



# On-Campus Course Syllabus

## MIN305.L1

### Church Planting and Revitalization

#### Fall 2022

### Class Information

**Day and Time:** Thursday: 7:30pm-10:00pm

**Room Number:** E201

### Contact Information

**Instructor Name:** Dr. Bobby Worthington

**Instructor Email:** [b.worthington@criswell.edu](mailto:b.worthington@criswell.edu)

**Instructor Phone:** 214818-1362

**Instructor Office Hours:** [Monday: 10:00am-11:00am; 2:00pm-4:00pm; Tuesday: 10:00am-11:00am](#)

### 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 in Canvas)**

## Course Requirements and Assignments

- A. **CLASS PARTICIPATION (10%):** Students are expected to come to class each week having read the assigned readings and completed the quiz in Ott and the assigned Wright discussion questions, and the Mohler reflection paragraphs according to the schedule in the Course Outline. Each week you should be prepared to discuss the assigned quiz, Wright discussion questions and Mohler reflection paragraphs.
- B. **OTT QUIZZES (20%):** A quiz will be administered **each week** to determine your comprehension and mastery of the required reading assignments in **Ott**. The quizzes are open-book, but students must read the assigned chapters in their entirety before taking the quiz. **Due one hour before class each week.**
- C. **CHURCH PLANTING AND REVITALIZATION JOURNAL (30%):** All students are required to journal each week. The CP&R Journal is a working document for the student during the semester. It includes the following numbered heading journal assignments:
1. **Class Assignments by the Professor:** Students will journal assignments given by the professor.
  2. **Wright Discussion Questions:** Students are required to read the assigned chapters from **Wright** in the Course Outline and then answer one 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 one question from each assigned chapter (note the chapter and page number). **Additionally, you should type the full text of the question and then answer it.**
  3. **Mohler Reflections:** Students are to read the assigned chapters in Mohler. After reading the assigned chapter in the Course Outline, students are required to write two paragraphs of reflection of a quote in the chapter. A reflection consists of **one quote in the chapter** (note the chapter and page number) with one paragraph reflection about the quote and one paragraph application of the quote.  
**Upload the CP&R Journal in one document (PDF format) in Canvas. Due: 12/1 @11:59pm**
- D. **POWERPOINT PRESENTATION OF CHURCH PLANTING AND REVITALIZATION STRATEGY PAPER: (10%)**  
Students will have the opportunity to present summary overview of their Church Planting/Revitalization Strategy paper in class using PowerPoint. It will be graded on content, creativity and presentation. Students will be scheduled to present it in class. The professor will provide more instructions in class.  
**Student PowerPoint Slides Presentation will be uploaded in Canvas: Due: 11/17@ 11:59pm**
- E. **CHURCH PLANTING/REVITALIZATION STRATEGY PAPER (30%):** Students are required to write a 15-18 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 serving or he/she has a vision to serve). 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 readings (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 and footnote in paper**)
      - 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)

Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

Upload CP/R Strategy Paper in one document (**PDF format**) in Canvas: **12/8 @11:59pm**

## Course/Classroom Policies and Information

**Student Success:** Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, we 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.

**Recording:** Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the instructor.

**Textbooks:** The selection of textbooks should not be interpreted as implying the instructor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

## 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

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](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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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

WEEKS/TOPICS	DATE	ASSIGNMENTS	DUE DATE
		O=Ott; W=Wright; M=Mohler WDQ=Wright Discussion Questions; MT=Mohler Reflections	
<b>Week 1: Introduction</b>	8/18	Syllabus Overview and Introduction to the course	
<b>Week 2: Biblical Foundations</b>	8/25	Quiz #1: O (Foreword; Preface; Prologue; Chs. 1-2) CP&R Journal: WDQ #1: W (Preface; Intro; Chs. 1-2 – answer questions from Ch. 2 only) CP&R Journal: MR #1: M (Ch. 1)	Quiz #1 Due one hour before class in Canvas
<b>Week 3: Biblical Foundations/Strategic Considerations</b>	9/1	Quiz #2: O (Ch. 3-4) CP&R Journal: WDQ #2: W (Ch. 3) CP&R Journal: MR #2: M (Ch. 2)	Quiz #2 Due one hour before class in Canvas
<b>Week 4: Strategic Considerations</b>	9/8	Quiz #3: O (Ch. 5) CP&R Journal: WDQ #3: W (Ch. 4) CP&R Journal: MR #3: M (Ch. 3)	Quiz #3 Due one hour before class in Canvas
<b>Week 5: Strategic Considerations</b>	9/15	Quiz #4: O (Ch. 6) CP&R Journal: WDQ #4: W (Ch. 5) CP&R Journal: MR #4: M (Ch. 4)	Quiz #4 Due one hour before class in Canvas
<b>Week 6: Strategic Considerations</b>	9/22	Quiz #5: O (Chs. 7-8) CP&R Journal: WDQ #5: W (Ch. 6)	Quiz #5 Due one hour

		CP&R Journal: MR #5: M (Ch. 5)	before class in Canvas
<b>Week 7: Strategic Considerations/Overview of Developmental Phases</b>	9/29	Quiz #6: O (Chs. 9-10) CP&R Journal: WDQ #6: W (Ch. 7) CP&R Journal: MR #6: M (Ch. 6)	Quiz #6 Due one hour before class in Canvas
<b>Week 8: Developmental Phases/Demographic &amp; Ethnographic Research</b>	10/6	Quiz #7: O (Ch. 11) CP&R Journal: WDQ #7: W (Ch. 8) CP&R Journal: MR #7: M (Ch. 7)	Quiz #7 Due one hour before class in Canvas
<b>Week 9</b>	10/13	<b>STUDENT DEVELOPMENT WEEK – Work on CP&amp;R Strategy Paper and Presentation</b>	
<b>Week 10: Developmental Phases</b>	10/20	Quiz #8: O (Ch. 12) CP&R Journal: WDQ #8: W (Ch. 9) CP&R Journal: MR #8: M (Ch. 8)	Quiz #8 Due one hour before class in Canvas
<b>Week 11: Developmental Phases</b>	10/27	Quiz #9: O (Ch. 13) CP&R Journal: WDQ #9: W (Ch. 10) CP&R Journal: MR #9: M (Ch. 9)	Quiz #9 Due one hour before class in Canvas
<b>Week 12: Developmental Phases</b>	11/3	Quiz #10: O (Ch. 14) CP&R Journal: WDQ #10: W (Ch. 11) CP&R Journal: MR #10: M (Ch. 10)	Quiz #10 Due hour before class in Canvas
<b>Week 13: Developmental Phases</b>	11/10	Quiz #11: O (Ch. 15) CP&R Journal: WDQ #11: W (Ch. 12) CP&R Journal: MR #11: M (Ch. 11) CP&R Strategy PowerPoint Presentations in Class	Quiz #11 Due one hour before class in Canvas
<b>Week 14: Contemporary Issues</b>	11/17	Quiz #12: O (Ch. 16) CP&R Journal: WDQ #12: W (Ch. 13) CP&R Strategy PowerPoint Presentations in Class <b>CP&amp;R Strategy Paper PowerPoint (in Canvas): Due 11/17 @ 11:59pm</b>	Quiz #12 Due one hour before class in Canvas
<b>Week 15</b>	11/24	<b>FALL BREAK</b>	
<b>Week 16: Contemporary Issues</b>	12/1	Quiz #13: O (Ch. 17-19) CP&R Journal: WDQ #13: W (Ch. 14-15 – answer question from Ch. 14 only) <b>CP&amp;R Journal in Canvas: Due 12/1 @ 11:59pm</b>	Quiz #13 Due one hour before class in Canvas
<b>Week 17</b>	12/8	<b>FINAL CHURCH PLANTING/REVITALIZATION STRATEGY PAPER (in Canvas) Due 12/8 @11:59pm</b>	Due 12/8 @11:59pm