



On-Campus Course Syllabus

MIN 305

CHURCH PLANTING AND REVITALIZATION

FALL 2020

Class Information

Day and Time: R 8:00-10:45 PM

Room Number: E205

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: O: 214-818-1323 C: 443-937-3026

Instructor Office Hours: T 1:30-3:30; W 9:00-11:00 – by appointment only (phone/zoom)

Course Description and Prerequisites

An examination of the biblical foundations, methods, models, strategies, and critical factors of church planting and revitalization in a global context.

Course Objectives

1. Demonstrate knowledge of the biblical mandate to engage in church planting and the church's call to multiplication.
2. Demonstrate familiarity with evangelical views regarding the role of church planters and approaches to church planting and revitalization both in North America and beyond.
3. 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.
4. 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.

Mohler, Albert. *A Guide to Church Revitalization*. Louisville, Ky: SBTS Press, 2015. ISBN: 9780990349532. **(NOTE: Available in PDF format for FREE on Canvas)**

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (10%):** Students are expected to come to class each session having read the assigned reading and completed the quiz. Each session you should be prepared to discuss the reading. To receive credit for each class attended, students should **record at least 3 “takeaways”** that you garner from each class’s activities. You will write these on a piece of paper with your name and date at the top and **hand it in to the professor at the end of each class**. Absences, whether excused or not, will negatively impact your grade since you’re not present to participate.
- B. **OTT QUIZZES (30%):** A quiz will be administered **each week** to determine your comprehension and mastery of the required reading assignments from **Ott**. 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 DISCUSSION QUESTIONS (20%):** Students are required to read the assigned chapters from **Wright** and then answer **2 of the discussion (i.e., “relevant”) questions each week** (chapters 1 and 15 do not have any questions). Students should select at least one question from each assigned chapter or two questions for weeks you’re assigned one chapter to read. Students are to put their name at the top along with the chapters from which the questions are drawn. Additionally, you should **type the full text of the questions you’re answering**. This assignment is to be submitted **each week** via Canvas in **PDF format by midnight before class**. No make-ups for missed assignments will be allowed, however, your lowest 2 grades will be dropped.
- D. **MOHLER TAKEAWAYS (10%):** During the designated weeks in the schedule, students are to read the assigned chapter from Mohler. After reading the chapter, students are to record **at least 2 takeaways** from the chapter. A takeaway consists of **a quote from the book** (note the page number) with a **50-100 word reflection** from the student. No cover page is necessary; however, students should record their name at the top along with the chapter they were assigned. This assignment is to be uploaded to Canvas in **PDF format by midnight before class**. No make-ups for missed assignments will be allowed, however, your lowest grade will be dropped.
- E. **CHURCH PLANTING/REVITALIZATION PROSPECTUS AND PRESENTATION (30%):** Students are required to write a 15-17 page, double-spaced paper 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). Regardless of whether it is a hypothetical or real church planting/revitalization strategy, students will conduct demographic and ethnographic research on the focus area. The professor expects you to draw from your reading (Ott, Wright, Mohler), and other outside resources as necessary. Below is an expected outline:
 - i. Introduction (1-2 pages)
 - ii. Demographic & Ethnographic Research on the Context (3-5 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 (2-3 pages)
 - iv. Church Planting/Revitalization Strategy (5-7 pages)
 - Ott’s Five Phases (for a new church plant, work through each phase as discussed in Ott; for a revitalization strategy, it is recommended that you utilize the same phases with input from Mohler’s *Revitalization Guide*)

- Expected Financial Cost (template provided on Canvas)

v. Conclusion (1 page)

The paper should be submitted in **PDF format via Canvas** by the due date in the schedule. Additionally, during the last class session, students will present a **7-10 minute** summary of their prospectus. PowerPoint is strongly encouraged.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

WEEK	DATE	ASSIGNMENTS	DUE DATE
		READING: O=Ott; W=Wright; M=Mohler WRITING: WDQ=Wright Discussion Questions; MT=Mohler Takeaways	
Week 1: Introduction	Aug 20	Introduction to the course	
Week 2: Biblical Foundations	Aug 27	Read O (Foreword; Preface; Prologue; Chs. 1-2); W (Preface; Intro; Chs. 1-2); M (Ch. 1) Quiz #1 WDQ #1 (from ch. 2 only) MT #1	Midnight 8/26
Week 3: Biblical Foundations/Strategic Considerations	Sept 3	Read O (Ch. 3-4); W (Ch. 3); M (Ch. 2) Quiz #2 WDQ #2 MT #2	Midnight 9/2
Week 4: Strategic Considerations	Sept 10	Read O (Ch. 5); W (Ch. 4); M (Ch. 3) Quiz #3 WDQ #3	Midnight 9/9

		MT #3	
Week 5: Strategic Considerations	Sept 17	Read O (Ch. 6); W (Ch. 5); M (Ch. 4) Quiz #4 WDQ #4 MT #4	Midnight 9/16
Week 6: Strategic Considerations/Overview of Developmental Phases	Sept 24	Read O (Chs. 7-8); W (Ch. 6); M (Ch. 5) Quiz #5 WDQ #5 MT #5	Midnight 9/23
Week 7: Developmental Phases/Demographic & Ethnographic Research	Oct 1	Read O (Chs. 9-10); W (Ch. 7); M (Ch. 6) Quiz #6 WDQ #6 MT #6	Midnight 9/30
Week 8: Developmental Phases	Oct 8	Read O (Ch. 11); W (Ch. 8); M (Ch. 7) Quiz #7 WDQ #7 MT #7	Midnight 10/7
Week 9: Developmental Phases	Oct 15	Read O (Ch. 12); W (Ch. 9); M (Ch. 8) Quiz #8 WDQ #8 MT #8	Midnight 10/14
Week 10: Developmental Phases	Oct 22	Read O (Ch. 13); W (Ch. 10); M (Ch. 9) Quiz #9 WDQ #9 MT #9	Midnight 10/21
Week 11: Developmental Phases	Oct 29	Read O (Ch. 14); W (Ch. 11); M (Ch. 10) Quiz #10 WDQ #10 MT #10	Midnight 10/28
Week 12: Developmental Phases	Nov 5	Read O (Ch. 15); W (Ch. 12); M (Ch. 11) Quiz #11 WDQ #11 MT #11	Midnight 11/4
Week 13: Contemporary Issues	Nov 12	Read O (Ch. 16); W (Ch. 13) Quiz #12 WDQ #12	Midnight 11/11
Week 14: Contemporary Issues	Nov 19	Read O (Ch. 17-19); W (Ch. 14-15) Quiz #13 WDQ #13 (from ch. 14 only)	Midnight 11/18
Week 15	Nov 26	FALL BREAK	
Week 16	Dec 3	IN-CLASS PRESENTATIONS	
Week 17	Dec 10	FINAL PROSPECTUS DUE	Midnight 12/10



On-Campus Course Syllabus

ADDENDUM FOR FA-20

MIN 305

CHURCH PLANTING AND REVITALIZATION

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

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 - Expected Financial Cost (template provided on Canvas)
- x. Conclusion (1 page)

The paper should be submitted in **PDF format via Canvas** by the due date in the schedule. Additionally, during the last class session, students will present a **7-10 minute** summary of their prospectus. PowerPoint is strongly encouraged.

Class Attendance

Attendance and participation requirements are the same except that we will meet via Zoom.

Remote Class Sessions: Identity and Participation Verification

All students are required to meet at the regularly scheduled time on Zoom (the professor will provide that information on Canvas). Your video should be on and voice muted (except when engaging in class discussions and/or answering questions). Students who have technology challenges (bandwidth issues, etc.) or need technological accommodations should contact the professor directly to ensure they are able to participate fully in the course.