



**On-Campus Course Syllabus**  
**MIN 305 L1**  
**CHURCH PLANTING & REVITALIZATION**  
**FALL 2021**

### **Class Information**

**Day and Time:** M 7:30-10 PM

**Room Number:** E211

### **Contact Information**

**Instructor Name:** J. Scott Bridger, PhD

**Instructor Email:** sbridger@criswell.edu

**Instructor Phone:** (O) 214.818.1323; (M) 443.937.3026

**Instructor Office Hours:** M 5:30-7:30 PM; T/R 2-3 PM

### **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**

- 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 and revitalization 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.

Mohler, Albert. *A Guide to Church Revitalization*. Louisville, Ky: SBTS Press, 2015. ISBN: 9780990349532. **(NOTE: FREE PDF available 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 and turn in your takeaways.
- 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 questions (i.e., the “relevant” questions) each week** (chapters 1 and 15 do not have any questions to answer). 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, which are all quite short. 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 a **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 (include participant observation if possible)
  - iii. Challenges of the Context (2-3 pages)
  - iv. Church Planting/Revitalization Strategy (5-7 pages)
    - Use 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 (basic 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.

## **Course Policy**

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, the professor will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

## **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.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

WEEK	DATE	ASSIGNMENTS	DUE DATE
		O=Ott; W=Wright; M=Mohler WDQ=Wright Discussion Questions; MT=Mohler Takeaways	
<b>Week 1: Introduction</b>	Aug 16	Introduction to the course	
<b>Week 2: Biblical Foundations</b>	Aug 23	Quiz #1: O (Foreword; Preface; Prologue; Chs. 1-2) WDQ #1: W (Preface; Intro; Chs. 1-2 – answer questions from Ch. 2 only) MT #1: M (Ch. 1)	Midnight 8/22
<b>Week 3: Biblical Foundations/Strategic Considerations</b>	Aug 30	Quiz #2: O (Ch. 3-4) WDQ #2: W (Ch. 3) MT #2: M (Ch. 2)	Midnight 8/29
<b>Week 4: Strategic Considerations</b>	Sept 6	<b>LABOR DAY – NO CLASS SESSION</b> Quiz #3: O (Ch. 5) WDQ #3: W (Ch. 4) MT #3: M (Ch. 3)	Midnight 9/5
<b>Week 5: Strategic Considerations</b>	Sept 13	Quiz #4: O (Ch. 6) WDQ #4: W (Ch. 5) MT #4: M (Ch. 4)	Midnight 9/12
<b>Week 6: Strategic Considerations</b>	Sept 20	Quiz #5: O (Chs. 7-8) WDQ #5: W (Ch. 6) MT #5: M (Ch. 5)	Midnight 9/19
<b>Week 7: Strategic Considerations/Overview of Developmental Phases</b>	Sept 27	Quiz #6: O (Chs. 9-10) WDQ #6: W (Ch. 7) MT #6: M (Ch. 6)	Midnight 9/26
<b>Week 8: Developmental Phases/Demographic &amp; Ethnographic Research</b>	Oct 4	Quiz #7: O (Ch. 11) WDQ #7: W (Ch. 8) MT #7: M (Ch. 7)	Midnight 10/3
<b>Week 9</b>	Oct 11	<b>STUDENT DEVELOPMENT WEEK – Work on Prospectus/Presentation</b>	
<b>Week 10: Developmental Phases</b>	Oct 18	Quiz #8: O (Ch. 12) WDQ #8: W (Ch. 9) MT #8: M (Ch. 8)	Midnight 10/17

<b>Week 11: Developmental Phases</b>	Oct 25	Quiz #9: O (Ch. 13) WDQ #9: W (Ch. 10) MT #9: M (Ch. 9)	Midnight 10/24
<b>Week 12: Developmental Phases</b>	Nov 1	Quiz #10: O (Ch. 14) WDQ #10: W (Ch. 11) MT #10: M (Ch. 10)	Midnight 10/31
<b>Week 13: Developmental Phases</b>	Nov 8	Quiz #11: O (Ch. 15) WDQ #11: W (Ch. 12) MT #11: M (Ch. 11)	Midnight 11/7
<b>Week 14: Contemporary Issues</b>	Nov 15	Quiz #12: O (Ch. 16) WDQ #12: W (Ch. 13)	Midnight 11/14
<b>Week 15</b>	Nov 22	<b>FALL BREAK – Work on Prospectus/Presentation</b>	
<b>Week 16: Contemporary Issues</b>	Nov 29	Quiz #13: O (Ch. 17-19) WDQ #13: W (Ch. 14-15 – answer questions from Ch. 14 only)	Midnight 11/28
<b>Week 17</b>	Dec 6	<b>FINAL PROSPECTUS DUE; IN-CLASS PRESENTATIONS</b>	Midnight 12/5