EM/MC 616 Ministering Among Emerging Generations
Gordon-Conwell Theological Seminary
Dr. Jimmy Long-Spring 2016

Dr. Long’s Contact Information
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Course Meeting Location & Schedule: The spring semester runs from Jan. 19-May 7, 2016. Students should begin their work in January, and all assignments will be due by April 20. The class will meet Monday March 28-Friday April 1 at the Chapel Hill Bible Church in Chapel Hill, NC. The class meeting schedule is as follows:

- Monday March 28: 1:00 PM-5:30 PM
- Tuesday March 29: 9:00 AM-5:30 PM
- Wednesday March 30: 9:00 AM-5:30 PM
- Thursday March 31: 9:00 AM-5:30 PM
- Friday April 1: 9:00 AM-1:00 PM

Course Description
This course is designed to equip the Christian leader to minister more effectively in an ever changing world. We observe from history and present-day life how God turns seemingly cultural crises into opportunities for the church to thrive and the gospel to move forward. We will focus on four key elements of ministry: spiritual formation, ministry structure, leadership and witness. From this focus the course participants are prepared to develop vital ministry strategies in their own ministry contexts in the midst of cultural change.

GCTS Mission
Part of Gordon-Conwell’s Mission is to develop in students a vision for God’s redemptive work throughout the world and to formulate strategies that will lead to effective mission, evangelism and discipleship (article 6). This course is designed to further that vision and the development of strategies that will be both faithful to the gospel and contextually appropriate for this emerging culture.

Course Objectives
To give each student:
1) An understanding of the major cultural paradigm shifts since the time of Christ and an appreciation of God’s sovereignty and mission throughout history.
2) A prospective for the opportunities for ministry God provides His church in times of cultural transition.
3) The foundation to develop a spiritual formation process, based upon the understanding that all of us are created in the image of God, to help others mature in their faith.
4) The ability to create a vibrant community based fellowship.
5) The tools to form a ministry leadership team based on trust and empowerment.
6) The vision and strategies to establish a welcoming environment for seekers to belong.

Class Schedule

Monday March 28  
Historical and Present Cultural Paradigm Shifts (opportunities from God)

Tuesday March 29  
Creation of a Spiritual Formation Process (Image of God)

Wednesday March 30  
Development of an effective ministry structure (Trinitarian modeled community)

Thursday March 31  
Formation of a unified leadership team (trust and empowerment)

Friday April 1  
Establishment of a welcoming environment for seekers (place to belong)

Class Participation

This class will be centered on class participation. Come fully prepared to enter into the discussion in a vibrant way.

Course Required Readings

Transforming Mission, David Bosch, Orbis Press, 1991, 630 pages
Leadership Jump, Jimmy Long, IV Press, 2009, 205 pages
Community: The Structure of Belonging, Berrett-Koehler, 2008, 240 pages
or
Alone Together, Sherry Tuckle, Basic Books, 2011, 350 pages (if you have not read it for a previous course)

Total Reading Pages 1550-1650 pages

Course Assignments

Pre-Class Assignments (Due March 28)

A) Completion of Required Readings (see above)

B) Write a 3-5 page paper summarizing the cultural and theological context plus the church’s response to each of the six epochs in Bosch’s Transforming Mission.

C) Write four one-page papers describing five major insights you gleaned from each of these four books: Emerging Hope, Leadership Jump, The Advantage and either Community: The Structure of Belonging or Alone Together.

D) Write a three-page paper reflecting on
2) how participants in your fellowship struggle to grow in their faith due to cultural influences
3) what cultural influences prevent people on the margins of your fellowship from becoming followers of Jesus

**Post-Class Assignment (Due April 20)**
As a result of your readings plus class presentations and discussions, write a 5-7 page ministry plan including the following:
1) Introduction: Ministry Opportunities God provides within your cultural context
2) Creation of a Spiritual Formation Process for participants in your fellowship
3) Development of a community based fellowship
4) Formation of a trusting and empowered leadership team
5) Establishment of a welcoming environment for seekers to belong

**Course Requirements**
Achievement of the course objectives will be measured through a variety of assignments. The successful completion of these assignments will require each student to spend at least 135 hours devoted to course work, both in class and outside of class. The following list indicates how these hours are distributed through the various course assignments.

**Requirement Distribution**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Pre-Class Readings</td>
<td>45</td>
</tr>
<tr>
<td>Pre-Class Papers</td>
<td>40</td>
</tr>
<tr>
<td>Class Time</td>
<td>30</td>
</tr>
<tr>
<td>Post-Class Paper</td>
<td>20</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>135</strong></td>
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**Course Grading Scale**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Pre-Class Readings</td>
<td>15</td>
</tr>
<tr>
<td>Pre-Class <em>Transforming Mission</em> Paper</td>
<td>15</td>
</tr>
<tr>
<td>Pre-Class Four Insight Papers</td>
<td>20</td>
</tr>
<tr>
<td>Pre-Class Cultural Influence Paper</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Post-Class Paper</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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</tbody>
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**Grading Papers**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Accuracy of Information</td>
<td>20%</td>
</tr>
<tr>
<td>Depth of Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Conclusions Developed</td>
<td>30%</td>
</tr>
<tr>
<td>Writing Style</td>
<td>20%</td>
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</tbody>
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Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s Academic Calendar are made between
the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

**Virtual Writing Center**
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
• CO501 (Introduction to Counseling Research)
• IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.
Email writingcenter@gordonconwell.edu for more information.