



# SYLLABUS

**RELP 240 Personal Witnessing**

202341

# REL 240 Personal Witnessing

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

### Instructor Contact

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

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	Call: (269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Description

This course will focus on the dynamics of personal evangelism with primary emphasis on Christ's model of reaching people. The instruction will be practical, covering a range of topics to include, a clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.

### Required Text/Material

There is NO NEED to purchase any textbooks if taking the course for 2-semester credits. All the course materials are provided in the LearningHub Course space or with the link listed below:

White, E. G. (1925). *Christian Service*. Hagerstown, MD: Review and Herald Publishing Association. Reading the book: <https://m.egwwritings.org/en/book/13.2/toc>

White, E. G. (1898). *The Desire of Ages*. Hagerstown, MD: Review and Herald Publishing Association. Reading the book: <https://m.egwwritings.org/en/book/130/toc>

White, E. G. (1915). *Gospel Workers (1915 ed.)*. Washington, DC: Review and Herald Publishing Association. Reading the book: <https://m.egwwritings.org/en/book/35/toc>

**Purchase the following textbook only if you are taking the course for 3 credits:**

General Conference Corporation of Seventh-day Adventists. (2021). *Spread the Word: A Guide to Personal Witnessing Through Conversation, Literature, Media, and Other Seed-sowing Activities*. Review and Herald Publishing Association. [Kindle Edition available on Amazon]

### Optional Text/Material

Finley, M. (1995). *Studying Together: A Ready-reference Bible Handbook*. Hart Research Center.

### Credit Hour and Commitment

This course is offered for 2 or 3 semester credit. If taking the course for 2 credits, it is expected that you will spend 90 total hours on this course. When taking the course for 2 credits, this course has 16 modules with 15 lessons, 13 blogs, 8 quizzes, 2 interaction reports, 1 paper, and 1 creative project. Each module represents a week of a typical semester course. It is recommended that you budget 6 hours for studying and completing the activities for each module.

If taking the course for 3 credits, it is expected that you will spend 135 total hours on this course. When taking for 3 credits, this course includes everything above for 2 credit and there is an additional assignment of a 4MAT Book Review. It is recommended that you budget 9 hours for studying and completing the activities for each module.

There are suggested schedules to accomplish this work included in this syllabus.

### Institutional Outcomes

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

### Program Learning Outcomes

Graduates of this program will be able to:

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

## Student Learning Outcomes

- Identify and develop the dynamic relationship between true spirituality and effective Christian witnessing.
- Explain and demonstrate the example of Christ in interpersonal relationships, witnessing, and making disciples.
- Develop confidence in approaching people and assessing how and when to share your faith -- including home visitation.
- Apply the techniques involved in leading someone to Christ during the semester

## Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the course material, short essays and reflections on the reading, short open-book quizzes on the readings, and interactions with the instructor via forums. Regular participation in the course is essential to good performance. –

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

## LearningHub Access

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

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

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

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

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Personal Testimony Paper

Using the template provided, prepare a two-page, typed, double-spaced personal testimony of your experience with Christ. The testimony should be divided into three sections: 1) My life before Christ, 2) How I came to trust Christ as my Savior, 3) How my life has changed as a result. Write the testimony as if giving it to a non-Christian audience. Avoid using religious jargon.

**Non-Christian Interaction Report**

Throughout the semester, the student will interview two non-Christians to gain information and insight into their thoughts and feelings toward Christ and His church. The non-Christian should meet one of the following criteria:

1. One interview of a non-Christian under the age of thirty
2. One interview of a non-Christian who is culturally different from the student (different in nationality, socioeconomics, race, etc.)
3. One interview of a non-Christian who is culturally similar to the student (family members, friends, coworkers, etc.)

The student can interview a non-Christian that he/she knows personally or a complete stranger. In the interview, the student will attempt to address the non-Christian according to the following six questions:

1. "How would you (the non-Christian) describe your religious background and church involvement?"
2. "To you, what is God like? Describe God. (If the non-Christian does not believe in God, do not ask the next two questions but instead ask "To you, what is important in life?")
3. "What do you think is important and unimportant to God?"
4. "What do you think it takes to be straightened out with God?"
5. "Describe what the terms/name "Jesus Christ" means to you."
6. "From your perspective, what are the major problems of churches today?"

If the non-Christian seems receptive to the Gospel and the student thinks the non-Christian would like to talk further, the student is strongly encouraged to make an evangelistic appeal to the non-Christian to trust in Jesus Christ.

After the interview, the student will write a three-page double-spaced reflection on the experience. The reflection will include:

- A one-page summary of the interview (E.g. type (under 30, culturally different, etc.), setting, background to how the conversation was initiated, tone of the interview, etc.)
- Significant quote(s) from the non-Christian
- One specific need that the student perceived from the non-Christian
- One thing the student learned about non-Christians in general
- Rationale as to why or why not the Gospel was presented to the non-Christian after the interview
- If the Gospel was presented, what was the outcome?

Do not use the full name of the individual to whom you witnessed. Limit your references to his or her initials only.

**Creative Gospel Project**

The student will design an original gospel presentation for his/her use in personal evangelism. The presentation must be theologically sound, attractive, and creative. This gospel presentation should be a product that the student will use after graduation (even publishable). Ideas for this presentation can be ANY of the following (but not limited to these – be creative):

- A tract for a specific target group
- A web presentation (flash animation, website, widget, blog entry, Facebook, etc.)
- A video presentation for use with a specific target group
- A children's resource (toy, game, teaching tool, etc.)

**Quizzes**

There will be a total of 8 quizzes throughout the course (refer to course itinerary below). Each quiz will cover the class material and readings, proceeding from the previous quiz. There are no make-up quizzes.

**Blogs**

You will be presented with questions to answer in a blog forum. Answers must be at least 300 words and fully answer the question. While it is not a requirement, you may comment on other blogs posts that are posted by other students taking the course.

**4MAT Book Review (Only for students taking the course for 3 Credits)**

After reading *Spread the Word: A Guide to Personal Witnessing Through Conversation, Literature, Media, and Other Seed-sowing Activities*, write a double-spaced book review consisting of 4 parts: a 500 word abstract summarizing the book; a 250 word response section relating the book to personal experience; a 250 word reflection section that critically reviews the books, and a 500 word action plan outlining how you will alter your approach to personal evangelism based on what you've read and learned. The paper should include an introduction and conclusion.

## Rubrics

<b>PERSONAL TESTIMONY PAPER</b>				
<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>SUBSTANDARD</b>	<b>UNACCEPTABLE</b>
<b>Retelling of Experiences</b>	Clear explanation of experiences. <b>(30 points)</b>	Somewhat clear explanation of experiences. <b>(20 points)</b>	Vague explanation of experiences. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Content</b>	Three main sections are fully developed. <b>(30 points)</b>	Three main sections are fairly developed. <b>(20 points)</b>	Three main sections are poorly developed. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Making Connections</b>	Very conversational (not preachy) and omits Christian jargons <b>(30 points)</b>	Somewhat conversational (a bit preachy) and includes a few Christian jargons. <b>(20 points)</b>	Not conversational (very preachy) and includes numerous Christian jargons. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Organization</b>	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. <b>(5 points)</b>	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. <b>(3 points)</b>	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. <b>(1 point)</b>	Task not attempted <b>(0 point)</b>
<b>Spelling, Grammar and Formatting</b>	No errors in spelling, capitalization or formatting. <b>(5 points)</b>	Some errors in spelling, capitalization or formatting. <b>(3 points)</b>	Numerous and distracting errors in spelling, capitalization and formatting. <b>(1 point)</b>	Task not attempted <b>(0 point)</b>

<b>NON-CHRISTIAN INTERACTION REPORT</b>				
<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>SUBSTANDARD</b>	<b>UNACCEPTABLE</b>
<b>Retelling of Experiences</b>	Clear explanation of experiences. <b>(30 points)</b>	Somewhat clear explanation of experiences. <b>(20 points)</b>	Vague explanation of experiences. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Analysis of Experience</b>	Comprehends deeper meanings. High level of critical thinking expressed. <b>(30 points)</b>	Average comprehension of meanings. Average level of critical thinking expressed. <b>(20 points)</b>	Comprehends surface level meanings. Poor level of critical thinking expressed. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Application</b>	Details are included concerning how this information affects the student's personal growth. There is a description that indicates what specific actions will be taken or what changes the student is going to make. <b>(30 points)</b>	Fair amount of details are included concerning how this information affects the student's personal growth. There is an average description that indicates what specific actions will be taken or what changes the student is going to make. <b>(20 points)</b>	Very limited details are included concerning how this information affects the student's personal growth. There is a poor description that indicates what specific actions will be taken or what changes the student is going to make. <b>(10 points)</b>	Task not attempted <b>(0 point)</b>
<b>Organization</b>	The ideas are arranged logically to support the purpose, flowing smoothly one to another and clearly linked to each other. The reader can follow the line of reasoning. <b>(5 points)</b>	The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer's intentions. <b>(3 points)</b>	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest. <b>(1 point)</b>	Task not attempted <b>(0 point)</b>
<b>Spelling, Grammar and Formatting</b>	No errors in spelling, capitalization or formatting. <b>(5 points)</b>	Some errors in spelling, capitalization or formatting. <b>(3 points)</b>	Numerous and distracting errors in spelling, capitalization and formatting. <b>(1 point)</b>	Task not attempted <b>(0 point)</b>

<b>4MAT BOOK REVIEW – FOR 3 CREDIT HOUR STUDENTS ONLY</b>				
<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>SUBSTANDARD</b>	<b>UNACCEPTABLE</b>
<b>Citation</b>	The cited work is presented in the correct format with no errors. <b>(10 points)</b>	The cited work is presented in the correct format with few inconsistencies. <b>(7 points)</b>	The cited work is presented in the incorrect format with numerous inconsistencies. <b>(3 points)</b>	Task not attempted <b>(0 point)</b>
<b>Grammar or Structure</b>	Writing is clear with appropriate grammar, spelling, and punctuation. Headings are appropriately labeled. <b>(10 points)</b>	Writing is somewhat clear with few inappropriate grammar, spelling, and punctuation. Few headings are inappropriately labeled. <b>(7 points)</b>	Writing is not clear with numerous inappropriate grammar, spelling, and punctuation. Most headings are inappropriately labeled. <b>(3 points)</b>	Task not attempted <b>(0 point)</b>
<b>Summary (500 words)</b>	The student provides a comprehensive, concise summary of the major points of the book. <b>(20 points)</b>	The student provides a fairly comprehensive, concise summary of most of the major points of the book. <b>(13 points)</b>	The student provides an incomprehensive, lengthy summary of only some of the major points of the book. <b>(6 points)</b>	Task not attempted <b>(0 point)</b>
<b>Concrete Responses (250 words)</b>	Student responds with a personal life experience related to the content of the text, writing in 1st person. <b>(20 points)</b>	Student responds with a personal life experience somewhat related to the content of the text, writing mostly in 1st person. <b>(13 points)</b>	Student responds with a personal life experience unrelated to the content of the text, writing sparingly in 1st person. <b>(6 points)</b>	Task not attempted <b>(0 point)</b>
<b>Reflection: (250 words)</b>	Thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are discussed. <b>(20 points)</b>	A fair amount of thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are somewhat discussed. <b>(13 points)</b>	Weakly constructed thought-provoking questions are posed regarding the content of the text. Positives and negatives of the book are poorly discussed. <b>(6 points)</b>	Task not attempted <b>(0 point)</b>
<b>Application (500 words)</b>	Details are included concerning how this information affects the student's personal growth. There is a description that indicates what specific actions will be taken or what changes the student is going to make. <b>(20 points)</b>	Fair amount of details are included concerning how this information affects the student's personal growth. There is an average description that indicates what specific actions will be taken or what changes the student is going to make. <b>(13 points)</b>	Very limited details are included concerning how this information affects the student's personal growth. There is a poor description that indicates what specific actions will be taken or what changes the student is going to make. <b>(6 points)</b>	Task not attempted <b>(0 point)</b>

### Suggested schedule for completion in 8 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	What is Evangelism?	White ( <i>Christian Service</i> ), Ch 1	Introduction Blog	SLO 1, 2
	Who Should Evangelize?	White ( <i>Christian Service</i> ), Ch 5 & 7 Dever, Ch 3	Blog 1 Quiz 1	SLO 1, 2
2	Discovering your Spiritual Gifts	<i>Witnessing for Christ</i> , Ch 2 & 5 Spiritual Gifts Inventory	Blog 2 Personal Testimony Paper	SLO 1, 2
	What: Know the Message	Earley, Ch 7	Blog 3 Quiz 2	SLO 1, 2
3	Why: Christian Apologetics	Earley, Ch 33	Blog 4	SLO 1, 2
	Who: Messenger's Qualification	White ( <i>Gospel Workers</i> ), Section 4 McRaney, Ch 2	Blog 5 Quiz 3	SLO 1, 2
4	Jesus: The Model Evangelist	White ( <i>Desire of Ages</i> ), Ch 17 & 61 Samaan, Ch 3	Blog 6 Non-Christian Interaction Report 1	SLO 1, 2, 4
	<b>MIDTERM ASSESSMENT</b>		Creative Gospel Project Quiz 4	SLO 1, 2, 3
5	Bible Study: Preparation, Structure and Presentation	<i>Giving Personal Bible Studies</i> Booklet White ( <i>Christian Service</i> ), Ch 10 & 12	Blog 7	SLO 3, 4
	Door to Door Evangelism	<i>Methods of Door-to-Door Visitation</i> Handbook Finley, Ch 10	Blog 8 Quiz 5	SLO 3, 4
6	Handling Objections	<i>Witnessing for Christ</i> , Ch 11 Meeting Objections with God's Word Handout	Blog 9	SLO 3, 4
	Getting Decisions	<i>Gaining Decisions for Christ and His Truth</i> Handbook <i>Witnessing for Christ</i> , Ch 12	Blog 10 Quiz 6	SLO 3, 4
7	Lifestyle Evangelism	Earley, Ch 22	Blog 11	SLO 1
	Friendship Evangelism	<i>Witnessing for Christ</i> , Ch 4 Hildreth & McKinion, Ch 7	Blog 12 Quiz 7	SLO 3, 4
8	Family and Youth Evangelism	<i>Witnessing for Christ</i> , Ch 3 Pipes & Lee, Ch 3	Blog 13 4MAT Book Review – 3 credit students only	SLO 3, 4
	Power for the New Convert	Samaan, Ch 10	Non-Christian Interaction Report 2 Quiz 8	SLO 1, 2, 3, 4

### Suggested schedule for completion in 16 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	What is Evangelism?	White ( <i>Christian Service</i> ), Ch 1	Introduction Blog	SLO 1, 2
2	Who Should Evangelize?	White ( <i>Christian Service</i> ), Ch 5 & 7 Dever, Ch 3	Blog 1 Quiz 1	SLO 1, 2
3	Discovering your Spiritual Gifts	<i>Witnessing for Christ</i> , Ch 2 & 5 Spiritual Gifts Inventory	Blog 2 Personal Testimony Paper	SLO 1, 2
4	What: Know the Message	Earley, Ch 7	Blog 3 Quiz 2	SLO 1, 2
5	Why: Christian Apologetics	Earley, Ch 33	Blog 4	SLO 1, 2
6	Who: Messenger's Qualification	White ( <i>Gospel Workers</i> ), Section 4 McRaney, Ch 2	Blog 5 Quiz 3	SLO 1, 2
7	Jesus: The Model Evangelist	White ( <i>Desire of Ages</i> ), Ch 17 & 61 Samaan, Ch 3	Blog 6 Non-Christian Interaction Report 1	SLO 1, 2, 4
8	<b>MIDTERM ASSESSMENT</b>		Creative Gospel Project Quiz 4	SLO 1, 2, 3
9	Bible Study: Preparation, Structure and Presentation	<i>Giving Personal Bible Studies</i> Booklet White ( <i>Christian Service</i> ), Ch 10 & 12	Blog 7	SLO 3, 4
10	Door to Door Evangelism	<i>Methods of Door-to-Door Visitation</i> Handbook Finley, Ch 10	Blog 8 Quiz 5	SLO 3, 4
11	Handling Objections	<i>Witnessing for Christ</i> , Ch 11 Meeting Objections with God's Word Handout	Blog 9	SLO 3, 4
12	Getting Decisions	<i>Gaining Decisions for Christ and His Truth</i> Handbook <i>Witnessing for Christ</i> , Ch 12	Blog 10 Quiz 6	SLO 3, 4
13	Lifestyle Evangelism	Earley, Ch 22	Blog 11	SLO 1
14	Friendship Evangelism	<i>Witnessing for Christ</i> , Ch 4 Hildreth & McKinion, Ch 7	Blog 12 Quiz 7	SLO 3, 4
15	Family and Youth Evangelism	<i>Witnessing for Christ</i> , Ch 3 Pipes & Lee, Ch 3	Blog 13 4MAT Book Review – 3 credit students only	SLO 3, 4
16	Power for the New Convert	Samaan, Ch 10	Non-Christian Interaction Report 2 Quiz 8	SLO 1, 2, 3, 4

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description	
25	Blog Forums	
	Introduction Forum	10%
	Blog Questions	90%
50	Assignments	
	Personal Testimony Paper	20%
	Non-Christian Interaction Paper	30%
	Creative Gospel Report	30%
	4MAT Book Review (3cr Students Only)	20%
25	Quizzes	
<b>100</b>	<b>Total Percent Possible</b>	

### Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

### Letter Grade Assignment

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

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

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

### Maintain Professional Conduct Both in the Classroom and Online

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

### Academic Accommodations

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

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

### Commitment to Integrity

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

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

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

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

### **AI Generated Work**

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

## **Part 6: Bibliography**

Dever, M. (2007). *The Gospel and Personal Evangelism (Foreword by CJ Mahaney)*. Crossway.

Earley, D., & Wheeler, D. (2010). *Evangelism Is...* B&H Publishing Group.

Finley, M. (1994). *Persuasion: How to Help People Decide for Jesus*. Ministerial Assn. General Conference of Seventh-day Adventists.

General Conference of Seventh-day Adventists. (2010). *Gaining Decisions for Christ & His Truth*. Advent Source.

General Conference of Seventh-day Adventists. (2010). *Giving Personal Bible Studies*. Advent Source.

General Conference of Seventh-day Adventists. (2010). *Methods of Door-to-Door Evangelism*. Advent Source.

General Conference of Seventh-day Adventists. (2015). *Witnessing for Christ*. Africa Publishing Association.

Hildreth, D., & McKinion, S. (2020). *Sharing Jesus without Freaking Out: Evangelism the Way You Were Born to Do It*. B&H Academic.

McRaney, W. (2003). *The Art of Personal Evangelism*. B&H Publishing Group.

Pipes, J., & Lee, V. (2008). *Family to Family: Leaving a Lasting Legacy*. North American Mission Board of the Southern Baptist Convention.

Samaan, P. (2012). *Christ's Method Alone*. College Press LLC

White, E. G. (2002). *Christian Service*. Review and Herald Pub Assoc.

White, E. G. (2005). *Gospel Workers*. Review and Herald Pub Assoc.

White, E. G. (2019). *The Desire of Ages*. General Press.

Copyright © 2022-2023 by Andrews University.

All rights reserved. No part of these course materials may be reproduced, stored in a retrieval system, or transmitted by any form or by any means-electronic, mechanical, photocopying, recording, or otherwise-except as may be expressly permitted by the applicable copyright statutes or in writing by Andrews University.