

PATH 514  
**PUBLIC EVANGELISM (HISPANIC)**  
**Fall 2021**  
*Yohalmo Saravia, DMin.*

This course is an examination of the biblical principles of church growth, an emphasis on the roll of the pastor as an equipper as a key component for church growth.

### CLASS & CONTACT INFORMATION

<b>Class location</b>	<a href="#">Southwestern Union</a>
<b>Class meeting dates:</b>	<b>October 3-7, 2021</b>
<b>Class meeting times:</b>	Sunday October 3: <b>6:00 PM to 9:00 PM</b> Monday October 4-7: 8:00-12:00 and 1:00-5:00
<b>Course Website:</b>	<a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a>
<b>Instructor Tel.:</b>	619-889-3209
<b>Instructor Email:</b>	<a href="mailto:yohalmo.saravia@seccsda.org">yohalmo.saravia@seccsda.org</a>
<b>Office hours:</b>	8:01 AM to 5:01 PST.

### COURSE PREREQUISITES

**Prerequisites:**

1. Reading report—500 pages (30 hours minimum) from 3 of the books listed below in the required reading section. Submit a three-page evaluation for each book read indicating the number of hours and pages read from the required reading.  
The reading report must include a presentation page with: Title of the book, name of the student and a declaration of academic honesty. Page 1 should be a summary of the book. Page 2 should evaluate the key ideas of the book. Page 3 should suggest ways this book can shape and influence your ministry in the area of public evangelism.  
The report should be submitted electronically on the LearningHub and to the professor's email in a MSWord document by the *first day of class*.
2. *Late submission penalties.* Pre-intensive assignments are due the first day of class (**October 3, 2021**). Late submissions of these assignments are penalized with a 5 point deduction, each.

## During the intensive:

**Class attendance.** Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.

**Collective learning.** During the intensive students will have time to work with peers in small groups to prepare 20-minute Power Point presentations on topics related to the class.

## Post-Intensive Requirements

1. **Final project.** 50 hours of study, with the following options: **1)** Write a fifteen-page paper on a text or a topic agreed upon in class; **2)** A different project in consultation with the instructor. The projects or reports are due 90 days after the first day of class— **January 3, 2022.**
2. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1) title page; 2) table of contents; and 3) appropriate content subheadings.** The final project paper must be submitted electronically in a MSWord document following the *Andrews University Standards for Written Work*. Available at the following site: <http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>
1. This final assignment is due on **January 3, 2022. EST** before midnight.
2. Late submission of this assignment is penalized with a 10-point deduction.

## COURSE MATERIALS

### Required Reading:

- Drommond, L. (2002). *Reaching Generation Next*. Grand Rapids: MI: Baker.
- Everts, D; Gordon, V; Schapupp, D (2016). *Breaking the Huddle: How your Community Can Grow Its Witness*. Downers Grove, IL: IVP Books.
- Kinnaman, D, (2011). *You Lost me*. Grand Rapids, MI: Baker.
- Norton, R. (2005). *Evangelism principles and practice*. Berrien Springs, MI: Kerygma
- Norton, R. (2020). *Testificación Personal*. Berrien Springs, MI: Chadt Ediciones
- Stetzer, Ed and David Putman, (2006). *Breaking the Missional Code*. Nashville, TN: Broadman Ann Holman.
- White, E. (1976). *El evangelismo*. Mountain View, CA: Pacific Press.

## Recommended Reading:

- Allan Hirsh. (2006). *The forgotten Ways*. Grand Rapids, MI: Brazos Press.
- Burrill, Russell. (2004). *Waking the Dead: Returning Plateaued and Declining Churches to Vibrancy*. Hagerstown, MD: Review & Herald.
- Hesselgrave, D. J. (2010). *Mission shift: Global mission in the third millennium*. Nashville, TN: B&H
- Johnson, Thomas P. (2011). *Mobilizing a Great Commission Church for Harvest*. Eugene, OR: Wipf & Stock Publishing.
- Kidder, S. Joseph. (2011). *The Big Four: Secrets to a Thriving Church Family*. Hagerstown, MD: Review and Herald.
- Macchia, Stephen (2000). *Becoming a Healthy Church: 10 Characteristics*. Grand Rapids, MI: Baker Books.
- Rainer, Thom (2001). *Surprising Insights from the Unchurch and Proven Ways to Reach Them*. Grand Rapids, MI: Zondervan.
- Rich Warren. (1995). *The Purpose Driven Church*. Grand Rapids, MI: Zondervan.
- Stetzer, Ed and Thom S. Rainer. (2010). *Transformational Church: Creating a New Scorecard for Congregations*. Nashville: B & H.
- Thom S. Rainer, (1993). *The Book of Church Growth: History, Theology and Practice*. Nashville, TN: B&H Publishing Group.
- Thom S. Rainer and Eric Geiger, (2011). *Simple Church, Returning to God's Process for Making Disciples*. Nashville, TN: B&H Publishing Group.

## REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

## COURSE OVERVIEW

The course examines the biblical and theological practices and principles of public evangelism. It analyzes the theocentric, anthropological, eschatological, ecclesiological, and missional aspects of evangelization.

Will explore the importance of developing strategies for evangelism considering the social and cultural background of the target groups.

Will revise the history and practice of public evangelism in the Seventh-Day Adventist church and the need to contextualize our methods to be relevant in XXI Century.

Course topics and assignments have been selected to contribute to the learning and evaluating of the Course Learning Outcomes (CLOs) as follows:

**Program Learning Outcomes (PO):**

1. Identify the relationship between biblical discipleship and public evangelism.
2. Understand how the Missio Ecclesia is a continuation of Missio Dei.
3. Understand the importance of training church members for evangelism.
4. Demonstrate an understanding of how to empower church members for evangelism.
5. Understand generational differences.

**Student Learning Outcomes (SLO) The student:**

1. Identify public evangelism principles and practices
2. Recognize the relationship between lay mobilization and success in evangelism
3. Consider the importance of biblical discipleship as a methodology for public evangelism
4. Assimilate an equipping philosophy of pastoral ministry for the work of evangelism
5. Analyze the importance of retention of members in the praxis of public evangelism
6. Recognize the centrality of social and cultural factors in public evangelism
7. Learn to value the importance of spiritual disciplines in the process of evangelism
8. Identify social media as an effective tool for public evangelism.

Date	Topic	Assignment Due	CLOs Addressed
<b>Sunday, October 3</b>	Verify electronic class registration. Syllabus review. Devotional and group presentation schedule. Subjects for study groups. Introduction to Public Evangelism.	Reading report. Assignments for group study	
<b>Monday, October 4</b>	Biblical and theological foundation for evangelism. Biblical and practices of public evangelism. History of church growth.	Small group discussion and collaborative learning sessions.	

Date	Topic	Assignment Due	CLOs Addressed
<b>Tuesday, October 5</b>	Evangelism in the book of Acts. Public evangelism theory and praxis. An approach to discipleship as a method of effective evangelism. A consideration to retention of members and public evangelism.	Small group discussion and collaborative learning sessions.	
<b>Wednesday, October 6</b>	A closer look at social and cultural factors for public Evangelism. Contextualized methodologies for public evangelism in the XXI Century. Church planting and evangelism. Pastor equipping as strategy for evangelism.	Small group discussion and collaborative learning sessions.	
<b>Thursday, October 7</b>	Contextualization of the Gospel and its relationship with public evangelism.	Groups presentations	
<b>January 3, 2022</b>		<b>Final project is due today:</b> <b>January 3, 2022</b> The project must be posted on LearningHub and email an electronic MSW document before midnight to: <a href="mailto:Yohalmo.saravia@seccsda.org">Yohalmo.saravia@seccsda.org</a>	

Date	Topic	Assignment Due	CLOs Addressed
<b>February 3</b>		Late assignments receive no more than a <b>B</b> by midnight on this day: <b>February 3, 2022.</b>	
<b>March 3</b>		Late assignments receive no more than a <b>C</b> by midnight this day: <b>March 3, 2022.</b>	
<b>April 3</b>		<i>172 days from the first day of class</i> , Students who have not completed all intensive requirements by <b>March 28, 2022</b> will receive an <b>"F"</b> and will need to repeat the class.	

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.

- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		<b>Professional Masters’ Programs</b>	
			3 Credits
<b>Instructor Contact Hours</b>	<b>Remote Learning Instructional time.</b>		<b>45 hrs</b>
<b>Independent Learning Activities</b>	<b>Name of Assignment #1 Pre-Intensive Reading</b>		<b>30 hrs</b>
	<b>Name of Assignment #2 20-page project/paper</b>		<b>60 hrs</b>
<b>Total Hours:</b>			<b>135 hrs</b>

*Note.* In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Submission of Assignments**

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

**Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

## ABOUT YOUR INSTRUCTOR

**Yohalmo Saravia** (DMin) is an adjunct professor for Andrews University. His doctorate project was on Contextualized Public Evangelism: A Strategy to Reach Culturally Assimilated Hispanic Immigrants. He served for thirteen years as a successful evangelist for the Southeastern California Conference. Currently, he is Vice President for Hispanic Ministries for the same entity. A frequent article writer for a well-known magazine in North American Division.

## OTHER COURSE-RELATED POLICIES

### Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### Academic Accommodations



If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

95-100%	<b>A</b>	80-84%	<b>B</b>	65-69%	<b>C</b>
90-94%	<b>A-</b>	75-79%	<b>B-</b>	60-64%	<b>C-</b>
85-89%	<b>B+</b>	70-74%	<b>C+</b>	55-59%	<b>D</b>
				58-Below	<b>F</b>

***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

# ASSIGNMENT RUBRIC

## Rubric for Assessing Project Plans

Student

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging
<b>Title Page</b>	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components
<b>Introduction</b>	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks purpose and a preview structure
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.
<b>Organization</b>	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first headings, but headings do not clearly reflect upon subject. No table of contents. Does not follow all specifications stated in the syllabus and AU

<b>Format/Style</b>	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows AUSWW. Syntax and semantics are poor
<b>Conclusion</b>	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thesis project, but is ambiguous Lacks personal reflection

