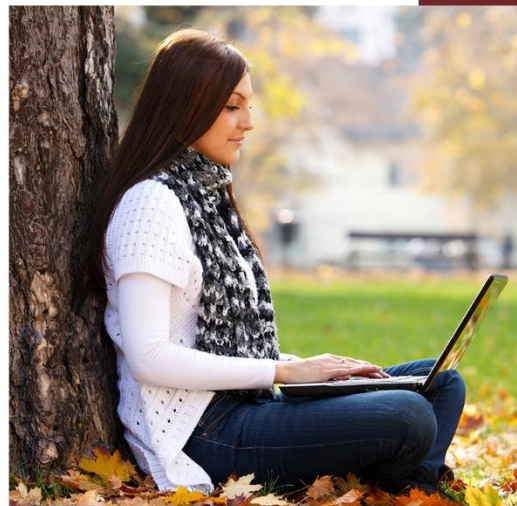
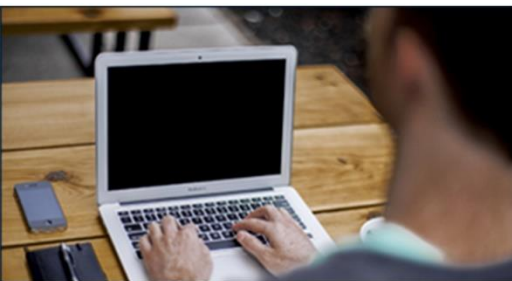


SYLLABUS



**RELP 240 Personal Witnessing
Fall 2020**

REL P 240 Personal Witnessing

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

The dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.

Prerequisite

The student must have a personal faith in Jesus Christ and have taken courses in Bible doctrines and Bible survey.

Required Text/Material

Finley, Mark, *Padded Pews or Open Doors*. Pacific Press Publishing Association, 1988. ISBN-13: 978-0816307456.

Little, Paul E., *How to Give Away Your Faith*. Downers Grove: Ill.: InterVarsity Press, 2008. ISBN-13: 978-0830834211

Sweazey, George E., *The Church As Evangelist*. New York: Harper & Row, 1978. 255 pages. ISBN-13: 978-0060677763.

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

White, Ellen G., [*Christian Service*](#). Washington, D.C.: Review & Herald, 1947.

White, Ellen G., [*Desire of Ages*](#). Pacific Press Publishing Association, 2006.

White, Ellen G., [*Gospel Workers*](#). Review & Herald, 1943.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 11.25 hours each week. You'll spend your time 12 assignments, 2 exams and interacting with your instructor and classmates.

A recommended weekly schedule to divide your time is provided:

Readings: 2.5 hours

Assignment: 2.5 hours

Interactive Discussions: 1.25 hour

Quizzes: 1 hour

Short Answers: 1.5 hour

Short Essays: 1.5 hour

Studying for Upcoming Exams: 1 hours

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

The objective of this course is to help you prepare to demonstrate a proficient understanding of the following:

1. To affirm that while personal evangelism belongs properly to the department of practical theology, it cannot be understood without a solid theological foundation
2. To gain biblical perspective of evangelism
3. To grasp the relationship between the ministry of the clergy and the priesthood of all believers, and to understand the biblical meaning of the laity

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the course material, short essays, quizzes, interactions with the instructor via discussion forums, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Assignments

You may use your learning materials to complete these assignments. There is no time limit, but you only have one attempt. You may start an assignment and complete it later as long as you do not hit submit. Submitting finishes your one attempt.

Quizzes

There are fourteen up to 25-question, multiple-choice and T/F quizzes to be taken throughout the course. They follow the topics for the individual modules. The questions are designed to guide the student to important areas of personal witnessing.

Short Answers

There are six 1-3 short answer assignments. The questions cover the material from the lecture notes as well as material from the readings. The answers are expected to be at least one paragraph long.

Short Essays

There are eighteen 1-3-question short essay assignments. The essays are expected to be at least 250 words in length, well thought, interacting with the lectures, reading materials, and the Bible. The focus of the question is synthesis and understanding of the studies material. For more information, see the rubric.

Reading Requirements

Students are expected to read the materials listed below.

- Required text materials as described above.
- Online lessons, assigned article readings, and reading supplements.

Assigned Bible passages.

Rubrics

Written assignments rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Exams

The midterm exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam. The final exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Aug 24 - 27	Lesson 1: What Is Evangelism Lesson 2: The Priesthood of All Believers	<ul style="list-style-type: none"> “Evangelism” (excerpted from T. P. Weber, in Evangelical Dictionary of Theology, Walter A. Elwell, ed., pp. 382-384), in Reading Supplement Chapter 4, “The Definition of Evangelism,” in The Church As Evangelist, pp.52-72 Christian Service, pp. 7-29, 58-63, 67-71 “We Are Ambassadors for Christ” (excerpted from Rex D. Edwards, Every Believer a Minister, pp. 53-73), in Reading Supplement “The Role of the Laity” (excerpted from Gottfried Oosterwal, Mission Possible, pp. 103-119), in Reading Supplement 	Assignment 1 Assignment 2 Due Thursday, Sept 3, 11:55pm
2 Aug 28 – Sept 3	Lesson 3: Discovering Spiritual Gifts	<ul style="list-style-type: none"> Chapter 3, “The Church Is the Evangelist,” in The Church As Evangelist, pp. 46-51 “Spiritual Gifts Within the Church” (excerpted from Donald Bridge and David Phypers, Spiritual Gifts and the Church, pp. 18-31), in Reading Supplement Supplement “Discovering Your Gifts” (excerpted from Kenneth Cain Kinghorn, Gifts of the Spirit, pp. 108-116), in Reading Supplement “The Spiritual Gifts Inventory” 	Assignment 3
3 Sept 4 - 10	Lesson 4: What: Know the Message Lesson 5: Why: Christian Apologetics	<ul style="list-style-type: none"> Chapter 1, “The Urgency of Evangelism,” in The Church As Evangelist, pp. 1-26 Chapter 5, “What Is Our Message?” in How to Give Away Your Faith, pp. 86-103 Chapter 6, “Why We Believe,” in How to Give Away Your Faith, pp. 104-133 Chapter 2, “The Objections to Evangelism,” in The Church As Evangelist, pp. 27-45 	Assignment 4 Assignment 5
4 Sept 11 - 17	Lesson 6: Who: The Messenger's Qualifications	<ul style="list-style-type: none"> Pages 27-37 of chapter 2, “The Objections to Evangelism” Chapter 15, “The Spiritual Qualifications for Evangelism,” pp. 232-239, from The Church As Evangelist Pages 111-145 of Ellen G. White’s Gospel Workers 	Assignment 6
5 Sept 18 - 24	Lesson 7: Jesus: The Model Evangelist	<ul style="list-style-type: none"> Chapter 6, “Making Contacts,” in The Church As Evangelist, pp. 85-105 Chapters 2 and 3, “The Effective Ambassador” “How to Witness,” in How to Give Away Your Faith, pp. 35-71 Desire of Ages, pp. 167-177; 552-556 	Assignment 7
6 Sept 25 – Oct 1	Lesson 8: Visitation Skills: How to Witness Lesson 9: Bible Study: Preparation and Structure	<ul style="list-style-type: none"> Chapter 11, “Instructions for Evangelistic Callers,” in The Church As Evangelist, pp. 159-183 “The Missing Ingredient,” in Padded Pews or Open Doors, pp. 103-118 “Methods,” in Christian Service, pp. 113-131 Chapter 12, “Evangelistic Sermons,” in The Church As Evangelist, pp. 184-192 Chapter “Bible Evangelism,” in Christian Service, pp. 141-144 Chapter 7, “Christ Is Relevant Today,” in How to Give Away Your Faith, pp. 134-145 	Assignment 8 Assignment 9
7 Oct 2 - 8	Lesson 10: Bible Study: Presentation	<ul style="list-style-type: none"> “The Art of Using Appropriate Vocabulary” (excerpted from Dick Innes, in The Art of Sharing Your Faith, pp. 107-133), in Reading Supplement “Teaching Techniques that Win,” in Padded Pews or Open Doors, pp. 66-78 	Assignment 10

Week	Lessons	Readings	Assignments
8 Oct 9 - 15	MIDTERM EXAM		
9 Oct 16 - 22	Lesson 11: Getting Decisions	<ul style="list-style-type: none"> Chapter 8, "Conversion and Decision," in The Church As Evangelist, pp. 113-128 "Excellent Attendance—Few Decisions. Why?" in Padded Pews or Open Doors, pp. 90-102 "How Do People Make Decisions?" (excerpted from Kembleton S. Wiggins, Soul-Winning Made Easier, pp. 13-18), in Reading Supplement 	Assignment 11
10 Oct 23 - 29	Lesson 12: Handling Objections	<ul style="list-style-type: none"> "How to Handle Objections" in Padded Pews or Open Doors, pp. 79-89. "The Art of Handling Objections/Defending the Faith" (excerpted from Charles Shaver, in The Art of Sharing Your Faith, pp. 150-167), in Reading Supplement 	Assignment 12
11 Oct 30 - Nov 5	Lesson 13: Lifestyle Evangelism	<ul style="list-style-type: none"> "The Art of Showing Love" (excerpted from Joseph C. Aldrich, in The Art of Sharing Your Faith, pp. 67-79), in Reading Supplement Chapter 4, "Hurdling Social Barriers," in How to Give Away Your Faith, pp. 72-85 "The Enterprise Called Evangelism" (excerpted from Joseph C. Aldrich, in Life-Style Evangelism, pp. 15-22), in Reading Supplement 	Assignment 13
12 Nov 6 - 12	Lesson 14: Friendship Evangelism	<ul style="list-style-type: none"> Chapter 1, "The Essential Foundation," in How to Give Away Your Faith, pp. 13-34 "The Art of Friendship" (excerpted from Jerry and Mary White, in The Art of Sharing Your Faith, pp. 48-65), in Reading Supplement "Practicing the Presence of Evangelism" (excerpted from Joseph C. Aldrich, Life-Style Evangelism, pp. 77-97), in Reading Supplement 	Assignment 14
13 Nov 13 - 19	Lesson 15: Family Evangelism	<ul style="list-style-type: none"> "Your Personal Message of Evangelism" (excerpted from Joseph C. Aldrich, Life-Style Evangelism, pp. 219-235), in Reading Supplement "Developing Conversational Style" and "Three Conversational Models" (excerpted from Rebecca Manley Pippert, Out of the Saltshaker and Into the World, pp. 127-151), in Reading Supplement 	Assignment 15
14 Nov 20 - 26	Lesson 16: Youth Evangelism	<ul style="list-style-type: none"> Chapter 9, "Youth Evangelism," in The Church As Evangelist, pp. 129-136 "Reaching Our Own" and "Reaching Beyond Our Own" (excerpted from Larry Keefauver, Friends and Faith, pp. 24-81), in Reading Supplement "Evangelism Through Youth Ministry" (excerpted from Rick Caldwell, in The Complete Book of Youth Ministry, eds. Warren Bensay and Mark Senter III, pp. 314-324), in Reading Supplement 	Assignment 16 Due FRIDAY, Nov 27, 5:00pm
15 Nov 27 - Dec 3	Lesson 17: Power for the New Convert Lesson 18: Power for the Witness	<ul style="list-style-type: none"> Chapter 13, "Commencing Church Membership" in The Church As Evangelist, pp. 193-209 Chapter 6, "Why We Believe," and chapter 9, "Living by Faith," in How to Give Away Your Faith, pp. 104-133, 163-174 "The Holy Spirit," "Assurance of Success," and "Reward of Service," in Christian Service, pp. 250-275 "Power for Evangelism" (excerpted from John Chapman, Know and Tell the Gospel, pp. 173-179), in Reading Supplement "Surrender Is a Victory Word" (excerpted from Garrie Williams, How to Be Filled With the Holy Spirit, pp. 63-71), in Reading Supplement Chapter 10, "Feeding the Spring," in How to Give Away Your Faith, pp. 175-191 	Assignment 17 Assignment 18
16 Dec 4 - 10	FINAL EXAM (needs to be completed by Wednesday, December 9, 11:59 PM)		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Assignments 1-18
25	Midterm Exam
25	Semester Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that

will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.