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ME 630 Planting New Churches

Ronald K. Crandall

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Prospectus for the Course  
ME 630  
PLANTING NEW CHURCHES

I. INTRODUCTION AND COURSE DESCRIPTION  
Welcome to “Planting New Churches” for the fall semester, 2004. I am Ron Crandall,  
McCreless Professor of Evangelism in the E. Stanley Jones School. This is a course I love to  
teach and have been teaching for 20 years. The course is designed to provide an orientation to  
the theological, sociological, and practical dimensions of starting new churches in North  
America. In addition we will take a look at case studies and opportunities for new church  
planting 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.  
  14\textsuperscript{th} 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. 7\textsuperscript{th}. 

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 reading report must be completed on each:

   Reading report due on October 5th.
   Reading report due on October 26th.
   Reading report due on November 9th.

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.

2. Ralph Moore, Starting a New Church, 2002
17. Oscar Romo, American Mosaic: Church Planting in Ethnic Churches, 1993
29. George Hunter, Church for the Unchurched, 1996

AND Various materials from the internet, the library, or denominational sources.
B. **THE NOTEBOOK**  (25% of Grade) **DUE 12/14/04**

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

1. Copies of your reading reports on required texts and on all additional reading completed following a the same format,
2. Notes on all classes—not just powerpoints supplied,
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. Each category is worth 5 points.

C. **CLASS PROJECT** (50% of Grade) **DUE 12/07/04**

Each student will be responsible for a class project and a written report (or a take home final examination) due the last day of class. The following projects are considered to be most helpful, but other projects may be accepted after consultation with the professor.

1. Create your own MAP (Ministry Action Plan) following the process outlined in *The Vital Church Leadership Incubator Guidebook* and presented in class.

2. 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.

3. 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 core values and philosophy of ministry.

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. If possible, secure for the “class reserves” an extra copy of any material not currently on file from your denomination or agency.
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 16th and will be due on Tuesday, December 7th, 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 we may vary slightly from the order listed due to the availability of our "outside guests" and field contacts, our intended course outline is below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>9/07</td>
<td>I</td>
<td>Foundations: Biblical/Historical/Theological</td>
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<td>9/14</td>
<td>II</td>
<td>Church Planting Pastors: Gifts, Personalities, and Style</td>
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<td>9/21</td>
<td>III</td>
<td>Models &amp; Strategies for New Churches</td>
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<td>9/28</td>
<td>IV</td>
<td>Core Values and Vision (Barry Carpenter)</td>
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<td>10/05</td>
<td>V</td>
<td>Developing a M.A.P. (Barry Carpenter)</td>
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<td>10/12</td>
<td>VI</td>
<td>Leadership Development</td>
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<td>10/19</td>
<td>VII</td>
<td>Advertising &amp; Initial Contacts (Guest)</td>
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<td>10/25</td>
<td>VIII</td>
<td>Kingdom Conference (Guest)</td>
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<td>11/02</td>
<td>IX</td>
<td>Designing Worship (Guest)</td>
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<td>11/09</td>
<td>X</td>
<td>Understanding &amp; Reaching Unchurched (Guest)</td>
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<td>11/16</td>
<td>XI</td>
<td>Working across cultures (Guest)</td>
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<td>11/26</td>
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<td>NO CLASS – READING WEEK</td>
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<td>11/30</td>
<td>XII</td>
<td>The Emerging Church (Guest)</td>
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<td>12/07</td>
<td>XIII</td>
<td>Buildings: House Churches &amp; Building (Guest)</td>
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Each text and/or article you include in your reading notes section of your notebook should be evaluated and critiqued in an expanded version of the abbreviated form below.

Book Title _________________________________  Author _________________

Evaluation: 1 (low) – 10 (high) ___
Elaborate citing strengths & weaknesses:

Summary of text or article and its major sections:

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

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

What are some ministry applications of these insights?

What are some issues, concerns, or questions this reading has prompted you to consider researching in greater depth?
### ME 630 End of Semester READING RECORD

**NAME (PRINT)_____________________________ (Signature below)**

I have read the following number of pages for ME 630, 2004.

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Total Pages</th>
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<tbody>
<tr>
<td>1. Tom Jones</td>
<td>Church Planting</td>
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<td>2. Ed Stetzer</td>
<td>Planting New Churches in a Postmodern Age</td>
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<td>3. Dan Kimball</td>
<td>The Emerging Church</td>
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**TOTAL PAGES OF ASSIGNED READING _____**

#### COLLATERAL AND ELECTIVE READING:

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**TOTAL PAGES OF COLLABORAL 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)

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**SIGNED ___________________ DATE / /**