Advancing Replies – 5 points x 4 = 20 points
Conversion Testimony & Spiritual Autobiography = 100 points

Unit 3

Core Concept Worksheet = 50 points
Discussion Questions - 35 points x 2 = 70 points
Discussion Interaction - 5 points x 6 = 30 points
Discussion Advancing Replies – 5 points x 4 = 20 points

Unit 4

Core Concept Worksheet = 50 points
Discussion Questions - 35 points x 2 = 70 points
Discussion Interaction - 5 points x 6 = 30 points
Discussion Advancing Replies – 5 points x 4 = 20 points

Unit 5

Core Concept Worksheet = 50 points
Discussion Questions - 35 points x 2 = 70 points
Discussion Interaction - 5 points x 6 = 30 points
Discussion Advancing Replies – 5 points x 4 = 20 points
Integrative Paper – 200 points

Instructor's Leadership Profile

Monico Muffley- Instructor (Biblical Studies)

Monico has over twenty years of leadership experience as a youth minister, pastor, and missionary.

Primary Leadership Assignment

- Pastor – Denver Church of God (Seventh Day)
- Secretary – Church of God (Seventh Day) North American Ministerial Council

Education

- Bachelor of Divinity– Summit School of Theology (2001)
- Additional Studies- Hillsborough Community College, Lansing Community College, extensive studies in Greek

Course Objectives

Artios Christian College seeks to equip students for Christian leadership by imparting information and teaching practical skills. Student success is measured by how well they demonstrate mastery of given instructional objectives. This provides a basis for objective evaluation of student success and allows students to know what knowledge and skills they can expect to gain from each course.

Below are a list of the specific instructional objectives for this course, broken down into five units. Reviewing unit objectives prior to beginning each unit will be beneficial in helping you identify what will be expected of you in that unit.

Unit 1: The Great Commission

Given the course materials, lectures, and required reading students will be able to:

1. Identify and define significant terms and concepts related to the practices of evangelism and discipleship.
2. Define and discuss leading theological definitions of the words “evangelism” and “discipleship”.

Unit 2: Evangelism: Biblical & Spiritual

Given the course materials, lectures, and required reading students will be able to:

1. Discuss the following with fellow emerging leaders:
 - Drawing from Scripture and course resources, how would you define evangelism in one sentence?
 - What are your unchanging convictions concerning evangelism and how are these convictions seen in your daily life?
 - What motivates you to speak about Jesus to others and what keeps you from being motivated to do so?
 - What areas in your own life most resemble the life of Christ or the example of Paul in regards to evangelism? When you consider these examples, which areas of your life need further growth in witnessing?
 - From your perspective, how does the Church of God (Seventh Day)’s approach to evangelism compare/contrast with the example of the Christian community in the book of Acts?
 - Is your relationship with Jesus, the church, and the world guided by this simple question: What does the Bible say about this?
 - Do you think often of the work of the Spirit in your life and witness? What difference would it make in your witness if you lived daily a life that looked for the Spirit’s work around you, seeking opportunities to partner with the Spirit in sharing the good news?
 - At the end of chapter 11 Reid challenges you to pray a simple prayer every day in which you say, “God, give me (1) an opportunity to witness today, (2) the wisdom to see it, (3) and boldness to take it.” Are you willing to take this challenge for a month? What is your reaction to this challenge, both positively and negatively?
 - In chapter 12 Reid encourages you to write out a conversion testimony and a spiritual autobiography. Have you ever done either of these things before taking this class? How useful do you think these tools are in equipping you to share Christ with others?
 - Why is it important for your character to reflect your witness? In what areas do you find this most challenging?
 - What is the relationship between spiritual disciplines and witness?
 - Respond to Dallas Willard's question, “If you were to describe your discipline spiritually, would you be comparable to an Olympic athlete in training, a weekly gym rat, or a couch potato?”

2. Write a spiritual autobiography and conversion testimony.

Unit 3: Calling & Equipping Ministry

Given the course materials, lectures, and required reading students will be able to:

1. Discuss the following with fellow emerging leaders:
 - How can your leadership become more focused on encouraging others to share Christ?
 - Is presenting the gospel a part of your lifestyle? Explain your answer.
 - Can you name at least two people with whom you have developed a relationship who do not know Christ? What are you doing to share Christ intentionally with them?
 - Would you describe your local congregation's evangelistic effectiveness as (a) missional, contextual, and thriving; (b) fairly effective; (c) not very effective; (d) on life support? Why?
 - Does your church's corporate worship exalt the Lord in such a way that lost people who attend can sense the presence of God and see the work of God in the members?
 - Is it possible for a local church to engage in evangelism that is relational and personal with its community? If so, what are three practical ways for this to happen?
 - In chapter 21 Reid discusses six paradigm shifts that cause evangelism to be more missional. Do you see the need to shift in any of the paradigms in your personal life? In your local church? Why or why not?
 - Is your church currently involved in planting or assisting a new church plant? If not, why not?
 - Do you have unchurched friends who would fit Reid's definition of "radically unchurched"? If so, what special considerations come into play when thinking about sharing the good news with them?
 - What priority does your church place on reaching children and their families for Christ? What priority do you place on this personally?
 - Would you describe your church's attitude toward ministering to youth as a youth group (focusing on the church youth) or as a youth ministry (focusing on those yet to be reached)? Can ministering to youth accomplish both of these goals?
2. List and identify core concepts related to evangelism being intentional and missional.

Unit 4: Discipleship: Biblical & Theological

Given the course materials, lectures, and required reading students will be able to:

1. List and identify core concepts related to the biblical and theological foundations for discipleship.
2. Define discipleship in their own words and defend their definition in discussion with fellow leaders.
3. Describe and discuss the contribution of major post-Reformation figures in discipleship history.

Unit 5: Discipleship: Individual & Corporate

Given the course materials, lectures, and required reading students will be able to:

1. List and identify core concepts related to the individual and corporate facets of discipleship.
2. Evaluate and discuss their personal and corporate involvement in discipleship.
3. Write a full-length article (1,500-2,000 words) appropriate for publication in the *Bible Advocate* on a major topic related to evangelism and discipleship discussed in the course.

Assignment Guidelines

Written Assignments

General

1. Please note that you will not receive credit for past due written assignments unless it has received *prior* approval from your instructor. Email your instructor *prior* to the deadline of your assignment to request an extension.
2. Written assignments will be graded for content, spelling, grammar, and format. All citations must follow the Chicago/Turabian style.
3. All work must be submitted in accordance with Artios Christian College's *Intellectual Honesty Policy*. Be sure to review the *Intellectual Honesty Policy* at the outset of each course to avoid plagiarism, ensure proper citation of sources, and protect the integrity of your written work.
4. Uploaded written assignments must be submitted in **Microsoft Word** format (.doc or .docx). Most word processing applications are capable of saving in this format. If you don't already have an application that can save in Microsoft Word format you can download LibreOffice for free at <https://www.libreoffice.org/>

Quizzes, Core Concept Worksheets, Case Studies

This course may include quizzes, core concept worksheets and/or case studies.

1. **Quizzes** ask T/F, Matching, and Multiple Choice questions based on course materials. Each quiz is accompanied by a Study Guide that outlines the material that needs to be studied. There are no “trick questions” on the quizzes. Quizzes are closed book, unless otherwise indicated. Memorization and retention of key information is of utmost importance.
2. **Core Concept Worksheets** ask short answer questions taken directly from course textbooks. Core Concept Worksheets are open-book. The accuracy of the answers is of utmost importance.
3. **Case Studies** ask for short written responses to hypothetical scenarios related to course materials. Case Studies are open-book. Reflection on course materials and integration with real life settings is of utmost importance.

Discussion Boards

A major component of all Artios courses is the online discussion board. Students will respond to questions related to course materials posed by their instructor and then engage in a conversation with their instructor and classmates via the discussion board. All due dates and a Grading Rubric for discussion board postings are provided on the course site.

Integrative Papers

This course will include one or more integrative papers. Depending upon the course, integrative papers may include essays, articles, sermon outlines, biblical exegesis, or research papers. Specific instructions for each integrative paper is found on the course site.

All integrative papers must follow the Chicago/Turabian style outlined in the Artios Writing Guide, including a cover sheet and bibliography. A template for the Chicago/Turabian cover sheet is provided at the end of this syllabus.

Reading Assignments

Reading assignments for this course may include textbooks, articles, and links. All reading assignments are listed on the course site. Most courses require between 100-250 pages of reading per week during the course with additional supplementary reading recommended to students.

While no grade is given for completing reading assignments, students must complete all required reading in order to successfully complete their written assignments. Students are encouraged to focus their reading efforts by reviewing their written assignments prior to reading. This will allow them to prioritize which portions of the reading to give greater attention and improve their note-taking.

Viewing Assignments

Most Artios courses include pre-recorded video lectures (typically accompanied by PowerPoint presentations) integrated into the course site. The lectures reinforce core concepts from the course materials.

While no grade is given for completing viewing assignments, students must complete all required viewing in order to successfully complete their written assignments.

Tips for Success

Artios Christian College is committed to the success of our students. By keeping these tips in mind you will be well-equipped to succeed in your studies:

1. **Review and follow the weekly steps in sequence and on time.** Prior to the beginning of the course, and at the outset of each week you should log on to the course site and review the “Steps” for the week very carefully. Be sure to note when each Step needs to be completed and make sure to complete them *in sequence and on time*. If you do this you will succeed in the course, if not you will almost certainly fail.
2. **Ask for an extension before the deadline.** If you are unable to fulfill a requirement of the course you **MUST** discuss the situation with your instructor **IN ADVANCE** of the deadline. Do not wait until after you have missed a due-date to tell them that you are unable to complete the assignment.
3. **Plan your reading in advance.** It is recommended that you look at your reading assignment at the beginning of the week and make a *daily plan* for how you will complete the reading on time. For instance, if there are 175 pages of required reading, set a goal of reading 25 pages per day that week. If you wait until the end of the week to begin reading you will almost certainly fall behind.
4. **Take notes on your written assignments while reading and viewing lectures.** Your written assignments relate directly to the pre-recorded lectures, readings, and other resources provided online. So, it is absolutely vital that you pay close attention to the lectures, textbooks, and supplemental materials. It is a good idea to have your written assignments printed out and handy while reading and watching the lectures. That way, when you come across information in the reading and lectures that addresses a question in your written material you can take notes, rather than having to go back and find the information later.

5. **Ask for help, rather than becoming frustrated or falling behind.** All of the assignments are designed to ask straightforward questions. You should be able to answer the questions based on the resources provided to you. Thus there are no “trick questions” or surprises on any of the assignments. If you come across a question that is not familiar or for which you do not believe the course material has adequately prepared you, contact your instructor. When in doubt ASK QUESTIONS of your instructor. Instructors are available to answer your questions and to discuss any issues or concerns you have regarding the coursework. Do not allow yourself to get discouraged or confused and fall behind on coursework simply because you did not ask for assistance. If you come across a typo or incorrect information on the course site please fill out the “Incorrect Information Report” on the Student Orientation Site.

6. **Read instructor feedback and adjust accordingly.** Instructors provide feedback on your assignments via the course site. When checking your grade on an assignment be sure to look at the feedback from your instructor as well and make adjustments on future assignments to improve your grade. If you are deducted points on an assignment without an explanation from your instructor, email them to request more information.

ASSIGNMENT TITLE

ASSIGNMENT TYPE

SUBMITTED TO INSTRUCTOR NAME

ARTIOS CHRISTIAN COLLEGE

IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE COURSE

COURSE NUMBER

COURSE NAME

BY

STUDENT NAME

DUE: DAY, MONTH, YEAR

SUBMITTED: DAY, MONTH, YEAR