Class Information
Day and Time: Thursday 7pm-9:30pm
Room Number: E208

Contact Information
Instructor Name: Aaron J. Meraz, PhD, DMin
Instructor Email: ameraz@criswell.edu
Instructor Phone: 214-578-0387
Instructor Office Hours: Tuesdays 10:30-11am, Thursdays 10:30-11am, 1-4pm

Course Description and Prerequisites
This course 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 will also apply church planting principles in a local field under the supervision of the professor. (Prerequisite may be taken concurrently: EMS501)

Course Objectives
At the end of this course, the student should demonstrate the ability to satisfy the following course outcomes:
   2. Theology: to develop a theology of church planting that transcends culture.
   3. Integration: to experience church planting in DFW.
   4. Integration: to apply church planting principles to one’s own context.

Required Textbooks


Other Readings (Posted in Blackboard):
Meraz, Aaron. “Factors of Survivability of Church Plants in the Tarrant, Collin, North
Texas, and Denton Baptist Associations.” The Journal for the American Society of Church Growth 19 (Summer 2008): 53-76.

Meraz, Aaron, and Lloyd Grant. Old School Church Planting. 2017 (Forthcoming).

Course Requirements and Assignments

1. **Church Planting Activity and Reports.** The last 8 weeks of the semester, our class will spend the first hour of each class doing evangelism in Dallas. Our goal will be to begin an evangelistic Bible study that would develop into a core group for a church plant. After each activity, students will submit a one page, double-spaced report giving the student’s involvement and opinion on how the development of the core group should proceed. The reports will be due by Blackboard Blog each Wednesday following the activity by 11:59pm. (25% of grade)

2. **Weekly Attendance.** Some classes will be off-campus as noted in requirement #1. (5% of grade)

3. **Blackboard Discussion.** Most weeks, students will respond to the professor’s prompt on Blackboard Discussion Board. Students are required to post at least 3 substantive posts each week. A substantive post is at least four sentences that contribute to and spur discussion. (10% of grade)

4. **Evangelism Reports.** At least 10 weeks out of the semester, students will submit a weekly evangelism report, giving a brief account of evangelistic activity. (10% of grade) (Please submit in Blackboard Journals) (For format, see the Weekly Evangelism Report sheet at the end of this syllabus).

5. **IEM Paper.** Students are to complete a 5 page critical reflection paper answering the following question: “What is the Irreducible Ecclesiological Minimum in order for a local church to exist?” In other words, what is necessary for the church to come into existence among any people, in any location, at any time? This assignment will be evaluated on how well the student has thought through his or her ecclesiology and interacts with the Scriptures, readings, and lectures on the subject. The paper should be formatted according to the Criswell Manual of Style. Due Feb. 23 by 11:59pm (10% of grade)

6. **Book Review.** Students will complete a book review of Strangers Next Door. The Criswell Manual of Style has all the requirements for book reviews. The book review will count for 10% of the student’s grade. Due Mar. 9 by 11:59pm.

7. **Book Review of Facing the Change.** Students will complete a book review of this book. See the Criswell Style Manual for guidelines concerning a book review. Due Apr. 6 by 11:59pm. (10% of grade)

8. **Final Paper.** Each student will write a 15 page, double-spaced paper formatted according to the Criswell Manual of Style on one of the options below. The paper should be in your own words with less than 30% quotations from other materials. A grading rubric will be posted in Blackboard. This paper will count for 20% of the student’s grade. Due May 11 by 11:59pm
Option 1-Involvement or Internship in a Local Church Plant
Students who choose this option will be involved or serve as an intern in a local church plant and write a paper on the experiences in the church plant. The following topics should be covered in the Final Paper:

* Brief history on the church plant and lead planter
* Identification of the model used and description of the methods used in the plant
* Strengths and weaknesses of the models and methods used in the plant
* Critical reflection on involvement and internship (What did you learn? What would you have done differently?)

Option 2-Planting a Local Church
Students who choose this option will conduct local evangelism that gathers new believers into a congregation and write a paper on the student’s experiences. The following topics should be covered in the Final Paper:

* Brief biography of you and your journey to church planting
* Identification of the model used and description of the methods used
* Strengths and weaknesses of the models and methods used
* Critical reflection on your journey in church planting (What did you learn? What would you have done differently?)

Option 3-Case Study of a Local Church
Students who choose this option will conduct significant research on a local church plant and write a case study on the local church plant. To obtain sufficient resources on the church plant, the following should be accomplished: interview with pastor, interviews with church members, in depth research on the church’s website and official documents (i.e. budget, constitution, by-laws, vision/mission statements), and interviews with members of the community not affiliated with the church plant.

The following topics should be covered in the Final Paper:

* Brief history on the church plant and lead planter
* Identification of the model used and description of the methods used in the plant
* Strengths and weaknesses of the models and methods used in the plant
* Critical reflection on the church plant (What did you learn? If you were pastor, what would you have done differently?)

Course/Classroom Policies and Information
Late Assignments: Late assignments will be accepted with a 5% deduction per day late. Therefore, no assignments will be accepted past 6 days late.

Extra Credit Opportunities: There are two extra credit opportunities. The first is to attend one of the announced tours of the W.A. Criswell Sermon Library, which will add 5 points to the student’s final grade. The second is to attend the Church Revitalization Conference at Criswell College, which will add 5 points to the student’s final grade.

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade Points per Semester Hour</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0 grade points per semester hour</td>
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<tr>
<td>A-</td>
<td>93-96</td>
<td>3.7 grade points per semester hour</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
<td>3.3 grade points per semester hour</td>
</tr>
<tr>
<td>B</td>
<td>88-90</td>
<td>3.0 grade points per semester hour</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
<td>2.7 grade points per semester hour</td>
</tr>
<tr>
<td>C+</td>
<td>83-85</td>
<td>2.3 grade points per semester hour</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
<td>2.0 grade points per semester hour</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
<td>1.7 grade points per semester hour</td>
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<tr>
<td>D+</td>
<td>75-77</td>
<td>1.3 grade points per semester hour</td>
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<tr>
<td>D</td>
<td>72-74</td>
<td>1.0 grade point per semester hour</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
<td>0.7 grade points per semester hour</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>0.0 grade points per semester hour</td>
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</tbody>
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**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
In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

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
Blackboard and CAMS: Criswell College uses Blackboard as its web-based learning tool and CAMS for student data. Students needing assistance with either of these resources should contact the Campus Software Manager at cbutler@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 Jeff Campbell, at jcampbell@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, students can email the Wallace Library at library@criswell.edu or call 214.818.1348.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 19</td>
<td>Intro of Course</td>
<td>None</td>
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<tr>
<td>Jan. 26</td>
<td>Church Planting and Church Planters in Acts, Part I</td>
<td>Acts 1-15</td>
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<tr>
<td>Feb. 2</td>
<td>Church Planting and Church Planters in Acts, Part II</td>
<td>Acts 16-28</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Feb. 9</td>
<td>Ecclesiology &amp; Church Planting</td>
<td>Payne Preface-Ch. 3, Brock Intro-Chps. 2 &amp; 4 NAMB</td>
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<td>Feb. 16</td>
<td>Who Can Plant a Church?</td>
<td>Payne Ch. 19, 23-24, Brock Ch. 3, 5-8</td>
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<tr>
<td>Feb. 23</td>
<td>Spiritual Factors in Planting a Church</td>
<td>Payne Ch. 4-5, Brock Ch. 9-18</td>
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<tr>
<td>Mar. 2</td>
<td>Evangelism/Discipleship in Church Planting</td>
<td>Payne Ch. 6-8, Brock Ch. 19-23</td>
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<td>Mar. 9</td>
<td>Strategies and Contextualization Models and Church Planting</td>
<td>Payne Ch. 9-12, 20, Meraz, “Factors”</td>
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<td>Mar. 16</td>
<td><strong>SPRING BREAK!!</strong></td>
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<tr>
<td>Mar. 23</td>
<td>Church Planting Activity #1</td>
<td>Payne Ch. 13-15, 21, Brock Ch. 24-32</td>
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<td>Mar. 30</td>
<td>Church Planting Activity #2</td>
<td>Payne Ch. 22</td>
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<td>Apr. 6</td>
<td>Church Planting Activity #3</td>
<td>Payne Ch. 25</td>
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<td>Apr. 13</td>
<td>Church Planting Activity #4</td>
<td>No readings due</td>
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<td>Apr. 20</td>
<td>Historical Paradigms in Church Planting</td>
<td>Payne Ch. 16-18</td>
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<td>Apr. 27</td>
<td>Church Planting Activity #6</td>
<td>Meraz/Grant Ch. 1-5</td>
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<td>May 4</td>
<td>Church Planting Activity #7</td>
<td>Meraz/Grant Ch. 6-10</td>
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<tr>
<td>May 11</td>
<td>Church Planting Activity #8</td>
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<tr>
<td></td>
<td><strong>Final Paper Due by 11:59pm</strong></td>
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**Selected Bibliography**


*Church Planting in the Bible*. Houston, TX: Church Multiplication Inc., 1983.


Greenway, Roger S. *Apostle to the City: Biblical Strategies for Urban Missions*. Grand Rapids, MI: Baker Book House,
1978.


1979.


Starting a Church that Keeps on Growing. Pasadena, CA: Charles E. Fuller Institute of Evangelism and Church Growth, 1986.


Preparing to Plant a Church. Houston TX: Church Multiplication Inc., 1983.


Shenk, David W. and Ervin R. Stutzman. *Creating Communities of the Kingdom: New Testament Models of Church*


Name of Person you witnessed to _____________________________

Brief description of your evangelistic conversation _____________________________

____________________________________________________________________________
____________________________________________________________________________

What plans did you make for follow up? _____________________________

____________________________________________________________________________
____________________________________________________________________________