1-1-2009

ME 760 Ministry and Evangelism in the Small Church

Art McPhee

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Course: MS630 W1 (SP 2009)  
Title: Ministry and Evangelism in the Small Church  
Hours: 3.00  
Published: Yes, on 02/04/2009  
Prerequisites:  
IS501

Department: Christian Mission  
Faculty: Dr. Art McPhee

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Office: MC  
SPO: 791

Meetings:  
During 02/09/2009 to 05/22/2009 on Tuesday from 6:15p to 9:00p in BC322.

Maximum Registration: 30  
Catalog Description: An intensive examination of the special historical, sociological, and interpersonal dynamics of smaller congregations, with attention to the challenges and opportunities for evangelism effectiveness in such settings. (Meets with ME760 on the Wilmore Campus.) Fulfills the United Methodist ordination requirement in evangelism. Meets with ME760 on the Kentucky Campus.

Objectives:

Asbury Theological Seminary

MS630 and ME760

Ministry and Evangelism in the Small Church
Course Guide

Spring 2009
Professor: Dr. Art McPhee, Ph.D.
E. Stanley Jones Professor of Evangelism

3 Hours Credit
Phone: 858-2215
art.mcpee@asburyseminary.edu

This is your syllabus/guide to the spring 2009 edition of Ministry and Evangelism in the Small Church. In it you will find the following: (1) when and where the course meets; (2) how to contact or make an appointment with the professor; (3) who the professor is; (4) the course description; (5) the objectives of the course; (6) some of the topics to be covered; (7) what you are required to read; (8) what you need to submit; (9) a table of highlights of the course schedule; (10) how your work will be assessed; (11) a FAQ section; and (12) some odds and ends, though important ones.

God bless you in this learning endeavor!

Art McPhee

Current Catalogue Description

The current ATS catalogue describes this course as follows: "An intensive examination of the special historical, sociological, and interpersonal dynamics of smaller congregations, with attention to the challenges and opportunities for evangelism effectiveness in such settings."

General Information

$ The course fulfills the United Methodist ordination requirement in evangelism.
$ The class will likely meet in the ESJ Conference Room on the third floor of the McPheeters Building -- but check.
$ The course meets on Tuesday evenings (6:15 to 9:00) from February 12 to May 5, except for March 31 and April 28. There will be an all-day field trip on Saturday, May 2.

Course Objectives

The aim of this course is to help each student in the following ways:

1. To know and understand the special historical, sociological, and interpersonal dynamics of smaller congregations;
2. To consider the challenges and opportunities for evangelism effectiveness in such settings;
3. To become acquainted with examples in the field and case studies (rural, small town, and urban) of smaller congregations that have been effective in their ministry and witness;
4. To reflect on the special demands of pastoral and transformational leadership in small churches, in part through interaction with small church leaders.

Weekly Sessions
In small churches, “everybody knows your name.” Moreover, everybody shapes you, and you shape everybody else. The best small church leaders know that. Therefore, they see their leadership task as a relational one, in which they help form communities of the King and for the King—on the King’s errand to the world.

This class will mirror that vision of the small church. Our weekly sessions will not be occasions for lectures, in which the professor gives you the benefit of his expertise on small churches. As class participants, you will not be furiously taking notes as the PowerPoint slides fly by. Nor will a test determine your grade. Lectures, note taking, and tests produce people who go it alone. We want, instead, to be a community of learners who are building each other up for God’s work (cf. Eph. 4:11-12).

This course will still have lectures, but you will hear them as homework. You will still read and write on your own, but that will be between our meeting times. The course will not be information poor, but the emphasis will be on becoming relationship rich. The plan is to dispel the notion that pastors are supposed to do it all and that the church’s main function is to serve as a Sunday morning audience to their performance. The plan is for peer-to-peer learning about the nature and dynamics and opportunities of small churches with the hope that it will make you a different kind of leader.

**Lecture-Discussion Topics**

For this edition of the course, I have chosen the theme, “A World of Small Churches.” The weekly topics for discussion may shift somewhat but will roughly conform to the following outline.

1. Thinking Missionally
2. Leading Transformationally
3. Loving Unconditionally
4. Praying Expectantly
5. Worshipping Dynamically
6. Abiding Faithfully (The ABIDE Initiative)
7. Living Consistently
8. Walking Obediently
9. Relating Truthfully
10. Witnessing Contextually
11. Ministering Holistically
12. Welcoming Wholeheartedly
13. Working Globally

**Required Textbooks for MS 630**


Pages: 192.


In addition to these texts, students will read 500 pages related to the topic of their course paper.

**Writing Assignments for MS630**

1. MS630 students will write two-page (700-word) critical reviews of each of the required textbooks. These are due on the days we discuss them in class. See Appendix A: “How to Write a Book Review for this Course for guidelines and details. Using the same format, write reviews of each additional book and article you read. Staple this additional set of reviews and turn them in together at the final class session.

2. MS630 students will write a research paper from a list of topics. The report is due on May 12. The length should be 4,000 to 5,000 words (12 to 14 double-spaced pages) plus reference list or bibliography.

Here are the topics from which you can choose:

-- A Critical Assessment of the ABIDE Initiative Spearheaded by Ron Crandall
-- Introducing and Establishing Missional Ecclesiology in Small Church Settings
-- Small Church Insights from Methodism on the American Frontier
-- Raising the Dead: Case Studies of Small Churches Revived
-- Case Studies of Small Church Interim Pastors as Transformers and Healers
-- The Role of Small Churches in a Megachurch World: Case Studies
-- A Comparative and Critical Analysis of Research on "Turnaround" Churches
-- Unique Challenges of the [choose a specific international setting] Small Church

**Process:**

(1) February 10: Choose your topic in class.
(2) February 17: Submit your proposition and questions (based the topic), some working answers, and potential sources. We will discuss these in class.
(3) March 17: Bring your completed first draft with a minimum of five primary and/or secondary sources. Be prepared to discuss how you have proceeded thus far.
(4) April 14, May 12: Submit the first edited version your paper.

**Form and Style:** Follow Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition.

**Term Paper Assessment:** Fifty percent of the grade for the paper will be based on the first four steps in the procedure, and fifty percent on the final product.
Required Textbooks for ME760


In addition, ME760 students will read 1,000 pages related to three case studies they will write.

Writing Assignments for ME760 Students

1. As a team, postgraduate students will write and present three case studies for class discussion, each case on a particular small church.

   **Form, Style, and Length**
   Form and style should follow Turabian's seventh edition or The Chicago Manual of Style, on which Turabian is based.

   The cases should average about 3,000-4,000 words (eight to eleven double-spaced pages, plus an annotated bibliography that relates specifically to the issues in the case.
   Each case study must conclude with one or more open-ended questions for class discussion.

   **The Case Studies**
   Each case study will highlight a small church in a specific context.
   The first case will be a rural, village, or small town church.
   The second case will be an older North American downtown or “First” church.
   The third case will be an urban neighborhood, or urban storefront church.

   The cases cannot be fictional. They must come from the literature in the field and, when possible, primary sources such as interviews.

   **Presentation of the Cases:**
   The team will make copies of the cases available to the MS630 students on the day of the presentation.

   Using PowerPoint and/or other reinforcements (recommended, not required), the team will present the case and lead the class in a discussion of the question(s) posed.
   The team should plan to use one 75-minute session for each of the three presentations and discussions.

2. ME760 students will also assemble an annotated bibliography of all reading done for the course. Write one paragraph for each book and article.
Guidelines and Cautions for All Course Writing

Here are four additional requirements I need to make you aware of. All of them affect the paper’s grade.

1. As part of the proofing process for the edited and final versions of the research paper, (see "Schedule/Procedure," above), check the readability of the paper. I recommend you not exceed a 10th or 11th grade reading level.

   -- To check the paper’s readability, use the readability option in Microsoft Word's (or Word Perfect's) grammar checker. For Open Office and other writing software users, use the Flesch-Kincaid Grade Level test, which rates text on a U.S. school grade level. The formula for the Flesch-Kincaid Grade Level score is: (.39 x ASL) + (11.8 x ASW) – 15.59 where: ASL = average sentence length (the number of words divided by the number of sentences), and ASW = average number of syllables per word (the number of syllables divided by the number of words).

2. Use gender-sensitive language.
3. Get the work done on time for full credit.
4. Do not plagiarize. Plagiarism guarantees an "F" for the course.

Course Schedule

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<th>DATES</th>
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<tr>
<td>2/10</td>
<td>Introductory class</td>
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<tr>
<td>2/17</td>
<td>MS630 term paper proposal and research questions due</td>
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<td></td>
<td>Discussions of Ray (both books)</td>
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<td>2/24</td>
<td>MS630 book reviews due</td>
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<td>3/3</td>
<td>Special guests</td>
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<tr>
<td>3/10</td>
<td>First ME760 case study (rural or small town church)</td>
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<td>3/17</td>
<td>MS630 first draft due (for discussion)</td>
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<tr>
<td>3/24</td>
<td>Discussion of Crandall; presentation on ABIDE</td>
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<td>MS630 book reviews due</td>
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**MARCH 30-APRIL 3: READING WEEK (NO CLASS)**

| 4/7   | Second ME 760 case study (old, downtown “First Church”) |
| 4/14  | MS630 first edited/rewritten version due                 |
| 4/21  | Discussions of Daman and Bierly  |
|       | MS630 book reviews due   |
4/28    NO CLASS

5/2     FIELD TRIP (6:00 A.M. DEPARTURE)

5/5     Third ME760 case study (urban neighborhood or urban storefront church)
          Discussions of Dudley and Schaller
          MS630 book reviews due

5/12    MS630 term paper, final version due and presented in class
          ME760 annotated bibliographies due

Evaluation

Breakdown:

- MS630 term paper and ME760 case studies 40% of final grade
- MS30 book reviews and ME760 annotated bibliographies 30% of final grade
- Participation in class discussions and the field trip 30% of final grade

Additional Factors:

$ Class discussions and presentations will be assessed by (1) students' preparedness; (2) students' readiness to contribute to the discussions; and (3) the quality of students' input, insights, and feedback to other students.
$ ME760 students will also be evaluated on their teamwork.

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FAQ

1. Question: When are papers due and where do I turn them in?
   Answer: At the end of class on the due date.

2. Question: What if the dog eats my homework?
   Answer: Next question, please!

3. Question: When is the last day to drop the course with a refund?
   Answer: February 13 at 3:00 p.m. (EST).

4. Question: Can I outsource my assignments to India?
   Answer: The professor will know!
5. Question: Can I submit my papers electronically?  
   Answer: Yes.

ATS Library (Information Commons)

The Asbury Seminary Information Commons (Library) provides the resources, services and information necessary for your research needs; by assisting you in identifying and locating information, and in using the library's resources and in helping you gain access to needed information located elsewhere; and by assisting with technical questions that arise.

$ The Information Commons is a "one-stop shop" for your research needs. For hours of operation, check here: http://www.asburyseminary.edu/information/hours.htm.  
$ To search the library catalog for available materials, click here: http://www.asburyseminary.edu/information/index.htm.  
$ To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Incomplete Work

The official end of each term is 5:00 pm on the last day of the exam week. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. The student must petition the Registrar and the faculty person involved for permission to receive an "I" at the end of a semester. The petition must be received before 5:00 pm on the last day of the term.

A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment.

If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."
Incomplete grades shall be removed one calendar month prior to the close of the following semester unless the Office of the Registrar designates an earlier date on the individual petition. If the work is not completed by the time designated, the "I" shall be changed to an "F" unless a passing grade can be given based on work already completed or unless the Registrar grants special permission.

Professors are required to give either a grade or an "I," if approved, to each student registered for credit in a course. Students with Incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar (from the ATS Catalogue, p.32).

Withdrawal Policy

Students may drop and add classes without penalty during the drop/add period:
$ Fall and Spring Semester, through the first week of classes;
$ ExL Summer Semester, through the first week of classes;
$ One-week intensive courses, through the end of the first day of class;
$ Other intensive courses, through the end of the second day of class.
$ Students withdrawing from courses after the drop/add period will receive a grade of WD (withdraw) on their transcripts, provided they meet the deadline for withdrawal (see the Academic Calendar in the current ATS catalogue for exact dates).

Appendix A

How to Write a Book Review for this Course

A significant part of the grade for this course comes from the book reviews you will write. So getting off to a good start is important. For that reason, I am offering some guidelines, including what I look for.

How to Read

I will begin with some ways to read a book. Although the reading for this course is not heavy, in a busy semester, you may also have to read books for other courses. On the other hand, perhaps, you are taking this course while in a full-time job. In either case, you may feel a little daunted by having to read every word of seven books (in this case), plus having to write book reviews for them. If so, I offer two words of encouragement.

First, even if you read every word at a moderate rate, you can finish all the reading for this course in about thirty-three hours. That is about 25 percent of the total time expected for a three-credit course.

Second, you may be surprised to learn that it is not a mortal sin to skim parts of a book and that you do not need to read every word – that is, if you are careful not to miss the book’s key ideas and information, and the author’s thesis. Here, for example, is a synopsis of my approach:

1. I find it helpful to begin a book by studying its table of contents, preface and/or introduction, index
(if it has one) and bibliography.

2. Before I read each chapter:
   a. I preview it;
   b. I take note of the subheadings, and first and last sentences of paragraphs; and
   c. I examine any charts and photographs it may contain.

3. Then, and only then, do I read the chapter.
   a. In reading, if I discover I am essentially familiar with what is there (that is, I am already well
      informed about what the author is covering) I usually read lightly, skimming and even skipping
      some parts.
   b. However, if the material is new, difficult, or particularly insightful and useful, I take the time to
      drink deeply. I may even reread parts of some chapters.

You may prefer another approach: speed reading, for instance, or even going slow and leisurely taking it all in. If you do not read so fast or superficially that you fail to benefit from what the book has to offer, any plan is fine.

**What I Look For**

What will I be looking for in your reviews? First, I distinguish between a book report and the book review. I think of a book report as what I did in high school. I would give a summary of the book and state my opinion of it. A book review is different. It involves reflection and critical thinking. It involves asking questions—ones like the following:

$\text{What background does the author bring to the topic?}$
$\text{What is the main thesis or argument?}$
$\text{What problems or issues does the author seek to resolve?}$
$\text{Does the author have a bias? Are the author's points strong and clear?}$
$\text{Are they logically sound?}$
$\text{Are they well researched and well supported?}$
$\text{Does the author's approach reflect a sound theology?}$
$\text{Does the book reflect values that I affirm?}$
$\text{What am I learning from this book?}$
$\text{How, practically, can it help others and me?}$
$\text{Does it bring other books, articles, or points of view to mind?}$
$\text{Can I recommend this book?}$

**How to Take Notes**

Note taking is crucial. Write them in a notebook, on sheets of paper, on index cards, on your laptop, in the margins or inside the back cover of the book, wherever you choose — just do it! Develop codes to insert in the margins: highlight important passages, sections you want to reread, insights you want to copy elsewhere, questions you want to pursue, and places of agreement and disagreement.

**My Criteria for Grading**
As I read your reviews, I will be looking for evidence that you have read reflectively and critically. However, I use four criteria for the grade:

$ $ sound reflection and good ideas expressed in a clear, straightforward argument;
$ $ engagement and interaction with the author(s) and ideas;
$ $ writing mechanics (like grammar and spelling); and
$ $ form and style.

They all count!

Form Style, and Length

I do not require title pages for book reviews, but I do require good form.

$ $ The first page should start with your name, SPO box number, e-mail address, and the date.

$ $ After you need to put down certain information about the book you are reviewing (the same information you will find in the syllabus’ list of required textbooks for this course).

$ $ Then comes the review itself, which in this course should be about 750 words in length, which, minus the headings, is how long this document has been so far). Figure two full pages of double spaced, 12 point type.

If you quote from the book you are reviewing, you need to cite the page numbers. Please use Chicago Style, as found in Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations (7th edition, 2007) or the Chicago Manual of Style (15th edition, 2003), on which Turabian is based. If you refer to other books in your review, cite them appropriately and add a reference list or bibliography at the end.

—Art McPhee

A Sample Outline for a Book Review*

**Student’s Name**

**SPO**

**Date**

**Title of the Review**

Insert here the author’s name, book title, publishing information, and number of pages.

1. **Introduction (max two paragraphs)**
   a. Make it interesting
   b. Give a brief overview (key points, ideas, etc.)
2. **Body**
   a. Discussion of the Book (three or more paragraphs)
      i. This is where you analyze the books assets, benefits, weaknesses, etc.
      ii. Use critical thinking questions to get you started.
   b. Insights and Ideas Gleaned from the Book (one paragraph)
i. First insight
ii. More

c. Possible Applications (brief paragraph)
i. First application
ii. More

3. Conclusions And/or Questions Concerning the Book (brief paragraph)

*This sample shows elements I look for in a review, but it is not a prescription. Organize your reviews creatively, in your own way. But do have a plan before you write!

Appendix B

How to Prepare a Case Study for this Course

In this course, ME760 students work as a team to write three case studies, as described in the Course Guide.

Keep in mind that these case studies highlight small churches in their settings.

$ The first case will be a rural or small town church.
$ The second case will be an old, downtown “First Church.”
$ The third case will be an urban neighborhood or urban storefront church.

What follows is how I recommend you proceed:

1. Begin with a profile gleaned from the literature of the characteristics and challenges of small churches in the focus setting. Use several sources.
2. Then, move from the general to the particular church selected for the case study.
   a. Describe the selected church in detail, comparing it to the profile.
   b. How is it in the profile’s mold?
   c. Or how does it break the mold?
3. Using sources like Robert Dale’s book, To Dream Again, in which he talks about church life cycles, try to present a picture of where the church has been and where it is now.
4. Look closely at its relationship to its community and to change.
   a. Has the church adapted to changes in the community?
   b. What is the mood in the church?
   c. Is the church growing or declining?
   d. What are the church’s present challenges?
   e. What opportunities might it try to capitalize on?
5. Identify one or more key decisions that church is, or must, face.
   a. Describe the possible options and the pros and cons.
   b. Consider factors such as the following:
      i. Systemic issues
      ii. Available resources
      iii. Contextual factors
      iv. Leadership
6. However, do not give an answer to the dilemma(s) you’ve identified. Instead, conclude by leaving the issue(s) open for the class to discuss.
Remember, you need to provide each MS630 student with a copy when you present the case study. You may also want to prepare PowerPoint slides or video to help students visualize the church in its setting.

Appendix C

Bibliography for Ministry and Evangelism in the Small Church


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