

## Course Syllabus

### **Church Planting and Growth (WM/EV665)** *Gordon-Conwell Theological Seminary – Charlotte* **Spring 2012**

**Instructor:** Dr. Mike Moses, Professor of Record

**Contact Information:** 704-948-3232 x225 [mmoses@lakeforest.org](mailto:mmoses@lakeforest.org)

**Class Schedule:**

February 16-17	Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.
March 16-17	Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.
April 20-21	Friday: 6:30 – 9:30 p.m., Saturday: 8:30 a.m. – 4:30 p.m.

**Office Hours:** 4:30-5:30 p.m. after Saturday class; other per arrangement with instructor

**Course Description:** This course provides an introduction and systematic overview of the process of church planting and consequent congregational development and nurture. Included are biblical and theological rationales for church planting as an evangelistic strategy from a missiological and contextually sensitive perspective, as well as an introduction to specific tools, methods, and resources needed for the effective development of new congregations.

**Gordon-Conwell Mission:** *Church Planting and Church Growth* fulfills the Seminary Mission statement by allowing students to see that church planting is a vital means of evangelism for cultural engagement in our society (Article 5) and missionary expansion of the global church (Article 6).

**Relation to Curriculum:** The course *Church Planting and Church Growth* satisfies the missions and evangelism requirement for all degree programs requiring this type of class. The course has no prerequisites. It provides a suitable introduction to both evangelism and missions for students interested in church planting as a vocation.

**Course Objectives:** At the conclusion of this course, students should be able to demonstrate the following outcomes:

- Students should be able to present a biblical and missiological rationale for church planting as a viable methodology for evangelism and mission in the North American context.

- Students should complete individual assessments in terms of their personality, spiritual gifts, talents, motivation, leadership style and other personal factors in light of church planting requirements and evaluate their readiness and capacity to engage in church planting work.
- Students should be able to clearly identify the major challenges and incentives for church planting and the impact these have upon the church planter.
- Students should be able to develop a comprehensive church planting strategy that would address the needs of a new congregation through its various phases of inception and growth that should:
  1. Develop a contextual analysis of a possible church planting site and identify what key church planting models and strategies could be optimally utilized.
  2. Prepare a feasibility study of the proposed church plant identifying key factors and challenges including staffing, budget, and eliciting the initial core group.
  3. Formulate a vision and mission statement for the new congregation including core values and style elements.
  4. Create an intentional systematic process of congregational growth and development toward maturity.
  5. Conceive an initial strategic plan for a congregational launch and subsequent church building activities for the first six months.

**Course Requirements:** Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

<i>Course Assignment</i>	<i>Expected Time Comm.</i>	<i>Actual Time</i>
Class Attendance	35 hours	
Personal Assessment (50 points)	8 hours	
Church Planter Interviews (75 points)	12 hours	
Strategic Plan/Analysis (150 points)	25 hours	
Course Readings (25 points)	55 hours	

Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table. This record is due no later than May 21.

**Required Textbooks and Materials:** The following are the required readings for the course. Students will be responsible for reading them and being familiar with their

contents. A final statement of completion should be submitted at the end of the course to verify amount of reading completed.

Garrison, David. *Church Planting Movements: How God is Redeeming a Lost World*. Wigtake Resources, 2003. **ISBN-13:** 9780974756202

Halters, Hugh, and Smay, Matt. *AND: The Scatted and Gathered Church*. Zondervan, 2010. **ISBN-13:** 978-0310325857

Hesselgrave David. *Planting Churches Cross-culturally, 2<sup>nd</sup> edition*. Baker Academics, 2008. **ISBN-13:** 978-0801022227

Hunter, George. *The Celtic Way of Evangelism, Tenth Anniversary Edition: How Christianity Can Reach the West...Again*. Abingdon, 2010. **ISBN-13:** 978-1426711374

Stetzer, Ed. *Planting Missional Churches*. Broadman and Homan, 2006. **ISBN-13:** 978-0805443707

Students with concrete plans to participate in the leadership of a church plant may substitute the following resource in place of two of the above titles. The requirement includes listening to the audio content:

Logan, Bob E., and Cole, Neil. *Beyond Church Planting: Pathways for Emerging Culture*. ChurchSmart Resources, 2005. **ISBN-13:** 978-1889638492

**Course Assignments:** All class work and your reading report must be submitted by May 21, 2011.

### **Assignment One: *Personal Assessment as Church Planter***

Self-awareness is a critical part of leadership, especially being a leader of a church plant. Church planting requires a number of special competencies and qualities. This assignment provides you with the opportunity to take an honest and hard look at yourself in light of a number of categories needed for church planting. Hopefully this self-appraisal will provide you with needed insight into your ability to be a part of a church plant in some capacity.

The Personal Assessment Exercise will require the following steps:

1. Complete the Church Planter Profile exercise for yourself (will be provided as a handout the first weekend of class).
2. Ask two honest and trustworthy people who know you well to complete the same profile with you in mind. Make an appointment to meet with them (separately or

- together) to discuss your answers as compared with their appraisals. Where do they agree? Where do they differ? Why?
3. Reflect on these two steps and write up a report (5-6 pages) to submit that summarizes your personal findings regarding your assessment and how you potentially are suited for church planting work as a lead church planter, or in a different role.

This assignment is worth 50 points. An excellent project will provide in depth and complete reflection in a candid manner on your qualifications to participate in a church plant based upon your own self-appraisal and your conversations with two other key people providing you feedback.

### **Assignment Two: *Church Planting Interview Teams***

The experience of church planting is a unique story of faith, frustration and varying degrees of fruition that indelibly mark the life of the pioneer minister and team. Wisdom gained from success and failures can provide a rich harvest of insight regarding the church planting quest.

This assignment requires that **you work collaboratively with 2 or 3 other students as a research team**. Each team member will be responsible for interviewing two church planters to glean perspectives from their ministries into the challenges, frustrations, and convictions of pioneering a new congregation. The interviews can be in person or over the telephone but should be done person to person. Interview data should be recorded and collected for further analysis and reflection. Your subjects should have planted at least one church. If they are currently planting a church, they should have been in the process for at least 1 year.

Team members will work together to develop an appropriate interviewing instrument to be used by each team member and a way to collect, analyze, and discuss the team data.

#### **Steps to Take:**

1. Identify two or three fellow students to work with as a team.
2. Develop a questionnaire to use in the interview process. The questionnaire **should** investigate the following:
  - Background information regarding the church planter that will be helpful in your analysis
  - Why did this person plant a church? Why did this person feel called or qualified to do it?
  - What were the greatest challenges the church planter faced? How did he or she respond? Where were the outcomes? How did they get encouragement?

- What special ways did they see God’s providence at work in the planting process? How did the church planting process influence the planter spiritually?
  - What did the planter learn of him or herself as a result of this venture?
  - What would the planter do differently if things could be done over again?
  - Other issues?
3. Team members should contact two church planters and arrange for the interviews. Let the subjects know the data will be confidential if requested.
  4. Data of interviews should be recorded and transcribed in a text format to share with your team members.
  5. The team should analyze the data **together** by looking for themes and patterns in the responses that emerge from the interviews. Compare and contrast the experiences of the church planters. Include quotations as pertinent illustrations.
  6. Each team should complete an 8-10 page paper that describes the research process, the interview questionnaire, and presents a final discussion of your findings around the theme, *The Inner World of the Church Planter*.

***Each team will submit only one report and all members will receive the same class grade. Each team should be ready to present a short summary of findings by the final class weekend.***

The grade for the project will reflect the quality of the research questionnaire developed, the strength of the data gathered and the insight and observations resulting from group analysis of the data. A total of 75 points can be earned per student.

### **Assignment Three: *Strategic Plan/ Analysis of Church Planting***

Church planters need to develop clear plans as a critical part of the church planting process. This assignment will provide an opportunity for students planning to launch a church or who are in the initial stages of a church launch to develop a comprehensive overview of the strategic plan that will address the needs of a new congregation through its various phases of inception and growth. For students who do not intend to plant a church, they can use this exercise to do an intentional and sequential analysis of a current church plant. This assignment is worth up to 150 points.

#### **Strategic Plan**

At the conclusion of the course, students should submit a completed strategic plan for a proposed church plant (12-15 pages) that identifies the following core elements of the plan. The plan should provide support from the course’s required and extra credit readings to justify elements of the plan.

1. Formulate a rationale for your strategic plan that incorporates a biblical, theological, and missiological rationale for church planting

2. Develop a contextual analysis of a possible church planting site and identify what key church planting models and strategies could be optimally utilized.
3. Prepare a feasibility study of the proposed church plant identifying key factors and challenges including staffing, budget, and eliciting the initial core group.
4. Formulate a vision and mission statement for the new congregation including core values and style elements.
5. Create an intentional systematic process of congregational growth and development toward maturity.
6. Conceive an initial strategic plan for a congregational launch and outline subsequent church building activities for the first six months.

### **Church Plant Analysis**

Students who choose to do an **analysis** of a current church plant (12 – 15 pages) should research the above information from sources at the church plant. The analysis should not only record the salient history and features of the church plant, but provide an **evaluation** commentary of the church plant that incorporates insights from required and additional course readings with suggested ways the plant could have been more effectively led and managed.

### **Extra Credit Reading**

Students can receive extra credit by completing additional reading from the Bibliography listed below. Students can earn up to 10 extra points. For every 100 pages of extra reading, students can earn 2 points with a limit of 10 points for 500 pages. Students must submit their extra credit reading with their required reading report by identifying the books or articles read as well as the number of pages as well as a **one page summary for each extra work read.**

### **Bibliography for Extra Credit**

#### **Websites**

[www.churchplanting.net](http://www.churchplanting.net)

This is an extensive site provided by the Southern Baptists Board of Home missions and provides significant resources that can be downloaded for free

*Omega Course: Church Planter Training Curriculum* (5 volumes, on-line).

<http://www.alliancescp.org/resources/omegacourse.html>.

#### **Books**

Addison, Steven. *Movements that Change the World.*

- Allen, Roland. *Missionary Methods, St. Paul's or Ours?* Eerdmans, 1962.
- The Spontaneous Expansion of the Church.* World Dominion Press, 1960.
- Arn, Charles. *How to Start a New Service: Your Church CAN Reach New People.* Baker, 1997.
- Barna, George. *The Power of Vision.* Regal Books, 2003.
- Becker, Paul. *Dynamic Daughter Church Planting.* Multiplication Ministries, 1996.
- Brock, Charles. *Indigenous Church Planting, a Practical Journey.* Broadman Press, 1981.
- Bunch, David, Kneisel, Jarvey and Oden, Barbara. *Multihousing Congregations: How to Start and Grow Christian Congregations in Multihousing Communities.* Smith Publishing, 1991.
- Chaney, Charles L. *Church Planting at the End of the Twentieth Century.* Tyndale House Publishers, Inc., 1993.
- Cho, Paul Yonggi. *Successful Home Cell Groups.* Logos International, 1981.
- Cole, Neil. *Organic Church: Growing Faith Where Life Happens.* Jossey-Bass, 2005.
- Cole, Neil. *Search & Rescue: Becoming a Disciple Who Makes a Difference.* Baker, 2008.
- Conn, Harvie. *Planting and Growing Urban Churches: From Dream to Reality.* Baker, 1996.
- Dale, Felicity. *Getting Started: A Practical Guide to House Church Planting.* Karis Publishing, Inc., 2003.
- Dayton, Edward R., and David A. Fraser. *Planning Strategies for World Evangelization.* Baker, 1992.
- Deymaz, Mark. *Building a Healthy Multi-ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation.* Jossey-Bass, 2006.
- Driscoll, Marc. *Confession of a Reformission Rev.* The Leadership Network, 2008.
- Ford, Leighton. *Transforming Leadership.* InterVarsity, 1991.
- Francis, Hozell C. *Church Planting in the African American Context.* Zondervan Publishing House, 2000.

- Hirsch, Alan and Frost, Michael. *The Shaping of Things to Come: Innovation and Mission for the 21 Century Church*. Hendrickson, 2006.
- Galloway, Dale and Warren Bird. *Starting a New Church: How to Plant a High-Impact Church*. Beacon Hill Press, 2003.
- Garrison, David. *Church Planting Movements: How God is Redeeming a Lost World*. Wigtake Resources, 2003.
- George, Carl. *How to Break Growth Barriers*. Baker, 1993.
- Gibbs, Eddie. *In Name Only: Tackling the Problem of Nominal Christianity*. Victor/Bridgepoint, 1994.
- Goodwin, David E. *Church Planting Methods: A "How-To" Book for Overseas Church Planting Crusades*. Lifeshare Communications, Box 1067, DeSoto, TX 75115, 1984.
- Green, Michael. *Evangelism Through the Local Church*. Thomas Nelson, 1992.
- Hesselgrave, David J. *Planting Churches Cross-Culturally: North America and Beyond, 2nd ed.* Baker, 2000.
- Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Baker, 1995.
- Hopler, Thom & Marcia. *Reaching the World Next Door: How to Spread the Gospel in the Midst of Many Cultures*. Inter-Varsity, 1993.
- Hunter, George. *Church for the Unchurched*. Abingdon, 1996.
- Jacks, Bob and Betty. *Your Home a Lighthouse: Hosting an Evangelistic Bible Study*. NavPress, 1986.
- Keller, Timothy J. *Ministries of Mercy: The Call of the Jericho Road*. P & R Press, 1997.
- Keller, Tim and J. Allen Thompson. *Church Planting Manual*. Redeemer Church Planting Center, New York, 2002.
- Logan, Robert E. *Beyond Church Growth*. Fleming H. Revell Co., 1989.
- Logan, Robert, and Neil Cole, *Raising Leaders for the Harvest*. Churchsmart Resources, 1995.

- Logan, Robert E., and Neil Cole. *Beyond Church Planting*. Churchsmart Resources, 2005.
- Logan, Bob E., and Steven L. Onge. *The Church Planter's Toolkit*. CRM Church Mart, 1992.
- Lewis, Larry L. *The Church Planter's Handbook*. Broadman, 1992.
- Malphurs, Aubrey. *Planting Growing Churches for the 21<sup>st</sup> Century*. Baker Books, 2004.
- Moore, Ralph. *Starting a New Church: The Church Planter's Guide to Success*. Regal Books, 2002.
- Morgenthaler, Sally. *Worship Evangelism: Inviting Unbelievers into the Presence of God*. Zondervan, 1995.
- Newbigin, Lesslie. *The Open Secret*. Eerdmans, 1995.
- Nebel, Tom. *Big Dreams in Small Places: Church Planting in Smaller Communities*. ChurchSmart Resources, 2002.
- Peace, Richard. *Small Group Evangelism: A Training Program for Reaching Out with the Gospel*. InterVarsity, 1985.
- Pocock, Michael and Henriques, Joseph. *Culture Change & Your Church: Helping Your Church Thrive in a Diverse Society*. Baker, 2002.
- Priest, Robert and Nieves, Albert, (eds.). *This Side of Heaven: Race, Ethnicity, and Christian Faith*. Oxford University Press, 2007
- Reddin, Opal. *Planting Churches that Grow*. Springfield, MO: Central Bible College Press, 1990.
- Redford, Jack. *Planting New Churches*. Nashville: Broadman Press, 1978.
- Ridley, Charles R. *How To Select Church Planters*. Pasadena: Fuller Evangelistic Association, 1988.
- Romo, Oscar I. *American Mosaic Church Planting in Ethnic America*. Nashville: Broadman Press, 1993.
- Sanchez, Daniel R., Ebbie C. Smith, and Curtis E. Watke. *Reproducing Congregations: A Guidebook for Contextual New Church Development*. Cumming, GA: Church Starting Network. 2001.
- Schaller, Lyle. *Assimilating New Members*. Abingdon, 1978.

- Schaller, Lyle E. *Forty-Four Questions for Church Planters*. Abingdon, 1991.
- Schwarz, Christian. *Natural Church Development*. ChurchSmart Resources, 2000.
- Scoggins, Dick. *Handbook for House Churches*. [on-line], accessed 1 December 1999, <http://genesis.acu.edu/cplant/archive/contr036>; Internet.
- Shenk, David W., and Ervin R. Stutzman. *Creating Communities for the Kingdom: New Testament Models of Church Planting*. Herald Press, 1988.
- Stetzer, Edward J. *Planting New Churches in a Postmodern Age*. Broadman and Holman Publishers, 2003.
- Stetzer, Edward J. *Planting Missional Churches*. Broadman and Holman, 2006.
- Stetzer, Edward and Putman, David. *Breaking the Missional Code*. Broadman and Holman, 2006.
- Sylvia, Ron. *Starting High Definition Churches*. Ocala, FL: High Definition Resources, 2004.
- Towns, Elmer. *Getting a Church Started*. Church Growth Institute, Box 4404, Lynchsburg, VA 24502, 1985
- Wagner, C. Peter. *Church Planting for a Greater Harvest*. Regal, 1990.
- Warren, Rick. *The Purpose Driven Church: Growth without Compromising Your Message & Mission*. Zondervan, 1995.

### **Grading Scale**

270 – 300 points	A- to A+
240 – 269 points	B- to B+
210 – 239 points	C- to C+
180 – 209 points	D- to D+

**Late work:** All late work will be penalized the equivalent of one letter grade per week beyond the due date, unless arrangements are made ahead of time. Extenuating circumstances will be considered as appropriate. Work turned in later than May 21 (one month after the last class meeting) will normally require that an extension be approved by the Seminary. If you anticipate a problem, contact me as soon as possible.

**Attendance Policy:** Students are required to attend all sessions of the course. Absenteeism will result in a loss of grade points. If for reason of illness or family death or emergency, please contact Dr. Klipowicz regarding these events to determine appropriate make-up activities. For additional information concerning attendance, consult the *Student Handbook* requirements and guidelines.

**Document Formatting and Citation Style Requirements:** All written assignments should be prepared in MS-Word format (no pdf files, .dat documents, or Word Perfect documents). Assignments should be double spaced with 1” margins on all sides of each page, and should be printed in Times New Roman 12 point type or another font of similar size and appearance. Citations should preferably follow Turabian style, although APA style is also acceptable. Assignments must be submitted electronically by posting on the Sakai site. Hard-copies will not be accepted.

**Syllabus Addendum:** For other Seminary policies, refer to the attached Syllabus Addendum.

## **Course Schedule**

### **Weekend One** (February 16-17)

- Church Planting: Biblical and Historical Reasons and Rationales
- Missiological DNA of the Church Plant
- Models of Church Planting
- The Anatomy of a Church Planter

### **Weekend Two** (March 16-17)

- Vision and Substance: The Planning Process
- Doing Contextual Analysis
- Deciding Where to Birth a Church
- Building the Ministry Team
- Gestation: Steps to the Launch

### **Weekend Three** (April 20-21)

- Launching a Church
- Challenges for the Newborn Congregation
- Cultivating Healthy Growth

## 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 cancellation 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 "last day to submit written work", as noted on the seminary's *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the "last day to submit written work." 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**

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. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**

Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.