



On-Campus Course Syllabus

EMS 602 L1

Church Planting

Fall 2019

Class Information

Day and Time: R 8:00 – 10:30

Room Number: E203

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: 214-8181-1323

Instructor Office Hours: M 9:00 – 10:30; T 10:30 – 11:00; W 9:00 – 10:30; R 10:30 – 11:00

Course Description and Prerequisites

Covers subjects from qualifications of the planter to methodological strategies involved in church planting and revitalization. Students examine Acts and other scriptures on church planting to develop a theology for church planting. Students also apply church planting principles in a local field under the supervision of the professor (Prerequisite may be taken concurrently: EMS 501).

Course Objectives

- Demonstrate knowledge of the biblical mandate to engage in church planting and the church's call to multiplication.
- Demonstrate familiarity with evangelical views regarding the role of church planters and approaches to church planting both in North America and beyond.
- Evaluate the role of the church in effecting change in society through the proclamation of the gospel and living missionally in all spheres of society.
- Develop a church planting strategy OR revitalization strategy utilizing Ott's 5 Phases or another strategy/metric you discuss with your professor.

Required Textbooks

Ott, Craig, and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, Mich.: Baker Academic, 2011. ISBN: 9780801035807

Wright, Christopher J. H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids, Mich.: Zondervan, 2010. ISBN: 9780310291121.

Goheen, Michael W. *The Church and Its Vocation: Lesslie Newbigin's Missionary Ecclesiology*. Grand Rapids, Michigan: Baker Academic, 2018. ISBN: 9781540960474.

Course Requirements and Assignments

- A. **PARTICIPATION (10%):** Attendance during scheduled on campus meetings is expected. Students should come prepared to engage in a discussion of the reading material. Absences will negatively impact your participation grade.
- B. **QUIZZES (20%):** A quiz will be administered **each week** to determine your comprehension and mastery of the required reading assignments from **Ott** according to the schedule. The quizzes are open-book, but students must read the assigned chapters in their entirety before taking the quiz. There will be no make-up quizzes for any reason; however, of the 13 quizzes, your lowest 2 grades will be dropped.
- C. **WRIGHT REFLECTIVE SUMMARIES (20%):** Students are required to read the assigned chapters from **Wright** and then write a 1-2 page (maximum) single-spaced reflective summary and submit it **each week** via Canvas in **PDF format**. No title page is necessary; however, students should write their names and the chapters they're evaluating at the top. You are to evaluate the chapters according the following dimensions, which are to be labeled with headings: (1) content summary, (2) positive and negative evaluations, and (3) applications. There will be no make-up summaries for any reason; however, of the 13 summaries, your lowest 2 grades will be dropped.
- D. **GOHEEN REFLECTIVE SUMMARIES (20%):** Students are required to read the assigned chapters from **Goheen** and then write a 1-2 page (maximum) single-spaced reflective summary and submit it **each week** via Canvas in **PDF format**. No title page is necessary; however, students should write their names and the chapters they're evaluating at the top. You are to evaluate the chapters according the following dimensions, which are to be labeled with headings: (1) content summary, (2) positive and negative evaluations, and (3) applications. There will be no make-up summaries for any reason; however, of the 7 summaries, your lowest grade will be dropped.
- E. **CHURCH PLANTING PROSPECTUS (30%):** Students are required to write a 20-23 page, double-spaced paper formatted according to the *Criswell Manual of Style* wherein you detail a church planting or revitalization strategy. The student should identify a focus area (city, neighborhood, community, or people group) in which to plant/revitalize a church (preferably, an area where the student is already ministering or he/she has a vision to minister) and conduct demographic and ethnographic research on that focus area. The professor expects you to draw from your reading (Ott, Wright, and Goheen), and other outside resources as necessary:
- i. Introduction (1-2 page)
 - ii. Demographic & Ethnographic Research on the Context (5-7 pages)
 - The following rubric is used to grade four areas of this section (1-Poor, 2-Developing, 3-Acceptable, 4-Good, 5-Excellent):
 - a. Data collection (use at least 5 sources)
 - b. Data analysis
 - c. Application to strategy
 - d. Evaluation (including participant observation)
 - iii. Challenges of the Context (4-5 pages)
 - iv. Church Planting Strategy (8-9 pages)
 - Ott's Five Phases (work through each phase as discussed in Ott; if you use a different approach/strategy, you must clear this with the professor first)
 - Expected Financial Cost (template provided in Canvas)
 - v. Conclusion (1 page)

The paper should be submitted in **PDF format via Canvas** by the due date in the schedule.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

WEEK	DATE	ASSIGNMENTS (O=Ott; W=Wright; G=Goheen; WRS=Wright Reflective Summary; GRS=Goheen Reflective Summary)	DUE DATE
Week 1: Introduction	Aug 19	Introduction to the course	
Week 2: Biblical Foundations	Aug 26	Read O (Foreword; Preface; Prologue; Chs. 1-2); W (Preface; Intro; Chs. 1-2); G (Forward, Preface, Ch. 1) Quiz #1 WRS #1 GRS#1	Midnight 8/26
Week 3: Biblical Foundations/Strategic Considerations	Sept 2	Read O (Ch. 3-4); W (Ch. 3); G (Ch. 2) Quiz #2 WRS #2 GRS #2	Midnight 9/2
Week 4: Strategic Considerations	Sept 9	Read O (Ch. 5); W (Ch. 4); G (Ch. 3) Quiz #3 WRS #3 GRS #3	Midnight 9/9
Week 5: Strategic Considerations	Sept 16	Read O (Ch. 6); W (Ch. 5); G (Ch. 4) Quiz #4 WRS #4 GRS #4	Midnight 9/16
Week 6: Strategic Considerations/Overview of Developmental Phases	Sept 23	Read O (Chs. 7-8); W (Ch. 6); G (Ch. 5) Quiz #5 WRS #5 GRS #5	Midnight 9/23
Week 7: Developmental Phases/Demographic & Ethnographic Research	Sept 30	Read O (Chs. 9-10); W (Ch. 7); G (Ch. 6) Quiz #6 WRS #6 GRS #6	Midnight 9/30

Week 8: Developmental Phases	Oct 7	Read O (Ch. 11); W (Ch. 8); G (Ch. 7) Quiz #7 WRS #7 GRS #7	Midnight 10/7
Week 9: Developmental Phases	Oct 14	Read O (Ch. 12); W (Ch. 9) Quiz #8 WRS #8	Midnight 10/14
Week 10: Developmental Phases	Oct 21	Read O (Ch. 13); W (Ch. 10) Quiz #9 WRS #9	Midnight 10/21
Week 11: Developmental Phases	Oct 28	Read O (Ch. 14); W (Ch. 11) Quiz #10 WRS #10	Midnight 10/28
Week 12: Developmental Phases	Nov 4	Read O (Ch. 15); W (Ch. 12) Quiz #11 WRS #11	Midnight 11/4
Week 13: Contemporary Issues	Nov 11	Read O (Ch. 16); W (Ch. 13) Quiz #12 WRS #12	Midnight 11/11
Week 14: Contemporary Issues	Nov 18	Read O (Ch. 17-19); W (Ch. 14-15) Quiz #13 WRS #13	Midnight 11/18
Week 15	Nov 25	FALL BREAK	
Week 16	Dec 2	Wrap-up	
Week 17	Dec 9	FINAL PROSPECTUS	Midnight 12/9