

Class Information		Instructor Information		First day of classes:	October 17, 2016
Dates	Fall 2016	Instructor:	Charles A. Cook, PhD	Last day to add/drop, or change to audit:	End of the first week of class
Note that this class is online active for nine (9) weeks; but course final due date is the end of January.		Email:	ccook@ambrose.edu	Last day to request revised exam:	n/a
		Phone:	403.410.2000 x7901	Last day to withdraw from course:	Friday at 4 pm of 6 th week
Final Exam day		Office:	L2045	Last day to apply for time extension for coursework:	One month before final due date
n/a		Office Hrs:	By appointment	Last day to submit assignments:	January 2017 as indicated below

Textbook(s):

Van Hoogen, E. Joel and Cook, Charles A.

2013 *Pathway to the Soul: Reaching People through Spirit-Led Dialogue*. (Camphill, PA: Wingspread).

Ravi Zacharias writes, "The word evangelism often elicits conflicting emotions, even for followers of Christ. We are called to 'always be prepared to give an answer to everyone who asks' and to 'do this with gentleness and respect' (1 Peter 3:14). Before answers are given, Scripture says that the lordship of Christ over the life of His followers is foundational to these answers. The authors of *Pathway to the Soul* recognize this indispensable link between evangelism and discipleship and offer encouraging and practical insights to sharing the gospel while relying upon the Holy Spirit's leading."

Davis, Charles A.

2015 *Making Disciples Across Cultures : Missional Principles for a Diverse World*. (Downers Grove: IVP Books).

Culture affects how we make disciples. We often unconsciously bring our own cultural assumptions into ministry and mission, not realizing how we think and operate is our necessarily the best or only way to do things. In today's global environment, disciple making requires the cultural humility and flexibility to adapt between different cultural approaches.

COURSE DESCRIPTION

Personal and Corporate Outreach (PCO) seeks to encourage the integration of evangelism and evangelistic practice with a God oriented life that is conducive to sharing the good news. Participants will be encouraged to improve their effectiveness in communicating the gospel along with developing skills and insights that enable them to develop a uniquely personal approach to communicating the Gospel within their sphere (web) of influence. Principles and approaches for developing new believers will be examined which enable them to assimilate in a local community of faith (church).

EXPECTED LEARNING OUTCOMES

Evangelism, like the gospel itself, is ultimately a relational experience ... an encounter between persons. As a result, interpersonal evangelism is at the heart of all personal and corporate outreach (PCO). This PCO course seeks to encourage each of us to reflect theologically on the practice of this significant dynamic in life and ministry. Course outcomes and assignments are designed to enable us to reflect, engage and then share this transformative experience with others.

The course outcomes are broken down into the following categories:

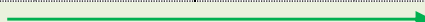

1. **Cognitive** (*What the learner should **know** and **understand***) - the learner should...
 - Be able to **articulate** the content of the gospel message and their particular narrative/story with increasing confidence
 - Attain an **understanding** of person-to-person evangelism in relationship to the ongoing corporate ministry of the local church
 - Gain an **awareness** of the pertinence of the Gospel in today's pluralistic society
 - Understand the **essentials** of personal follow-up and discipleship
2. **Conative** (*What the learner should **be able to do** and **perform***) - the learner should be able to...
 - **Apply** the principles of a wholesome biblical life-style to their life
 - **Develop** the ability to communicate the gospel in a way that is in keeping with their personality and circle of influence
 - **Assist** in training others to become involved in effective person-to-person evangelism
 - **Design, implement, and evaluate** disciple making strategies for a local church based corporate outreach program
3. **Affective** (*What the learner should **feel** and **appreciate***) - the learner should be able to...
 - **Value** God's gracious disposition toward a fallen race
 - **Esteem** the saving work of Christ on behalf of the human race
 - **Appreciate** the work of grace in an individual's life as they are "born" anew by God's Spirit
 - **Through prayer** begin to nurture a concern for pre-Christians friends within their web of personal relationships and beyond
4. **Synectic** (*Problems that the learner can **solve***) - the learner should be able to...
 - **Recognize** some of the challenges pre-Christians have in placing their faith in Jesus Christ
 - **Discern** what an "appropriate" opportunity might be in which to share the gospel
 - **Respond** to basic objections that pre-Christians may have to placing their faith in Jesus Christ

LIVE SESSION DATES

October 18, 2016 – Tuesday from 6:30-7:30 pm MST (Mountain Standard Time)

December 13, 2016 – Tuesday from 6:30-7:30 pm MST (Mountain Standard Time)

COURSE SCHEDULE

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week #1 <i>October 16-22</i>	16	17 Launch Syllabus	18 LIVE ORIENTATION SESSION 6:30-7:30 MST	19	20	21	22
	Start forming LAB Partners 						
Week #2	23	24 Concept #1	25 	26	27	28	29

October 16-22					Concept #1 YOUR POST		
						LAB #1 Due	
Week #3 October 30-05	30	31 Chapter Champions	1	2	3 YOUR POST to	4	5
	Concept #1 INTERACTION	CHP #1 & #2 Group Post			CHP #1 & #2		
	Meet with LAB group & Prepare the next LAB						
Week #4 November 6-12	6	7 Concept #2	8	9	10 Concept #2 YOUR POST	11	12
	INTERACTION Posted						
	Meet with LAB group & Prepare the next LAB						LAB #2 Due
Week #5 November 13-19	13	14 Chapter Champions	15	16	17 YOUR POST for	18	19
	Concept #2 INTERACTION	CHP #3 & #4 Group Post			CHP #3 & #4		
	Meet with LAB group & Prepare the next LAB						
Week #6 November 20-26	20	21 Concept #3		23	24 Concept #3 YOUR POST	25	26
	INTERACTION Posted						
	Meet with LAB group & Prepare the next LAB						LAB #3 Due
Week #7 November 27-03	27	28 Chapter Champions	29	30	1 YOUR POST to	2	3
	Concept #3 INTERACTION	CHP #5,#6 Group Post			CHP #5,#6		
	Meet with LAB group & Prepare the next LAB						
Week #8 December 4-10	4	5 Concept #4	6	7	8 Concept #4 YOUR POST	9	10
	INTERACTION Posted						
	Meet with LAB group & Prepare the next LAB						LAB #4 Due
Week #9 December 11-17	11	12 Chapter Champions	13 LIVE SESSION 6:30-7:30pm MST	14	15 YOUR POST to	16	17
	Concept #4 INTERACTION	CHP#8,#9
 Group Post			CHP#8,#9
		
Week #9 December 11-17	18 INTERACTION Posted	19	20	21	22	23	24

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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January	1	2	3	4	5	6 Blog Book Review #1	7
January	8	9	10	11	12	13 Gospel Dialogue	14
January	15	16	17	18	19	20 Blog Book Review #2	21
January	22	23	24	25	26	27	28

REQUIREMENTS

Pedagogical Framework for EV 501 online – Personal and Corporate Outreach

For the purposes of this online version of EV 501 we will engage in a more **discussion-based learning** approach that requires you to be involved through a variety of activities and questions that will necessitate your participation. This will require that you participate weekly in both the online shared activities and the labs. In both cases it will require that you contribute by interacting with the material through both reading each other's posts and responding/commenting on them.

The course is organized around each of the nine (9) weeks we have together online. So please take the time to read the instructions each week. Each week has a booklet with the instructions and explains the what, when, and how to complete the activity.

You will also find that most weekly activities are time sensitive. This simply means that the window for posting or engaging with classmates will disappear after a designated amount of time. What that simply means for you is that **YOU WILL NEED TO WORK EACH WEEK ON THIS COURSE.**

Cookology

- **As learners . . . we benefit greatly from a less competitive academic environment when we see ourselves as an integral part of a learning community.** Therefore, these learning activities are designed so that the learner is encouraged to interact with fellow learners. Let me encourage you to nurture this mind-set, as it is a characteristic of one who is committed to being a "lifelong" learner and actually useful when you are involved in ministry.
- **Joe Aldrich observes that often the "music" of a person's life is what attracts others to investigate the "lyrics."** A significant element of this course focuses in on various aspects of spiritual formation critical to all who would share their life in Christ with others. The learner will be called upon to regularly reflect on their own spiritual development as it relates to their personal and professional development.
- **Communicating the gospel (evangelistic outreach) ... an art or science?** Historian and author David McCullough reminds us that: *"The great thing about the arts is that you can only learn to do them by doing it. ... You can't learn to play the piano by reading a book about how to play the piano. You can learn to paint without painting. You have to do it. And in doing it you suddenly begin to see, by God! I can do this! And after a while, I can not only do this, I'm getting better"* (From the documentary on the life of David McCullough, 2008 DVD produced by HBO.) Could it be that communicating the gospel is an art ... and that our tendency to turn it into a "spiel" or a format that is reproducible ... we are rob ourselves of the spontaneity and wonder of what God has in us and for us?

4.1. Personal Outreach LABS (20%)

4.1.1. **THE DEAL** - Several aspects of this course are best done when the learner reflects with other learners on various aspects of personal outreach. **These labs are designed to encourage you to reflect in community and develop practical tools for communicating your faith.** Now here is "The Plan."

4.1.2. **THE PLAN** – Follow the guidelines below to select group members. Meet on or before the designated times and post your Lab group findings on Moodle by mid-night of the day indicated (see due dates below).

4.1.2.1. FORMAT

Determine your 3 person Lab group (see classmate profiles ... many of you already know each other)...

- ...then meet via skype or phone before the designated due dates (See the "Due Dates" in the next section [below] or in the Course Calendar [above]).
- ...then reflect on the material for each lab as posted in the "**Lab Window**" on the Moodle site.
 1. Designate one person from your group and have them post your findings in the Assignment/Dropbox Window in Moodle.
 2. Evaluate each other's participation (Use the "Peer Assessment" tool found in the "Lab Room" Window and when completed, upload it to Moodle).

4.1.2.2. LAB THEMES

- Posted to Moodle

4.2. Imaginative Dialogue in the Gospel (10%)

4.2.1. **THE DEAL** – The learner will prepare a three (3) page (*typed, double-spaced*) imaginative dialogue in the Gospel with a "pre-Christian" person.

4.2.2. **THE PLAN** – The learner will develop this presentation in a way that reflects the supremacy of Christ in a conversation that will accentuate his credentials as Savior before a skeptical world.

4.3. Post and Interact with Assigned Material (25%)

4.3.1. **THE DEAL** – The learner will post and interact with the assigned material that will include segments from Van Hoogen and Cook's book "*Pathway to the Soul*" and other assorted themes. Now here is "The Plan."

4.3.2. **THE PLAN** – **Read or listen to the posted material** for the designated week and then ...

1. Interact with the material **making application** to the realities of **either your life or ministry context**.
2. **Post one (1) 250 word** reflection/interaction on Moodle for each segment. Then **post at least one (1) response** to another student's posting, a **minimum of at least 100 words—for a total of two (2) postings** for each of the assigned material.
3. **NOTE:**
 - Each theme will be **available by noon Monday**;
 - You must post your **reflection/interaction no later than Thursday @ midnight** of that same week;
 - You will then have until **midnight Monday (of the following week)** to post your response.
 - So from the time the assignment is posted until you have responded ... is 7 days.
 - After that the window closes in order to keep us all moving along (see calendar above).

4.4. Chapter Champion Activity (Making Disciples Across Cultures) (35%)

4.4.1. THE DEAL – In the final analysis, we are about making disciples. So for this learning activity we will be using the text, “*Making Disciples Across Cultures*” by Charles Davis. The Davis text was selected because of its intentional approach to making disciples by understanding culture.

While Davis’ book is designed for those intending to work cross-culturally, the reality is that every place has a culture. The intent of this learning experience is to have you take these 10 principles and apply them to our/your Canadian context. Often those of us who come from a church culture assume we know what people need to be a committed follower of Christ and sometimes that might be a bit skewed.

So this learning activity seeks to have us reflect on a variety of principles useful in understanding how we frame the discipleship process. The focus here is on principles of discipleship as opposed to methods. Furthermore it provides us with a useful framework for understanding and engaging the “other” in an authentic manner.

We will be using a blend of two learning models (insight generation and guided discovery) with this particular learning activity. Here is what we will be doing with the textbook.

This learning activity is made up of two parts.

- (1) Part one has you and one (1) other person in the class becoming a “*Chapter Champion*” for a particular chapter of the text;
- (2) While part two has you interacting by “*Reflecting and Responding*” to what your fellow learners have posted in response each weeks Chapter Champion.

Everyone must participate as the success of this learning activity is conditioned on everyone’s contribution. Each learner is expected to read the text in order to contribute. So here is the plan:

4.4.2. THE PLAN – Here is how it all plays out:

4.4.2.1. Part 1 – Chapter Champion Presentation

a. Partners: After reading all the posted biographical sketches ... connect with a fellow classmate (2 people per group) to develop a collaborative relationship for this assignment (geographic proximity might be a factor in selecting a partner ... since you may want to connect face-to-face). You will likely use an internet based communication method (Viber, FaceTime, Skype, phone etc.) to connect with each other as you prepare this assignment.

b. Chapter Selection: Together choose one (1) chapter from *Making Disciples* chapters 2-11 (see table of contents or the list above) that you and/or your class partner will champion. Once you select the chapter (done the first week ... on a first come first serve basis; and no duplication of chapters) do several things:

- **Identify** (together with your partner) significant insights from the selected chapter.
 - **Create** a PowerPoint/Prezi or some other creative means of presenting your findings online. Your presentation should include an audio or written explanation of your work and a rationale for your conclusions. Indicate why your group of chapter champions consider the concept important when engaging/ working/ministering with the “other” in a discipleship context (you may have a specific context in mind).
 - **Post your conclusions** at the designated time for your group (see point **4.3.2.3. Post Due Date** below as well as the course calendar) in order to initiate Part 2 and your classmates can interact with your findings.
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- *Respond to your classmates* after they have interacted with your initial post. Respond/interact one (1) time with your classmates post (see guidelines for classmate interaction below).

4.4.2.2. **Part 2 – Posted Interactions with the Chapter Posting**

a. Individually, you will “read, reflect and respond” by posting a 250 word observation or reaction to the “Chapter Champions” presentation:

- ...you respond to the chapter champion—first (1) interaction;
- ...your chapter champion responds to you.

b. The length of each interaction should be a minimum of 250 “thoughtful” words per exchange.

c. The interactions should reflect your engagement with one or more of the concepts from your classmate’s “Chapter Posts”. See the *Participation Rubric* posted in the window with this learning activity. Submit your group “Chapter” post and personal “interactions” in the forum provided in Moodle on the designated dates. The time frame by which you need to respond are indicated below. **Note:** the window will close at the times stipulate below (see calendar or date in the next section).

4.5. Blog Post Book Reviews - (10%)

4.5.1. THE DEAL - The **learner will select two (2) books** of their own choosing in the area of *Personal and Corporate Outreach* (see bibliography; but if you have a book you would like to reach in the area of personal or corporate outreach; talk to me). Now here is “*The Plan*.”

4.5.2. THE PLAN – Read the books and report on them as if you were to post them on a blog site (See the Guideline in the Welcome-Bulleting Window ... titled “EV501-Blog Review Guidelines.”)

4.5.2.1. Due Dates for the Reading:

- Book of - *Your Own Choice* - **January. 06, 2017**
- Book of - *Your Own Choice* - **January. 20, 2017**

***** SUBMIT AN ELECTRONIC COPY on Moodle by midnight of the day indicated above.**

4.5.2.2. *Format*

- The purpose of these blog book reviews is to assist the learner in summarizing and synthesizing helpful concepts from their reading.

ATTENDANCE

Since this course is delivered in a more compressed format, you are expected to participate weekly and keep up with the assigned due dates. Your timely involvement is critical so that your fellow learners can complete their assignments. All assignments must be submitted in order to successfully complete this course.

GRADE SUMMARY

The available letters for course grades are as follows:

Letter Grade	Description	Numeric Value
A+		98-100
A	Excellent	95-97
A-		90-94

B+		87-89
B	Good	84-86
B-		80-83
C+		77-79
C	Satisfactory	74-76
C-		70-73
D+		67-69
D		64-66
D-	Minimal Pass	60-63
F	Failure	59

Please note that final grades will be available on your registration system. Printed grade sheets are not mailed out.

OTHER

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student

to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism

can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.