

COURSE SYLLABUS

WM511: Evangelism in the Local Church

Course Lecturer: Michael P. Green, PhD
Former Professor at Trinity Evangelical Divinity School

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Christ's final charge was the Great Commission: to "make disciples of all nations." We fulfill that charge when we take the gospel to the nations and to our own nation through our own local church. In this course, Dr. Green instructs us on how to do evangelism within a local church setting. Building on the biblical mandate for evangelism, he discusses personal and group methods for evangelism in a variety of settings, how to equip laity to witness, the use of apologetics, follow-up methods, and current issues in evangelism. Throughout the course, Dr. Green focuses on practical application and workable solutions for evangelism in local church and parachurch ministries.

Course Objectives

Upon completion of the course, the student should be able to:

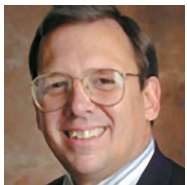
- Know the essential content of the gospel message, at least one method for communicating this message, and criteria for evaluating presentations of the gospel with respect to accuracy and effectiveness.
- Explain the function of apologetics in evangelistic work.
- List important issues that contemporary apologetics can address, and know resources that can be used for this.
- Describe how an effective evangelistic program could be integrated into the total program of a local church structurally and systemically.
- Describe how to synthesize relevant biblical and secular source material into an effective evangelistic sermon or message and analyze a sermon or message to determine how to conclude it with an evangelistic appeal.

- List the essential content of a follow-up program and be familiar with at least two methods for communicating it.
- Define discipleship and describe resources available to the local church for discipling
- Identify and discuss some of the current issues and heresies in evangelism such as eternal damnation (hell), lordship salvation, friendship or initiative methods, the use of figurative language in gospel presentations, liberation theology, ministries to special groups, the role of social involvement and urban ministry in evangelism and witness ministry, and so forth.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Michael P. Green, PhD

Education:

- University of North Texas, PhD
- Dallas Theological Seminary, ThM
- State University of New York at Buffalo, BS

Teaching Career:

- Professor, Trinity Evangelical Divinity School (1995-2002)
- Director of Supervised Ministries, responsible for the Field Education and Internship program, Trinity Evangelical Divinity School
- Professor, Moody Bible Institute (1991-1995)
- Supervisor of Master of Ministry Field Projects, Moody Bible Institute
- Professor, Dallas Theological Seminary (1982-1992) – oversaw the Doctor of Ministry Program
- Adjunct professor, Singapore Bible College (2000)
- Professor, International Christian Graduate University (summer 1983)
- Lecturer at international schools

Other Career Highlights:

- Ordained pastor with a special focus on Chinese congregations
- Extensive experience in counseling, discipleship, and preaching
- Pastor of two separate Chinese congregations in Illinois where he worked with both Cantonese and Mandarin believers
- Campus Crusade for Christ (1973-1982)
- Member of the Evangelical Association of Theological Field Educators
- Trainer for the Billy Graham Advanced School of Evangelism
- Consultant for numerous institutions, including Beeson Divinity School, Fuller Theological Seminary, Southern Baptist Theological Seminary, Talbot Seminary, University of North Texas, and Westminster Theological Seminary
- Member of numerous professional societies, including the Evangelical Theological Society and the Chinese Pastors Association

- Regular presenter at seminars across the United States and abroad

Publications:

- Numerous books, including *Illustrations for Biblical Preaching* and *Green's Filing Systems: For Pastor's and Christian Workers*
- Numerous journal articles
- Contributor to the *Leadership Handbooks of Practical Theology, Volume II*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

Time: The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

Recorded Lectures: The student is required to listen to all 23 audio lectures recorded by Dr. Michael P. Green.

Papers: All major papers (those worth more than ten points) must include a separate bibliography prepared in standard form. The bibliography should include all sources read or consulted in the preparation of the paper such as books, commentaries, periodical articles, and oral interviews.

The following chart summarizes the assignments. Please note that there are several options for the Follow-Up and Witness assignments. The particular option that you will do is determined by criteria listed in the assignment. *You are not free to choose any one of the options for these two assignments.* The options are given so that all students will have an assignment aimed at their level of background and previous experience. Read the introduction to each option for these two assignments to determine if you should do it or move to the next option.

Assignment	Option(s)	Page	Points
I. Post-Conversion Follow-Up	1. Conversion follow-up materials 2. Current issue paper 3. Social ministry paper	4 5 5	20
II. Witness	1. Witness with words 2. Witness with walk 3. Witness to special religious groups 4. Evangelistic speaking	6 6 8 9	20
III. Exam		9	15
IV. Evangelistic Strategy		9	20
V. Supplemental Materials		10	10
VI. Spiritual Formation Project		10	15

I. Post-Conversion Follow-Up (Complete one of the following three options.)

Those students who have never discipled a believer in the basics of Christian living and doctrine should complete the following:

A. Evaluation of post-conversion follow-up materials

1. Obtain two widely available follow-up plans or books.

a. These should be materials designed for initial follow-up of a new or very young believer. For example, Campus Crusade's Step 1, "The Christian Adventure," in the *Ten Basic Steps To Christian Maturity* series and its Teacher's Manual; "Discovery Group Student Guide" in *The Discipleship Series* and its Leader's Guide; the Navigator's "Lessons On Assurance" in the *Growing In Christ Follow-Up Series*; *Survival Kit*; or another widely used follow-up program [an out of print but excellent book is Kuhne, *The Dynamics of Personal Follow-Up*, (Appendix 1, "A Schedule of Ten Follow-up Appointments")].

b. The two plans or books should be significantly different in basic approach or target audience. For example, a "fill-in-the-blank" booklet (such as the CCC or Navigator materials) and Kuhne's discussion-outline approach. Or, materials designed for high school youth and materials designed for business professionals. If the booklet chosen is part of a series, only the booklet that is designed for initial follow-up need be purchased.

2. Survey each follow-up plan or booklet, and in a separate paragraph for each lesson, summarize the content of that lesson. In addition to this summary of the content of each plan or booklet, compare and contrast the two follow-up strategies.

For example, consider the target audience of the material, how long ago it was developed, how effective you judge it to be, what it was written to accomplish, how the material sets about doing this, and so forth. Strive to understand the strengths and limitations of the materials you have chosen and then apply these observations and conclusions to your own determination of usefulness of the materials.

3. Thoughtfully complete one of the two booklets, including appropriate memorization. On a separate sheet of paper, include a statement that the verses were memorized.

If one of the two plans you surveyed is not in booklet form (e.g., Kuhne) then use the other. If a Teacher's Manual or a Leader's Guide is available, use it also.

4. When noted on the schedule, turn in the name of the author (if given), titles of the two plans or books, the summary sheet and comparison-contrast analysis of each, and the completed booklet.

Students who have been involved in follow-up before may do either of the following (B or C), to be turned in when the Follow-Up assignment is due.

B. An 8 to 12-page typed paper on a current issue in evangelism— for example, lordship salvation, the reality of hell, Jesus as the only way to salvation, etc. *Use at least one primary source*—see the bibliography and the ATLA database in your library for some sources. Your opening paragraph should define the scope of your paper. Also include a separate bibliography, prepared in standard form. The bibliography should include all sources read or consulted in the preparation of the paper such as books, commentaries, theologies, periodical articles, and oral interviews.

1. Suggestions: do a survey of the issues in the current debate by reading and evaluating several books or articles. Focus on a Biblical passage central to the debate and critique how several different authors treat it. Examine an author who has written on the issue.

2. Whatever the scope of the paper, it is to be a critical review (not a summary) of the issues/authors/interpretations defined in the opening paragraph. Carefully read the handout on Critical Reading Skills for what is expected in a critical review (found in the Supplemental Materials section).

C. An 8 to 12-page typed paper on either or both of the following social ministry questions

1. *Are ministries that seek to raise people's living standards or quality of life (such as relief and development work, medical ministries, educational ministries and so forth) a part of the Great Commission?*

2. *Are actions that promote the image of God or encourage a witness to justice (such as Operation Rescue, pro-life counseling centers, drug rehab units, some counseling ministries, and so forth) a part of the Great Commission?*

a. Answer "Yes" or "No" in the first paragraph and then defend your answer in the rest of the paper.

b. Demonstrate interaction with at least one published supporter of the view you do not hold, adequate Biblical research, and relevant books and periodicals. The format of your paper may be a research paper or a position paper for your ministry. If done as a research paper, the final page should contain specific applications of your conclusions to the evangelism and missions programs of your present ministry or a typical local church in your expected area of ministry. A separate bibliography, prepared in standard form, should include all sources read or consulted in the preparation of the paper such as books, commentaries, theologies, periodical articles, and oral interviews.

c. When noted on the schedule, turn in your paper as described above.

II. Witness (Complete only one of the following four options.)

Students who have not previously either read a book on personal evangelism or taken personal evangelism training (such as Evangelism Explosion, Child Evangelism Fellowship, Campus Crusade, or a similar program) should complete the following:

A. Witness with Words

1. Read *Tell It Often – Tell It Well* by Mark McCloskey (Here's Life Publishers, 1985), or *How To Give Away Your Faith* by Paul Little (Inter-Varsity Press, 1988).

2. On three different occasions, share the Gospel with at least three different people, using a transferable method that is theologically accurate and communicates clearly.

A transferable method is one such as Little teaches or the Four Spiritual Laws. If at all possible, do this evangelism under the observation of an experienced student or layperson.

3. In at least one of the sharing situations, share your evangelistic testimony (i.e., conversion).

4. Distribute at least five pieces of evangelistic media (tract, article, book, tape, etc.) to someone you have talked with, work with, live near, etc. Later, attempt to talk with them about it.

5. When noted on the schedule, turn in the following:

a. The name of the author and title of the book you read, plus a 2-4 page review of the book describing the thesis (i.e., not just what was said but why it was said), and why you agree with it or not.

b. A summary of the gospel presentation you used (one typed page). If you used a popular method such as the *Four Spiritual Laws* you may attach a copy of it and include any individualizations you used, such as your introduction, illustrations, additional verses, and conclusion.

c. A list of the people with whom you shared the gospel and your testimony, and their response.

d. A list of the literature you distributed, to whom given (e.g., a co-worker, neighbor), and their response when you asked them what they thought of it (if possible).

e. A description (one page) of how your work for this assignment has affected your lifestyle. Will you do anything differently in the future? If "Yes," what? Do you think that initiative methods are easier than friendship methods? Do you think that these methods would be profitable in your future ministry? Why or why not?

B. Witness with Walk

1. Read a friendship evangelism book.

For example, consider the following popular books: *Living Proof* by Jim Petersen (Nav Press, 1989) or *Life-Style Evangelism* by Joseph C. Aldrich (Multnomah Press, 1981; part 2 may be skimmed).

2. Do three separate relation-building activities with non-Christian neighbors, co-workers, or friends (e.g., go to a ball game, have over for a meal, help with a project, etc.). The three activities must be done with at least two different non-Christians.

Allow plenty of time for these activities as they often (usually) take several attempts to realize.

3. Share your personal evangelistic testimony (i.e., conversion) with at least one non-Christian, preferably one of those in #2 above.

4. When noted on the schedule, turn in the following:

a. The name of the author and title of the book you read, plus a 2-4 page review describing the thesis (not just what was said but why it was said), if you agree with it or not, and why or why not.

b. A description (one page) of each activity undertaken for item #2 above.

c. A 2-4 page evaluation of your effectiveness in building relationships with the individuals described in #2 and #3 above. Consider the following questions (adapted from Aldrich, 1981):

- What do you know of the person's religious background?
- What opportunities have you had to "plant seeds?" What was the response to them?
- Do you sense that they enjoy being with you?
- What needs have you discovered which relate to the gospel solution?
- What caricatures have you been able to eliminate from their arsenal of questions and excuses?
- What signs of openness have you detected?
- Questions about religious things?
- General freedom to discuss religious concepts?
- Openness to reading literature?
- Willing involvement in some Christian event?
- A generally positive, seeking attitude?
- How much of your personal testimony have you had a chance to share?

d. A summary (one page) of your plans (and your spouse's, if married) for further witness to these people.

e. A description of how your work for this assignment has affected your lifestyle. Consider the following questions:

- Will you do anything different in the future? If "Yes," what?
- Do you think that initiative methods are easier than friendship methods?
- Do you think that these methods would be profitable in your future ministry? Why or why not?

C. Witness to Special Religious Groups

1. Select a major cult or non-Christian religion (such as Mormonism, Buddhism, etc.) and study their theology, particularly in the area of soteriology.
 - a. Note how they agree and differ with an evangelical understanding of soteriology and theology in general.
 - b. Use at least one primary source (one written by a member of that group to explain their beliefs and who is not a convert to any other religion).
 - c. Summarize your study in a typed paper of at least five pages. A separate bibliography, prepared in standard form, should include all sources read or consulted in the preparation of the paper such as books, commentaries, theologies, periodicals, and oral interviews.
2. Arrange an interview with a member of that group who would be familiar with their theological beliefs to determine the accuracy of your understanding of the group's beliefs and to discuss the issues you raised in your paper.
 - a. Attempt to give the member your paper and then ask for comments and evaluation. You will probably encounter answers you were not prepared for and you may find that the beliefs they represent the group as holding are in some ways different from what you thought they believed.
 - b. After you have interacted with the member concerning his/her understanding of the plan of salvation, ask for a response to your understanding of the plan of salvation.
3. In a paper of whatever length is necessary, evaluate your research and the interview.
 - a. Your initial research:
 - Was it accurate?
 - Did you correctly state their views?
 - Did you adequately demonstrate how their views vary from evangelicals?
 - b. The interview:
 - Was it a demonstration of the love of Christ?
 - Did you demonstrate the fruit of the Spirit (especially patience, kindness, gentleness, and self-control)?
 - Did the person you interviewed understand the differences between an evangelical understanding of salvation and theirs?
 - Are you effective in dialogue with a committed believer of another faith?
 - What areas of your ministry did this interview demonstrate to be strengths or weaknesses?
 - What aspects of the plan of salvation do you need to study further?

4. When noted on the schedule, turn in your initial paper (1), a brief description of the person you met with (name, position in group, address, phone, etc.), your evaluation (3), and a photocopy of the thank you note you sent to the member thanking him or her for their time and consideration given to you.

D. Evangelistic Speaking

This assignment assumes skill in the art of speaking. Since these skills are not taught in this course, students who do not already possess them should not attempt this assignment.

1. Write a word-for-word evangelistic sermon (textual or topical) or message.

Consult the handouts referenced in lesson eight (“Presenting the Gospel: A Survey of Methods”) for the criteria used to evaluate the sermon or message.

2. On a separate sheet, briefly describe the intended audience (location, age, educational background, religious background, etc.). Based on this description, explain how the topic, the location, and the time of the meeting will appeal to the intended non-Christian audience.

3. No work done for previous sermons or messages, either for a course or a ministry, may be used for this assignment.

4. Submit a final typed manuscript copy of the sermon or message, the audience description, and the message/topic rationale when noted on the schedule.

III.Exam: Request your exam after you have completed lesson twenty-two. This is a **closed book** exam worth 15 percent of your final grade.

IV. Evangelistic Strategy

A. Complete the Evangelism Evaluation summary found in the Supplemental Materials section. The data you collect should be very helpful in completing this assignment, as will the lectures.

B. Think through the nature of the community where you minister (or expect to minister after graduation). Describe the community. Thoughtfully discuss any obstacles that a witness ministry has or may have in this community and how you might deal with them. Consider the following factors to the best of your ability:

1. Religious and cultural belief systems that a significant number of area residents embrace. Consider dominant church or religious background (Roman Catholic, Lutheran, Baptist, etc.); worldview (New Age, agnosticism, atheism, etc.); presence of extended family and cultural heritage; and any other background factors that should be considered in developing an evangelistic strategy.

2. The history of previous efforts (positive and negative) to convert individuals from your community and how (if at all) this must be addressed by your present strategy.

3. Any other factors that an effective evangelistic program for your community should consider. These factors may be obvious to you, but state them in a clear and concise manner.

- For example, list factors such as rural, suburban, urban, lower-income, blue collar, farming, professional, college-educated, semi-literate, illiterate, dominant religion,

religious heritage, and so forth.

- If you do not have any present preference or direction, then use a community to whom you have ministered previously.

C. Demographic studies have alerted us to the rising number of elderly. Yet the church has historically focused its ministries on youth and families. Describe (in a paragraph for each) ten practical ways retired members of this ministry could be involved in a witness ministry to peers, youth, and younger couples.

D. One of the great problems of the church is the retention of its youth. Describe how you could seek to ensure that all children in the local church you attend will understand the Gospel and how you would seek to avoid “overkill” with this age group. Use the church in the community described above.

E. List five service talks (non-expository topical messages) for a non-Christian audience that would be useful in the community you have chosen. Give a one-paragraph description of each talk.

F. Listen to your pastor’s sermon one Sunday and write one page on how you would have given an evangelistic thrust to the message in a 4-7 minute statement.

G. If you do not anticipate a preaching ministry, you should listen to a sermon, message, lesson, or Bible study based on the context in which you expect to minister. Explain this on a cover page.

1. In one page or less describe the audience and summarize the sermon/ message/lesson/Bible study.
2. Assume that at least ten to twenty percent of the audience is not converted and that at least some in your audience have no religious background.
3. Write out in manuscript form (i.e., word for word, not an outline) your evangelistic close. The final section of the lecture notes “Developing an Evangelistic Message” may provide some help as well as the lecture notes entitled “The Gospel Message: Terms and Definitions” and “Presenting the Gospel: A Survey of Methods.”
4. Do not assume too much background religious knowledge of the non-Christians in the audience. Be sure to illustrate and make the invitation clear.

H. When noted on the schedule, turn in all parts of the assignment.

V. Supplemental Materials

All content found in the Supplemental Materials section of the Course Study Guide are required reading. The percentage of these materials read should be reported on the Reading Report form (found in the Supplemental Materials section of the Course Study Guide) and turned in when noted on the schedule.

VI. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in

self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

Course Grading

Your grade for the course will be determined as follows:

Post-Conversion Follow-Up	20% of Course Grade
Witness	20% of Course Grade
Exam	15% of Course Grade
Evangelistic Strategy	20% of Course Grade
Supplementary Materials	10% of Course Grade
Spiritual Formation Project	15% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Course Bibliography

Aldrich, Joseph C. *Life-Style Evangelism*. Portland: Multnomah Press, 1981. A must book for those interested in “Friendship Evangelism.”

_____. *Gentle Persuasion*. Portland: Multnomah Press, 1988. A popular style, full of humor, sequel book by one of the major promoters of life-style methods. Full of practical ideas for middle-class relational activities.

Armstrong, Richard Stoll. *The Pastor as Evangelist*. Philadelphia: The Westminster Press, 1984. The Professor of Ministry and Evangelism at Princeton Theological Seminary has filled this book with careful research and practical ideas in the context of a Princeton professor and pastor. Well-aware of evangelical ministries, but not always of the same theological position as most evangelicals.

_____. *The Pastor-Evangelist in Worship*. Philadelphia: The Westminster Press, 1986. Filled with ideas to help you proclaim the gospel in the context of a local church even though what the gospel is is not clear.

Autrey, C.E. *Basic Evangelism*. Grand Rapids: Zondervan Publishing House, 1959. A frequently reprinted work by the professor of evangelism at New Orleans Baptist Theological Seminary. The work covers many basic approaches to evangelism such as pastoral, visitation, educational, revivals, invitations, follow-up, and rural methods.

Blamires, Harry. *On Christian Truth*. Ann Arbor, Michigan: Servant Books, 1983. A book to make you think, in the style of Blamires’ friend, C. S. Lewis.

Boa, Kenneth, and Larry Moody. *I’m Glad You Asked*. Wheaton: Victor Books, 1982. “In-depth answers to difficult questions about Christianity” by two staff members with SEARCH Ministries. Carefully thought-out answers with flow charts to help the novice follow the reply. A basic book for your apologetics library.

Boice, James Montgomery. *Christ’s Call To Discipleship*. Chicago: Moody Bible Institute, 1986. As Dr. Boice understands discipleship, “there is only one Savior, the Lord Jesus Christ, and that anyone who believes in a Savior who is not the Lord is not believing in the true Christ and is not regenerate. We call for commitment to Christ, the true Christ, and challenge the presumption that claims to be Christian while at the same time disregarding or disobeying Christ’s commands” (Preface, p. 10).

Boudreau, Albert H. *The Born-Again Catholic*. Locust Valley, N.Y.: Living Flame Press, 1980. If you think that Roman Catholics haven’t changed since the middle ages don’t read this book. The work has both a Nihil Obstat and an Imprimatur meaning that it is officially described as containing nothing contrary to Roman Catholic theology! If you will be ministering in a Roman Catholic area, you’ll find this book useful.

Brannon, Clift. *Successful Soul Winning*. Philadelphia: National Publishing Company, 1981. A step by step book by a Southern Baptist evangelist.

Bright, Bill. *Witnessing Without Fear: How To Share Your Faith With Confidence*. San Bernardino, CA: Here’s Life Publishers, 1987. Outstanding for those who feel fear in evangelism (are there any exceptions?). The endorsements sound like a Who’s Who of evangelicalism.

Chantry, Walter. *Today's Gospel: Authentic or Synthetic?*. Edinburgh: The Banner of Truth Trust, 1970. Chantry expounds the narrative of the Rich Young Ruler and argues for an "Authentic Gospel" (i.e. Lordship salvation).

Chapman, John C. *Know and Tell the Gospel*. Colorado Springs, CO: Navpress, 1985. A helpful guide for sharing your faith by the Director for Evangelism for the Sydney Diocese of the Anglican Church in Australia.

Chrisope, T. Alan. *Jesus is Lord*. Hertfordshire, England: Evangelical Press, 1982. Subtitled, "A study in the unity of confessing Jesus as Lord and Saviour (sic) in the New Testament." A Master's thesis by a pastor in Nebraska and former student of George W. Knight, III, Professor of New Testament at Covenant Theological Seminary in St. Louis.

Clark, Gordon H. *Faith and Saving Faith*. Jefferson, MD: The Trinity Foundation, 1983. Lauded by Zane Hodges (see *Bibliotheca Sacra*, April-June 1985, p. 184). A tightly reasoned defense of faith as assent to proposition(s) by the former Chairman of the Department of Philosophy of Butler University.

Cocoris, G. Michael. *Evangelism: A Biblical Approach*. Chicago: Moody Press, 1984. Largely a collection of Cocoris' lectures at DTS when he was on the faculty of DTS, booklets published by EvanTell, and sermons at the Church of the Open Door. A forcefully argued work designed to "provoke further study and greater evangelism".

_____. *Lordship Salvation: Is It Biblical?* Dallas: Redencion Viva, 1983. A brief booklet dealing with the major arguments for Lordship salvation and finding them wanting.

Coleman, Robert E. *The Master Plan of Evangelism*. Old Tappan, N.J.: Fleming H. Revell Co., 1963. A classic, should be read by all in ministry.

_____. *Evangelism in Perspective*. Harrisburg, Pa.: Christian Publications, Inc., 1975. A series of lectures, stimulating.

_____, editor. *Evangelism on the Cutting Edge*. Old Tappan, N.J.: Fleming H. Revell Co., 1986. Ten essays by Trinity faculty dealing with issues in evangelism.

Collins, Gary R. *Beyond Easy Believism*. Waco, Texas: Word Books, 1982. "A call for an end to easy believism and a moving on to costly commitment."

Conn, Harvie M. *Evangelism: Doing Justice and Preaching Grace*. Grand Rapids: Zondervan Publishing House, Inc., 1982. The title tells all.

Crawford, Dan R. *EvangeLife: A Guide to Life-style Evangelism*. Nashville: Broadman, 1984.

Dayton, Edward R. and Samuel Wilson, editors. *The Future of World Evangelization: The Lausanne Movement*. Monrovia, CA: MARC, 1984.

Eims, Leroy. *Winning Ways*. Wheaton: Victor Books, 1974. A helpful book by a well-known Navigator. Excellent format and content for a Sunday school class.

_____. *The Lost Art of Disciple Making*. Grand Rapids: Zondervan Publishing House, 1978. Very helpful and stimulating.

Evangelistic Speaking and Entertaining. Arrowhead Springs, Ca.: Lay Ministry, Campus Crusade for Christ, 1971. A training manual for equipping laity to entertain evangelistically.

Engel, James F., and Wilbert Norton. *What's Gone Wrong with the Harvest?* Grand Rapids: Zondervan Publishing House, 1975. Stimulating.

Fish, Roy J. *Giving a Good Invitation*. Nashville: Broadman Press, 1974. A helpful book.

Fresh Ideas For Preaching, Worship, & Evangelism. Waco: Word Books, 1982, 1983, 1984. A collection of ideas previously published in *Leadership 100* and *Leadership*, both published by Christianity Today, Inc. Anyone can find some real gems in this collection. Well worth purchasing.

Fresh Ideas for Discipleship and Nurture. Waco: Word Books, 1982, 1983, 1984. Same as above for these topics.

Geisler, Norman L. *Here's How You Can Witness Effectively*. Dallas: Dallas Theological Seminary, 1983. A humorous and penetrating article on "Why I didn't Witness and How God Changed Me."

____ and William Watkins. *Perspectives: Understanding and Evaluating Today's World Views*. San Bernardino: Here's Life Publishers, Inc., 1984. If you want to understand world views, here it is. Watkins wrote this while a student at DTS—so take heart and see what God may do through you.

Graham, Billy. *Peace with God; How To Be Born Again; and others*. These books are widely distributed in various editions through bookstores and Crusades. Well-written and clear.

Griffin, Em. *The Mind Changers: The Art of Christian Persuasion*. Wheaton: Tyndale House Publishers, Inc., 1976. A stimulating book by a former Young Life staff member and Professor of speech communication at Wheaton. From the background of a minister and social scientist, this book investigates techniques of communication and persuasion.

Green, Michael. *Evangelism In the Early Church*. Grand Rapids: Wm. B. Eerdmans Pub. Co., 1970. This popular British author has given a classic scholarly study to the modern church.

____. *Evangelism Now and Then*. Downers Grove: InterVarsity Press, 1979. A brief and more popular treatment of the above title.

Habermas, Gary and Anthony Flew, Terry L. Meithe, editor. *Did Jesus Rise From The Dead? The Resurrection Debate*. San Francisco: Harper and Row, 1987.

Hanks, Billie, Jr. *Everyday Evangelism*. Grand Rapids: Zondervan Publishing House, 1983. Helpful.

Hodges, Zane C. *The Hungry Inherit: Whetting Your Appetite for God*. Portland: Multnomah Press, 1980. A call to salvation (which is "free") and discipleship (which is "immeasurably hard").

____. *The Gospel Under Siege*. Dallas: Redencion Viva, 1981. A study on faith and works. Well researched, forcefully argued, and of help to those who are dealing with the role of faith, works, baptism, and commitment and assurance of salvation.

____. *Grace In Eclipse: A Study on Eternal Rewards*. Dallas: Redencion Viva, 1985. The easiest to read of Hodges works. Explains his inheritance theology of eternal rewards as well as the role of grace in salvation.

_____. *Dead Faith: What Is It?*. Dallas: Redencion Viva, 1987. A brief study on James 2:14-16.

Hoekema, Anthony A. *The Four Major Cults*. Grand Rapids: William B. Eerdmans Publishing Co., 1963. A widely used study of the beliefs and practices of Christian Scientists, Jehovah's Witnesses, Mormons, and Seventh Day Adventists.

Hunter, James Davidson. *American Evangelicalism: Conservative Religion and the Quandary of Modernity*. New Brunswick: Rutgers University Press, 1983. A pioneering sociological analysis filled with data in an attempt to apply principles of scientific study to an understanding of American Evangelicalism. Attempts to answer, "what accounts for the survival of an orthodoxy in a highly 'secular' society."

_____. *Evangelicalism: the Coming Generation*. Chicago: University of Chicago Press, 1987. Everything you ever wanted to know about who evangelicals are, what they do, and where they are going. Attempts to explain "the cultural costs and consequences of its (evangelicalism's) survival in the modern world."

Innes, Dick. *I Hate Witnessing*. Ventura, CA.: Vision House, 1983. An interesting study of communication theory and witnessing. Evangelism as a process rather than an event.

Ironside, H. A. *Full Assurance*. Chicago: Moody Press, reprint edition, 1968. Very helpful to a believer struggling with assurance.

_____. *The Eternal Security of the Believer*. Neptune, N.J.: Loizeaux Brothers, 1934 (reprinted without date). A brief pamphlet by a great preacher of a generation ago. Ironside here gives us "an address" and "the substance of two Bible Hours" where questions were answered from the platform. This booklet is helpful to give to a young believer who is doubting their salvation.

_____. *Except Ye Repent*. New York: American Tract Society, 1937. A helpful work on the function of repentance in salvation.

Jaffray Jr., George R. *Explosive Evangelism*. MacDill AFB: Tyndale Bible Society, 1972.

Johnston, Arthur. *The Battle for World Evangelism*. Wheaton: Tyndale House Publishers, Inc., 1978. A history of evangelism and evangelicalism in this century with focus on great conferences.

Kennedy, D. James. *Evangelism Explosion*. Wheaton: Tyndale House Publishers, 1970, 1977. One of the most widely used programs for training lay people to witness. Every pastor should at least be familiar with it.

Kerr, Hugh T. and John M. Mulder, editors. *Conversions: The Christian Experience*. Grand Rapids: William B. Eerdmans Publishing Company, 1983. Great devotional reading of a wide variety of Christian conversions.

Kuhne, Gary W. *The Dynamics of Personal Follow-up*. Grand Rapids: Zondervan Publishing House, 1976. Outstanding.

_____. *The Dynamics of Discipleship Training*. Grand Rapids: Zondervan Publishing House, 1978. Helpful.

Kraft, Charles H. *Communicating The Gospel God's Way*. Pasadena, Ca.: William Carey Library reprint of the *Ashland Theological Bulletin*, Spring, 1979. Examines models of communication and applies this to evangelism.

Lausanne Occasional Papers. A joint publication of the Lausanne Committee for World Evangelization and the World Evangelical Fellowship, various dates. The entire series is helpful, there are papers on Christian Witness to various groups such as Muslims, Jewish people, large cities, etc. Number 21 “Grand Rapids Report—Evangelism and Social Responsibility: An Evangelical Commitment” may be helpful to some in this course.

Larson, Bob. *Larson’s Book of Cults*. Wheaton: Tyndale House Publishers, 1982. A resource for information on large and small cults.

Lewis, C. S. *The Problem of Pain*. New York: Macmillian Publishing Company, Inc., 1962. All of Lewis’ writings are stimulating and easy for non-Christians to grasp.

_____. *Miracles: A Preliminary Study*. New York: Macmillian Publishing Company, 1947.

Little, Paul. *How To Give Away Your Faith*. Downer’s Grove: InterVarsity Press, 1966. A classic book on personal evangelism.

_____. *How To Give Away Your Life*. Arranged after his death his wife, Marie, from file notes and transcribed taped messages. This book on the Christian life is worth reading.

Living Proof: Evangelism as a Way of Life. Dallas: Dallas Seminary Video Ministry, 1984. DTS’s evangelism video. Note that the Navigator Jim Petersen has a video series using the title *Living Proof*.

MacArthur, John F. *The Gospel According To Jesus: What Does Jesus Mean When He Says “Follow Me”*. Grand Rapids: Zondervan Publishing House, 1988. The title fits MacArthur’s definitive style as he here explains his understanding of the gospel and his great dissatisfaction with the understanding that one could become a Christian apart from following Christ as a committed disciple in obedience.

McCloskey, Mark. *Tell It Often—Tell It Well: Making the Most of Witnessing Opportunities*. San Bernardino: Here’s Life Publishers, 1985. A well-researched motivational book to do evangelism and reply to friendship strategies. Well worth reading.

McDill, Wayne. *Making Friends For Christ*. Nashville: Broadman Press, 1979. “A practical approach to relational evangelism” by a pastor with the heart of an evangelist.

McDowell, Josh, compiler. *Evidence That Demands A Verdict*. San Bernardino: Campus Crusade For Christ, 1972.

_____. *MORE Evidence That Demands A Verdict*. San Bernardino: Campus Crusade For Christ, 1975.

_____ and Don Stewart. *Answers To Tough Questions Skeptics Ask About the Christian Faith*. San Bernardino: Here’s Life Publishers, 1980. Brief answers with bibliography to scores of commonly asked questions.

_____. *More Than A Carpenter*. Wheaton: Tyndale House Publishers, Inc., 1977. A good apologetic give-away book for non-believers. McDowell has many other books that are popular level studies useful in ministry.”

Metzger, Will. *Tell The Truth: The Whole Gospel to the Whole Person by Whole People*. Downers Grove: InterVarsity Press, 1981. Yes, the author holds to Lordship salvation, but don't let that stop you from picking up a few jewels from this book.

Miles, Delos. *Introduction To Evangelism*. Nashville: Broadman Press, 1983. A textbook on evangelism in the Southern Baptist Tradition.

_____. *Master Principles of Evangelism*. Nashville: Broadman Press, 1982. Principles of evangelism observed in the work of Christ.

Miller, C. John. *Evangelism and Your Church*. Phillipsburg, N.J.: Presbyterian and Reformed Publishing Co., 1980.

Moore, Waylon B. *New Testament Follow-Up, For Pastors and Laymen: How to Conserve, Mature, and Multiply the Converts*. Grand Rapids: William B. Eerdmans Company, 1963. A classic by one of the pioneers in the modern discipleship movement. "Basic concepts for initiating counseling and follow-up in the local church."

Moore, Waylon B. *Multiplying Disciples, The New Testament Method for Church Growth*. Colorado Springs: Navpress, 1981. "For pastors and lay leaders who want believers to grow in quantity and quality." Built on Moore's first book, this work "deals with how to establish long-range leadership training in order to produce carefully disciplined multipliers capable of building still more 'laborers for the harvest.'"

Mow, Anna B. *Preparing Your Child To Love God*. Grand Rapids: Zondervan Publishing House, 1983. If the bibliography is complete, about the only book written on this topic since the 1950's.

Packer, J. I. *Evangelism and the Sovereignty of God*. Downers Grove: InterVarsity Press, 1961. A standard work on this topic.

Parshall, Phil. *New Paths in Muslim Evangelism*. Grand Rapids Baker Book House, 1980. If you are interested in Muslim evangelism, Parshall is a good place to begin.

Peace, Richard. *Small Group Evangelism: A Training Program for Reaching Out with the Gospel*. Downers Grove: InterVarsity Press, 1985. A revision of the author's earlier works titled, *Witness and A Leader's Guide to Witness* (Zondervan, 1970, 1971). Peace, a professor at Gordon-Conwell, believes that small groups "may be the only way we can reach those outside the church" (p. 13). Based on research into group dynamics and extensive experience with small groups, Peace offers a nine- to thirteen-week training program for small group evangelism.

Perry, Lloyd M. and John R. Strubhar. *Evangelistic Preaching*. Chicago: Moody Press, 1979. A helpful textbook.

Petersen, Jim. *Evangelism As A Lifestyle*. Colorado Springs: NavPress, 1980. A balanced book on lifestyle evangelism by an experienced foreign missionary and Navigator staff member. Could easily be used for a discussion type Sunday School class.

_____. *Evangelism for Our Generation: The Practical Way to Make Evangelism Your Lifestyle*. Colorado Springs: Navpress, 1985. A sequel to his earlier book, practical, motivational, worth reading. Includes a twenty-four part evangelistic study of the Gospel of John.

- Pippert, Rebecca, Manley. *Out of the Salt Shaker & Into the World: Evangelism as a Way of Life*. Downers Grove: InterVarsity Press, 1979. Widely read and worth reading.
- Prince, Matthew. *Winning Through Caring: Handbook on Friendship Evangelism*. Grand Rapids: Baker Book House, 1979. The founder of New Life, Inc. (from which Search sprang) describes his neighborhood evangelism program.
- Punt, Neal. *What's Good About the Good News?* Subtitled, “the plan of salvation in a new light,” Punt attempts to find a middle ground between Arminians and Calvinists.
- Ravenhill, Leonard. *Why Revival Tarries*. Minneapolis: Bethany House Publishers, 1959.
- _____. *Revival Praying*. Minneapolis: Bethany House Publishers, 1962.
- Reisinger, Ernest C. *Today's Evangelism: Its Message and Methods*. Phillipsburg, N.J.: Craig Press, 1982. Lordship salvation with great fervor.
- Richards, Larry and Norm Wakefield. *First Steps for New and Used Christians*. Grand Rapids: Zondervan Bible Publishers, 1981. In the style of Richards and relational Christianity, a basic follow-up manual.
- Richardson, Don. *Eternity in Their Hearts*, revised edition. Ventura, CA: Regal Books, 1984. Deals with the question, “if God gave two pagan peoples—Canaanites and Greeks—prior witness of His existence, could He not also have extended the same or at least a similar providence to other pagan peoples as well? Perhaps even to all of them?” (p. 33)—fascinating.
- Ridenour, Fritz. *So What's The Difference?* Glendale, Ca.: G/L Publications, 1967. A Biblical comparison of orthodox Christianity with major religions and major cults. Popular work suitable for a Sunday School class.
- Robertson, Irvine. *What The Cults Believe*. Chicago: Moody Press, 1966.
- Ryrie, Charles C. *What You Should Know About Social Responsibility*. Chicago: Moody Press, 1982.
- Sallee, James. *A History of Evangelistic Hymnody*. Grand Rapids: Baker Book House, 1978.
- Schuller, Robert H. *Self Esteem: The New Reformation*. Waco: Word Books, 1982. Just what is the Gospel, Dr. Schuller?
- Sisson, Richard. *Training For Evangelism*. Chicago: Moody Press, 1979. A basic training manual. An attractive option for those considering an EE type program.
- Smedes, Lewis B., editor. *Ministry and the Miraculous: A Case Study at Fuller Theological Seminary*. Pasadena: Fuller Theological Seminary, 1987. A report by Fuller faculty on how they view the Signs and Wonders Movement. Very well done.
- Streett, R. Alan. *The Effective Invitation*. Old Tappan, N.J.: Fleming H. Revell Company, 1984.
- Stoner, Peter W. *Science Speaks*. Chicago: Moody Press, third revised edition, 1969. Statistical probability applied to prophecy.

Stott, John R. *Basic Christianity*. Downers Grove: Inter-Varsity Press, 1958. A classic study on the nature and meaning of what Christianity means to the individual.

Swindoll, Charles R. *Eternal Security*. Portland: Multnomah Press, 1981. A small 'give-away' booklet.

Tanner, Jerald and Sandra. *The Changing World of Mormonism*. Chicago: Moody Press, 1980. A massive work on Mormonism.

Watson, David. *I Believe in Evangelism*. Grand Rapids: William B. Eerdmans Publishing Company, 1977. Worth reading.

Warren, Max. *I Believe in the Great Commission*. Grand Rapids: William B. Eerdmans Publishing Company, 1976.

Wimber, John with Kevin Springer. *Power Evangelism*. San Francisco: Harper and Row, Publishers, 1986. Signs and wonders as the means to church growth and conversions.

Witmore, Nyla. *How To Reach the Ones You Love*. San Bernardino: Here's Life Publishers, 1981. Some good ideas.

Yancey, Philip. *Where Is God When It Hurts*. Grand Rapids: Zondervan Publishing House, 1977. As a pastor you will need what this book has to offer.

BOOKLETS AND TRACTS

ACTS Communications, PO Box 73545, San Clemente, CA 92673 (949-940-9050) publishes some of the finest brochure/leaflets available anywhere in the world. Founded by Dick Innes, this literature ministry is aimed at where the non-Christian is at today, not where they were in days long past. Many of ACTS non-traditional appearance leaflets are so well done that non-Christians pick them up and read them—something that happens to few traditional tracts. Many fit into our paradigm of witness at the point of belief and value statements rather than attempting conversion in 500 words. <http://actscom.com/store/index.php>

The traditional tract societies should always be contacted. The American Tract Society (now Crossway), 1300 Crescent St., Wheaton, IL 60187 has an excellent selection. <https://www.crossway.org/group/ats/>

INTERNET

Materials useful for evangelism, especially to special groups are available on the Internet. Discernment is needed with these sites since there are many sites with misleading and even false information. The major search engines can often point you to helpful sites.

For evangelism resources, the major parachurch ministries usually will have something to help. Check out the websites of Campus Crusade for Christ, InterVarsity, and The Navigators, to name a few.