

**PT5200- Introduction to Evangelism**  
Reformed Theological Seminary  
**Summer 2026**  
*Monday-Friday, 9am-Noon*

**I. Course Description**

This course is designed to give you an introductory overview of the ministry of evangelism. The emphasis will be on helping you develop a more biblical and theological understanding of evangelism and equipping you to be more effective in your personal evangelism as well as in your ministry leadership roles as an equipper and facilitator of evangelistic ministries.

**II. Course Objectives**

- To articulate a biblical theology of evangelism.
- To engage challenges to the gospel in a late modern and secular society.
- To identify personal obstacles and fears to a practice of relational evangelism.
- To cultivate a deep, personal conviction concerning the biblical primacy of evangelism.
- To cultivate an increased love and practice of prayer for our other-than-Christian neighbors, especially for those who are presently in our network of relationships.

**III. Method of Instruction**

This course is a highly interactive workshop consisting of lecture, discussion, and small group activities. Participants are expected to teach and to learn from other participants as part of their learning experience.

**IV. Course Reading**

1. Barrs, Jerram. 2001. *The heart of evangelism*. Wheaton: Crossway Books. **Section 1,3, and 4 only (246 pages)**
2. Keller, Timothy. 2012. *Center church: doing balanced, Gospel-centered ministry in your city*. Grand Rapids, MI: Zondervan. **Chps. 1-3; 4-6; 19-21 only (88 pages)**
3. Reeves, Michael. 2012. *Delighting in the Trinity: an introduction to the Christian faith*. Downers Grove, IL: IVP Academic. **(135 pages)**
4. Smith, James K. A. 2014. *How (not) to be secular: reading Charles Taylor*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company. **(139 pages)**

**V. Course Requirements**

**A. Attendance and Participation**

Please attend all classes. Class lectures, discussions, and exercises will be based on the assumption that you have completed all of the assigned prior to your week on campus. Class will begin promptly at 9:00am. Please make every effort to arrive on time

and fully participate.

### **B. Reading and Reflection Papers**

For assigned reading 1-3 above, write a 1-page reflection paper. Below are a number of important details to consider as you write your paper.

- All reflection papers should be written in Times New Roman, 11-point font (or equivalent) and one-inch margins. Please do not play games with font size, margins, etc.
- Your papers should have 1-1/2 spacing (do not double-space) and should be a page long. Write in the first person singular (not plural) to avoid making broad generalizations that keep you from interacting personally with the content.
- Make sure that you include the percentage of the book that you read at the top of your paper.
- Remember that these are not book reports. Please do not use a lot of space reviewing and summarizing the material.
- You should be seeking to interact with and personally apply the material read. It may be helpful to think of these assignments more as journals rather than papers. Insights are good, but apply them to your everyday life.
- Ask yourself questions like the following: How has this book challenged or convicted me? What are some specific areas of my life that this book speaks to? What things do I need to change as a result of reading this book? How will things mentioned in this book affect my future ministry?
- It is okay if you want to focus on just one or two areas from the book with which you wish to engage at more length. However, it is important that I see that you have read and thought about the entire book, not just one brief section of it.
- Do not criticize these books. Every book you will read for this class is imperfect, but your assignment is to interact positively with the material, not to criticize it. There are many things in each book that you should be able to benefit from and with which you ought to be able to interact as a humble learner.

### **C. Group Application Report**

At the beginning of the week you will be divided into groups for your group report. Each group will be assigned a concept from book 4 above on which to meet and to prepare a joint report. This report will be presented orally to the class with each person in the group making part of the presentation. The report should take no more than 15 minutes. A written outline should be handed in at the class period in which your presentation is made. The purpose of this assignment is to get you to engage with Charles Taylor's work. When we talk about belief in a late modern age, Charles Taylor is helpful and his influence is pervasive in many of our Reformed circles. To answer the questions for your report, you should first consult Smith's book but after that you will want to check out other resources as well. I'd encourage you to read the relevant section in Taylor's work.

Each report should contain the following elements:

1. Explain the concept.
2. Give a specific example or illustration of the concept.
3. How does a basic understanding of the concept improve our ability to communicate the gospel in a late modern age?

### **D. Personal Letter (Final Paper: 6-8 pages)**

This letter should arise from a relationship you already have or that you develop with an unbeliever. You need to find out what your friend or family member believes and why

he/she believes what they believe; you need to establish a bridge from what they believe, or from whatever is providing them some direction or purpose to their life; you need to use this bridge to begin to communicate with clarity that part of the Good News which will be appropriate in the particular circumstances of this individual's life; and you are to challenge with gentleness the person at whatever point you sense that their heart needs to be confronted with the call to bow before the Lord and his truth. There will be more specific information given in class.

**VI. Grading**

In Class Participation	15%
Group Application Report	15%
Reading and Reflection Papers	25%
Final Paper (Personal Letter)	45%

**VII. Schedule and Assignment Due Dates**

- A. A schedule of the class time will be uploaded the week before our week on campus.
- B. Complete the assigned reading **prior to our week on campus.**
- C. Final Paper (Personal Letter) is due **August 19<sup>th</sup>.**

**VIII. Professor's Contact Information**

Dr. Damein Schitter, PhD | Email: dschitter@gmail.com

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Introduction to Evangelism, 02PT5200 Professor:

Dr. Damein Schitter, PhD

Campus: Orlando

Date: SM 2022

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>&gt; Strong</li> <li>&gt; Moderate</li> <li>&gt; Minimal</li> <li>&gt; None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Minimal	Student partners with a classmate in order to present and execute their Gospel presentation exercises.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Minimal	Student does not engage with Scripture in the original languages.  Student must demonstrate that their understanding of Evangelism is grounded in Scripture and therefore Biblical.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Student reads various articles by Reformed authors
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Student participates in regular prayer for the individuals they are asked to engage with the Gospel. As well as new relationships.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Student gains an understanding of and ability to articulate the Biblical theology of Evangelism; the role of the local church in Evangelistic ministry is also explored.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Students will interact with ideas presented from non-reformed, broadly evangelical writers.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	N/A	
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to	N/A	

	lead a worship service.		
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	<b>Minimal</b>	Student prayerfully chooses an individual in their lives with whom they will intentionally deepen their relationship with in order to create the opportunity for sharing the Gospel and leading them to Christ. A term paper is turned in to demonstrate an appropriate and respectful gospel proclamation, specific to the recipient's life.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	<b>Moderate</b>	Student learns and/or reads about various traditional ecumenical, as well as current, approaches in regards to Evangelism.