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ME 630 Planting New Churches

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Asbury Theological Seminary
Fall Term, 2006
Tuesday 6:15-9 p.m.
Professor: Crandall
Credit: Three Hours

DRAFT: Subject to Change

Prospectus for the Course
ME 630
PLANTING NEW CHURCHES

I. INTRODUCTION AND COURSE DESCRIPTION

Welcome to “Planting New Churches” for the fall semester, 2006. I am Ron Crandall, Professor of Evangelism in the E. Stanley Jones School. This is a course I love to teach and have been teaching for over 20 years. The course is designed to provide an orientation to the theological, sociological, and practical dimensions of starting new churches—primarily in North America. We will also take a brief look at case studies and church multiplication opportunities in other lands. There will be a definite emphasis on the “how to” and on the diversity of models being successfully employed today. Several new church planters and denominational leaders in this work will be with us in class to share their insights and lessons.

II. COURSE OBJECTIVES

With the much welcomed and long overdue renewal of interest in the new congregational development by many denominations, we intend to provide students with the best literature and insights available for successful leadership in this critical ministry of church planting. By the conclusion of the course, students should be able to:

1. Articulate a biblical, historical and cultural rationale for church planting.
2. Understand the significance and alternative strategies for building a core group.
3. Clarify their personality profiles, core values and ministry action plans.
4. Use demographic data to design culturally appropriate forms of evangelism, worship, discipleship, and leader development.
5. Plan for a church multiplication movement, not just a single new church plant.
6. Access a wide variety of helpful resources on the internet.
7. Feel part of a network of church planters around the country and around the world.

In short, students will be ready to support others in new church planting efforts or begin a new church ministry of their own starting with day one.

III. PROCEDURE AND COURSE REQUIREMENTS

The course consists of weekly class sessions meeting Tuesday evenings from 6:15 to 9:00.

- **Classes** will include lectures, videos, discussion, personal research, and guest resource leaders.
- **Readings**, both required and collateral are considered part of the curriculum and a final reading record must be turned in on a "Reading Record" form (attached) by Dec. 12th along with a **Class Notebook**. One point will be lost for each 50 pages not completed.
- **A Course Project OR take-home final exam** will be due on Dec. 5th.

Any student **absent** for more than one class period will need to read 100 extra pages for the class missed, complete a reading report on the material, and consult with the professor regarding other possible assignments.

A. READING REQUIREMENTS (25% of Grade)

The following are required texts and a 1 and 1/2 to 2 page single spaced **reading report** must be completed on each:

1. Stuart Murray, Church Planting: Laying Foundations, 2001 (250 pages).
Reading report **due on October 3rd**.
2. Tom Jones, ed., Church Planting from the Ground Up, 2004 (350 pages).
Reading report **due on October 24th**.
2. Ed Stetzer, Planting Missional Churches, 2006 (350 pages).
Reading report **due on November 7th**.

In addition to required reading, at least 300 pages of collateral reading must be read from the texts listed below or other materials approved by the professor. Materials read previously cannot be counted as collateral for this course.

1. George Barna, A Step-by-Step Guide to Church Marketing, 1992.
2. Charles Brock, Principles and Practice of Indigenous Church Planting, 1981.
3. Charles Chaney, Church Planting at the End of the 20th Century (Revised Ed), 1991.
4. Harvie Conn, ed., Planting and Growing Urban Churches, 1997.
5. Hozell C. Francis, Church Planting in the African American Context, 1999.
6. David Garrison, Church Planting Movements, (SBC IMB), 2000.
7. Greenway and Monsma, Cities: Mission's New Frontier, 1989.
8. David Hesselgrave, Planting Churches Cross-Culturally 2nd Ed, 2000.
9. Paul Hiebert and Eloise Menses, Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies, 1995.
10. Bill Hybels, Courageous Leadership, 2002.
11. Rick Love, Muslims, Magic and the Kingdom of God . . . 2003.
12. Bob Logan, Beyond Church Growth, 1989.
13. Dan Kimball, The Emerging Church, 2003.
14. Dan Kimball, Emerging Worship, 2004.
15. Aubrey Malphurs, Planting Growing Churches for 21st Century, 1992.
16. Kevin Mannoia, Church Planting: The Next Generation, 1994.
17. Linda S. McCoy, Planting a Garden . . ., 2005
18. Brian McLaren, The Church on the Other Side, 2000.
19. Erwin McManus, An Unstoppable Force, 2001.
20. Roger McNamara & Ken Davis, The Y-B-H Handbook of Church Planting, 2005.
21. Reggie McNeal, The Present Future, 2003.
22. Craig Miller, Next Church.Now: Creating New Faith Communities, 2000.
23. Ralph Moore, Starting a New Church, 2002.
24. Linus Morris, The High Impact Church, 2nd ed., 1998.
25. Manuel Ortiz, One New People: Models for Developing a Multiethnic Church, 1996.
26. Peter Scazzero, The Emotionally Healthy Church, 2003.
27. Lyle Schaller, 44 Steps Up Off The Plateau, Abingdon, 1993.
28. Lyle Schaller, Center City Churches, 1993.
29. Shenk & Stutzman, Creating Communities of the Kingdom, 1988.
30. Tom Steffen, Passing the Baton: Church Planting That Empowers, 1993.
31. Ed Stetzer, Planting New Churches in a Postmodern Age, 2003.
32. Peter Wagner, Church Planting for a Greater Harvest, 1990.
33. Rick Warren, The Purpose Driven Church, Zondervan, 1995.
34. Randy Woodley, Living in Color: Embracing God's Passion for Ethnic Diversity, 2001.
35. K. P. Yohannan, Come, Let's Reach the World: Partnership in Church . . ., 2004.

AND various materials from the internet, the library, or denominational sources.

B. THE NOTEBOOK (25% of Grade) **DUE 12/12/06**

Each student will need to prepare and hand in a notebook either as hard copy or on CD. Included should be:

Copies of your completed reading reports on required texts and similar notes on all additional reading completed following the same format, (2) Notes on all classes—not just the supplied Powerpoint slides, (3) Sample pages of at least 20 websites contacted, (4) A collection of copied articles, additional research outside of class, correspondence, etc., and (5) Thoroughness, orderliness, and appearance (a table of contents and/or tabs help). Each category is worth 5 points.

An alternative to completing this assignment may be arranged with the professor. Possibilities include: writing a second 10-12 page paper on a related and approved subject or on 200 pages of additional reading.

C. CLASS PROJECT (50% of Grade) **DUE 12/05/06**

Each student will be responsible for a class project and a written report 12-15 pages double-spaced (**OR** a take home final examination—see below) due the last day of class. The papers should have a title page and follow acceptable standards of form and style. The following projects are considered to be most helpful, but other projects may be accepted after consultation with the professor.

1. Create your own Ministry Action Plan following a process outlined in class. This can be for any ministry context and is not restricted to a new church.
2. Explore Multi-ethnic Church Planting by creating an annotated bibliography and extensive web search for current resources and new multi-ethnic congregations. From readings, web sites, and interviews (phone, in person, email) describe the best contexts and approaches to this undertaking and ways to avoid potential problems.
3. Choose a political area (a county, city, census tract, etc.) and study the census and/or current demographic reports. Compare this with earlier demographic studies or census for trends. Identify and interview at least one knowledgeable person who can interpret trends being noted and projected for the next decade. Then, do a "windshield survey" and identify at least one tract or other section of your area "ripe" for new church development. Write a simulated (or actual) proposal for such development to your judicatory office and make your case. Copy it to your professor.
4. Participate in a community survey seeking out the unchurched in a neighborhood or area. Evaluate their receptivity and identify basic human, social, and spiritual needs. Project the kinds of ministries and emphases that would best reach these people for Christ if a new church were to be started. Give a brief description of how you would plant a new church in this area, including your Ministry Action Plan.
4. Work with and interview a local pastor and/or denominational official involved in new church development. Evaluate the experience and report on lessons learned, contributions made, recommendations, etc.
5. Interview three new church planting pastors and at least two lay persons in each church. Write up your interviews in the form of three case studies not to exceed five double-spaced typed pages each. Include in each case study the basic historical, demographic and statistical information, problems faced, special awareness of God's presence, special gifts and emphases of the pastor, and other similar ingredients emphasized in our texts or in class.

6. Write or phone your own church extension board or agency requesting all available information on preparing you for a church-planting ministry. Write up an evaluation of their program and materials including such matters as alternative models for new churches, cross-cultural and ethnic minority focus, mission opportunities, the relationship of your polity to successful new church development, etc.

D. FINAL EXAMINATION (50% of Grade)

Students **may elect** to complete a take home final examination **in place of one of the projects** above. The exam will be **available on November 14th** and will be **due on Tuesday, December 5th**, in class. Five questions will be selected from a larger field and turned in as a typed double spaced paper of 12 to 15 pages (2 to 3 pages per answer).

IV. PROPOSED SCHEDULE

Although the order listed below may vary due to the availability of our "outside guests" and field contacts, our intended course outline is below.

Date	Session	TOPIC
9/05	I	Foundations: Biblical/Historical/Theological
9/12	II	Core Values, Vision (David Calhoun)
9/19	III	Church Planting Pastors: Gifts, Personalities
9/26	IV	Models & Strategies for New Churches
10/03	V	MAP / Leadership Development (Craig R--BR#1)
10/10	VI	Initial Contacts & Advertising
10/17	VII	Kingdom Conference (Mission Guests)
10/24	VIII	Working Across Cultures (BR#2)
10/31	IX	Designing Worship / Discipleship Emphases
11/07	X	Emerging Church / New Movements (Jorge A.) (BR#3)
11/14	XI	Kwang Lim Church Korea (Bishop Kim)
11/21		NO CLASS – READING WEEK
11/28	XII	Understanding & Reaching The Unchurched – Quest
12/05	XIII	House Churches / Buildings – Greg Leffel
12/12		4:00 All Remaining Projects Due in ESJ Office

Grading Policies:

Attendance Policy -- If you miss more than 3 classes, you will not receive a passing grade.

Asbury Seminary defines grades using the following criteria (see catalog):

A= Exceptional work: outstanding or surpassing achievement of course objectives

B= Good work: strong, significant achievement of course objectives

C= Acceptable work: essential achievement of course objectives

D= Marginal work: minimal or inadequate achievement of course objectives

F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.)

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

100-96 = A	76-74 = C
95-90 = A-	73-71 = C-
89-87 = B+	70-67 = D+
86-84 = B	66-64 = D
83-81 = B-	63-61 = D-
80-77 = C+	60 and Below = F

Grading Process

The Asbury Seminary School of Theology faculty has adopted the following standards for faculty grading of papers:

- ◆ Timely feedback: For assessment of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer due at the end of the term are not subject to this definition.
- ◆ Substantive feedback: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Grading Guidelines

Grading guidelines are contained within each assignment and grading form in this syllabus, If you review the assignment before you begin your work then you will know the expectations that I will use to evaluate your work.

Late Assignments and Papers

A paper or assignment that is late *without prior permission from the instructor* receives a grade but no written comments. Late papers are penalized with a 1 point reduction for **each day** that the paper is late.

Incomplete Policy

A grade of "I" denotes course work has not been completed due to an **unavoidable emergency**, which does **not** include failure to turn in course work or attending to church work or other employment. See the Asbury Seminary Catalog for further clarification.

ME 630

Reading Report/Notes Format

Fall 2006

Each text you evaluate for the required reading **and** the material you include in the reading notes section of your notebook should be evaluated and critiqued **in an expanded version** of the *abbreviated* form below.

Book Title _____ Author _____

1. Evaluation: 1 (low) – 10 (high) ____

2. Elaborate citing strengths & weaknesses:

3. Summary of text or article and its major sections:

4. What new insights have you gained from reading this text? (**Cite pages or chapters**)

5. Where do you find yourself strongly agreeing or disagreeing with the author?

6. What are some ministry applications of these insights?

7. What are some issues, concerns, or questions this reading has prompted you to consider researching in greater depth and/or you would like to see discussed?

ME 630 End of Semester READING RECORD

NAME (PRINT) _____ (Signature below)

I have read the following number of pages for ME 630, 2006.

REQUIRED ASSIGNED READING: (Sign below at Bottom of Page)

	Author	Title	Total Pages
1.	Stuart Murray	<u>Church Planting: Laying Foundations</u> (250 pages)	_____
2.	Tom Jones	<u>Church Planting</u> (350 pages)	_____
3.	Ed Stetzer	<u>Planting Missional Churches</u> (350 pages).	_____
TOTAL PAGES OF ASSIGNED READING			_____

COLLATERAL AND ELECTIVE READING:

	Author	Title	Total Pages
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
TOTAL PAGES OF COLLATERAL READING			_____
GRAND TOTAL PAGES READ FOR CREDIT			_____

TOTAL NUMBER OF **ABSENCES** FROM CLASS DURING SEMESTER _____

MAKEUP READING: (Not to exceed 100 pages = 1 Free + 1 Makeup = 2 Absences Maximum)

	Author	Title	Total Pages
1.	_____	_____	_____
2.	_____	_____	_____

SIGNED _____

DATE / / _____

