

SYLLABUS

TRINITY EVANGELICAL DIVINITY SCHOOL



ME 6000 – Church Planting

Spring 2020

Times: Monday, Jan. 13 – May 4, 6 – 9 PM

Location: Christ Community Chapel, Hudson, OH

Professor

Rev. Cory Wilson, Ph.D.

Phone: 216-502-1808

Email: cory@citychurchcle.com

Course Description

This course examines the biblical and theological foundations for church planting as a means of advancement of the kingdom of God. Evaluation of the diversity of theories, methods, and strategies of church planting will be engaged, along with contemporary issues of contextualization.

Course Goals

As a result of this course students should:

- have a clear understanding of the biblical and theological foundations of church planting as it relates to the biblical storyline
- appreciate the essential nature of church planting in relation to faithfulness to the Great Commission
- be able to evaluate the appropriateness of various theories, methods, and strategies of church planting
- be able to evaluate the appropriateness of various methods of contextualization
- be able to articulate various stages in the development of new churches and the corresponding role of the church planter.
- identify factors, which contribute to or hinder the establishment of indigenous, multiplying churches in various ministry contexts.
- become acquainted with the use of research methods helpful to understanding the host culture and sociological factors influencing church planting ministry.
- be able to plan, develop, and implement a biblically faithful and theologically consistent church planting strategy for a specific context

Course Format

The course will include a combination of lecture, class discussion, and case studies.

Literature

Required Textbooks

- Goheen, Michael. *The Church and its Vocation: Lesslie Newbigin's Missionary Ecclesiology*. Grand Rapids, MI: Baker Academic, 2018. ISBN-13: 978-1540960474
- Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your Church*. Grand Rapids, MI: Zondervan, 2012. ISBN-13: 978-0-310-49418-8.
- Ott, Craig and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, MI: Baker Academic, 2011. ISBN-13: 978-0801035807

Preliminary Additional Recommended Reading

- Allen, Roland. *Missionary Methods: St. Paul's or Ours?* Grand Rapids: Eerdmans, 1962 [=1927].
- Comiskey, Joel. *Planting Churches that Reproduce*. Moreno Valley, CA: CCS Publishing, 2009.
- Conn, Harvey M. ed. *Planting and Growing Urban Churches*. Grand Rapids: Baker, 1997.
- Fuder, John. *Neighborhood Mapping: How to Make Your Church Invaluable to the Community*. Chicago: Moody, 2014.
- Garrison, David. *Church Planting Movements: How God is Redeeming a Lost World*. Midlothian, VA: WIGTake Resources, 2004.
- Gupta, Paul R. and Sherwood G. Lingenfelter. *Breaking Tradition to Accomplish Vision: Training Leaders for a Church Planting Movement (A Case from India)*. Winona Lake, IN: BMH Books, 2006.
- Hesselgrave, David J. *Planting Churches Cross-Culturally: North America and Beyond*. 2nd edition. Grand Rapids: Baker, 2000.
- Hiebert, Paul and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal Peasant and Urban Societies*. Grand Rapids: Baker, 1995.
- Hirsch, Alan. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos, 2006.
- Keller, Timothy J. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012.
- Kendall, Glenn "Tiny Rwanda Shines as Example of Cluster Church Planting." *EMQ* 26 (April 1990): 136-143.
- Livingstone, Greg. *Planting Churches in Muslim Cities: A Team Approach*. Grand Rapids: Baker, 1993
- Malphurs, Aubrey. *The Nuts and Bolts of Church Planting: A Guide for Starting Any Kind of Church*. Grand Rapids: Baker Books, 2011
- Massey, Joshua. "Planting the Church Underground in Muslim Contexts" *International Journal of Frontier Missions* 13:3 (Jul-Sept, 1996):139-153.
- Murray, Stuart. *Church Planting: Laying Foundations*. Scottsdale, PA: Herald, 2001.
- Murray, Stuart. *Planting Churches in the 21st Century*. Scottsdale, PA: Herald,

- 2008.
- Patterson, George. "The Spontaneous Multiplication of Churches" In *Perspectives on the World Christian Movement*, S. 601-618. Ralph D. Winter and Steven C. Hawthorne, eds. Pasadena: Wm. Carey Library, 1981.
- Rogers, Glenn, *North American Cross-cultural Church Planting*. Mission and Ministry Resources, 2008.
- Sanchez, Daniel R., Ebbie C. Smith and Curtis Watke. *Starting Reproducing Congregations*. Fort Worth: ChurchStarting.net, 2001.
- Schnabel, Eckhard. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: InterVarsity, 2008.
- Shenk, David W. and Ervin R. Stutzman. *Creating Communities of the Kingdom: New Testament Models of Church Planting*. Scottsdale, PA: Herald, 1988.
- Steffen, Tom A. *Passing the Baton*. LaHabra: Center for Organizational and Ministry Development, 1997.
- Steffen, Tom A. "Selecting a Church Planting Model That Works" *Missiology* 22 (July 1994):361-376.
- Stetzer, Ed, and Warren Bird. *Viral Churches: Helping Church Planters Become Movement Makers*. San Francisco: Jossey-Bass, 2010
- Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Churches that Multiply*. Nashville: B & H Academic, 2016.
- Stetzer, Ed and David Puttman, *Breaking the Missional Code*. Nashville: B & H, 2006.
- Swanson, Bruce E. "Compassion Pre-evangelism: The Master Key to the Town" *EMQ* 29:1 (Jan 1993):6-9.
- Timmis, Stephen, ed. *Multiplying Churches: Reaching Communities through Church Planting*. Hearn, Rossshire, England: Christian Focus, 2000.

Assignments

Church Planting Case Study Paper (30%)

Students will write a 10-12-page case study on a church plant. The church plant may be in North America or a foreign country and should be at least one year but not more than seven years old. Information will be gathered primarily through interviews with the church planter(s) and other direct participants (more than one person must be interviewed). Other written documentation should be consulted such as minutes, strategy papers, reports, brochures, proposals, demographic information, etc. *Do not rely on only one source of information*. Students should consider seeking to study a church plant in similar context as to the one they would consider planting.

The paper should make clear connections (with explicit references) to principles described in the readings, demonstrating understanding of the reading and application to the case.

The paper should cover the following points:

1. Background Information
 - Description of the research process, sources of information, etc.

- Social/cultural context, target group, etc.
 - Leaders and sponsors of the church plant
2. The inception and development of the church plant
 - Evangelistic methods, follow-up and results
 - Development of structures, leadership, ministries etc.
 - Autonomy and contextualization
 3. Particular challenges and how they were dealt with
 4. Assessment and conclusion
 - Evaluation and explanation of positive and negative developments.
 - Recommendations for further development
 - Main lessons learned from this case

Students will make a 15-minute class presentation of their case studies in class.

Two students can complete this assignment as a team. In this case only one paper will be turned in and the length of the paper should be 15-18 pages.

A rubric and additional details of the assignment will be discussed and provided in class.

Position Summary Papers (30%)

Students will write 3-4 pages summarizing their understanding and position on the following topics.

1. What is Contextualization?
2. What is a church?
3. What are the major theories, methods, and strategies of church planting?

A rubric and additional details for this assignment will be discussed and provided in class.

Class Participation (10%)

All students are expected to attend all class sessions, arriving promptly and prepared for discussion. A portion of the class grade will be based on class participation. Multiple unexcused absences from class will result in a grade reduction.

Church Planting Proposal (30%)

Students will identify a target area in Northeast Ohio that is in need of a church plant. Students will develop and write a preliminary research report for this target area. The report should include the following:

- Why does this area need a church plant? What are the current available options?

- What are the social demographics of the target area (ethnic, economic, etc.)
- What are potential bridges to the gospel in the target area?
- What are potential cultural idols contrary to the gospel in the target area?
- What preliminary church planting strategy are you recommending for this area?

A rubric and additional details for this assignment will be discussed and provided in class.

Grading

Assignments:

▪ Class participation	10%	
▪ Church Planting Case Study		30%
▪ Position Paper Summaries	30%	
▪ Church Planting Proposal	30%	

Scale:

A	= 94 – 100
A-	= 90 – 93.9
B+	= 87 – 89.9
B	= 84 – 86.9
B-	= 80 – 83.9
C+	= 77 – 79.9
C	= 74 – 76.9
C-	= 70 – 73.9
D+	= 67 – 69.9
D	= 64 - 66.9
D-	= 60 – 63.9
F	= 59.9 and below

Academic Dishonesty and Plagiarism

The community at Trinity International University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean/Associate Dean of Students. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty shall be a “0” for the assignment and an “F” for the course. For the full policy, please see the TEDS/TGS Student Guide.

Writing Style Requirements

Students are expected to follow the style and formatting according to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition.

All assignments are to be written in clear, correct English in academic style, avoiding colloquialisms and slang. Alternative views should be dealt with fairly and respectfully. Sources must be cited correctly. Students whose mother language is not English should have papers proofread prior to submission.

All written assignments are to be submitted to the professor via email as a Word document. Any foreign language fonts should be embedded.

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity school to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Jana Holiday, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Jana Holiday to discuss your needs. You can contact her at jrholiday@tiu.edu or 847-317-4063.

Computer Use Statement

Students may use computers in class under the condition that they will use the computer only for purposes related to the course that day. All programs such as internet use, games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class.

Late Assignments

Assignments submitted late are subject to a letter grade drop per late day. Extenuating circumstances should be communicated to the professor as soon as possible.

Class Attendance

Students are required to attend each and every session throughout the entire course period. Due to the nature of Extension classes, attendance at all sessions is especially important with weekend courses. Missing even an hour of a weekend class means a significant portion of the required contact with the instructor and learning community has been lost. For this reason, students missing any portion

(hours) of an Extension course can result in a grade reduction; missing more than one weekend class session will result in a grade reduction and possibly failing the course.

In the case of extreme emergency or unforeseen circumstances (family emergencies, death, etc.) the student should contact the instructor and secure the necessary permission to miss time in a class and make up the missed class time and assignments. Vacations, ministry responsibilities and travel plans are not considered emergencies and such requests will be denied. As the schedule for the Extension courses is set ahead of time, students should plan ahead to be sure they will be able to make it to all class sessions before they register. If the emergency necessitates a longer absence the student should contact the Dean of Students to request an extension of time, or in rare instances a withdrawal from the class without penalty.

Course Outline

This a tentative schedule of topics to be covered in class. A full schedule with corresponding reading and dates will be provided the first day of class.

- I. Course Introduction
- II. Church Planting and the Biblical Story
- III. What is a Church: Biblical, Historical, and Contemporary Considerations
- IV. Church Planting Strategies and Methods: Biblical, Historical, and Contemporary Considerations
- V. Issues of Contextualization: Biblical, Historical, and Contemporary Considerations
- VI. Issues in Church Planting: Global, Rural, Suburban, and Urban Contexts
- VII. Church Planters and Teams: Who Should Plant and Assessments
- VIII. Implementation: Planters, Teams, Strategy, Multiplication, and Development