



On-Campus Course Syllabus

MIN305.L1

Church Planting and Revitalization

Spring 2024

Class Information

Day and Time: Tuesdays and Thursdays, 9:30–10:45am

Room Number: E205

Contact Information

Instructor Name: Dr. Clay Jacobson

Instructor Email: cjacobson@criswell.edu

Instructor Phone: 325-436-1219

Instructor Office Hours: NA

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 and theological foundations for church revitalization and church planting.
- Develop a familiarity with contextualization of ministry strategies and methods for church planting and revitalization based on local demographics and culture.
- Evaluate essential leadership skills for church planting and revitalizing churches experiencing plateau and decline.
- Learn and understand the process of church revitalization and church planting, including a broad understanding of diagnostic tools and strategic planning.
- Consider specific action plans for revitalizing churches experiencing decline and church planting strategies.

Required Textbooks

Henard, Bill. *ReClaimed Church: How Churches Grow, Decline, and Experience Revitalization*. Nashville: B&H Books, 2018. ISBN: 978-1462790715.

Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids, MI: Zondervan, 2012. ISBN: 978-0310494188.

Searcy, Nelson, Kerrick Thomas, and Jennifer Dykes Henson. *Launch: Starting a New Church from Scratch*. Revised and Expanded edition. Ada, MI: Baker Books, 2017. ISBN: 978-0801072895.

Recommended Reading

Sayers, Mark. *Reappearing Church: The Hope for Renewal in the Rise of Our Post-Christian Culture*. Chicago: Moody Publishers, 2019. ISBN: 978-0802419132.

Course Requirements and Assignments

1. **CLASS PARTICIPATION (15%)**: Students are expected to come to class each week having read the assigned readings and completed the assignments by their due dates.
2. **CENTER CHURCH (15%)** Read selected chapters of Center Church. For each chapter:
 - a. Select one Discussion/Reflection Question to answer
 - b. Record the Chapter and question number
 - c. Combine all assigned chapters for each due date as one document (PDF format)
 - d. **Consult the Course Calendar for assigned chapters and weekly due dates**
3. **RECLAIMED CHURCH (15%)** Read the contents of ReClaimed Church. For each chapter, provide:
 - a. Five “talking points” (main insights).
 - b. One major takeaway.
 - c. If you were the senior pastor of a church, what would be one major application from the chapter?

Upload as one document (PDF format) in Canvas. Due: 3/7 @ 11:59pm

4. **LAUNCH (15%)** Read the contents of Launch. For each chapter, provide:
 - a. Five “talking points” (main insights).
 - b. One major takeaway.
 - c. If you were planting a church, what would be one major application from the chapter?

Upload as one document (PDF format) in Canvas. Due: 3/28 @ 11:59pm

5. **POWERPOINT PRESENTATION OF CHURCH PLANTING or REVITALIZATION STRATEGY PAPER: (15%)**: 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.

PowerPoint Slides Presentation will be uploaded in Canvas (PDF Format): Due: 5/2 @ 11:59pm

6. **CHURCH PLANTING/REVITALIZATION STRATEGY PAPER (25%)**: Students are required to write a 10-12 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 psychographic research on the focus area. The professor expects you to draw from your readings and other outside resources as necessary. Below is an expected outline:
 - a. Introduction (1 page)

b. Demographic & Psychographic Research on the Context (3 pages)

The following rubric is used to grade four areas of this section (1-Poor, 2- Developing, 3-Acceptable, 4-Good, 5-Excellent): (Demographics & Psychographic reports provided by the instructor)

- i. Data analysis
 - ii. Application to strategy
 - iii. Evaluation (include participant observation if possible)
- c. Challenges of the Context (2 pages)
- d. Church Planting/Revitalization Strategy (3-4 pages)
- i. Use the processes outlined in either Reclaimed Church (revitalization) or Launch (church planting)
 - ii. Expected Financial Cost (basic template provided on Canvas)
- e. 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 Due 5/8 @ 11:59pm

Course/Classroom Policies and Information

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 (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of

attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Weeks/Topics	Date	Assignments	Due Dates
Week 1: Introductions & Definitions	January 16 & 18	T: Course Introduction Th: The condition of the American Church & Culture	
Week 2: Biblical Foundations	January 23 & 25	Center Church, Ch. 1-6	Canvas Due: 1/25 @ 11:59pm
Week 3: Renewal Principles	Jan. 30 & February 1	Center Church, Ch. 7-10	Canvas Due: 2/1 @ 11:59pm
Week 4: Revitalization Pastors	February 6 & 8	Center Church, Ch. 11-14	Canvas Due: 2/8 @ 11:59pm
Week 5: Revitalization Principles	February 13 & 15	Center Church, Ch. 15-18	Canvas Due: 2/15 @ 11:59pm
Week 6: Revitalization Strategies	February 20 & 22	Reading <i>Reclaimed Church</i>	
Week 7: Revitalization Processes	February 27 & Feb. 29	Reading <i>Reclaimed Church</i>	

Week 8: Discipleship & Leadership Development	March 5 & 7	<i>Reclaimed Church Assignment</i>	Canvas Due: 3/7 @ 11:59pm
Week 9: Spring Break (No classes)	March 11 & 15	No assignments	
Week 10: Exegesis of Communities & Contextualization	March 19 & 21	Reading <i>Launch</i>	
Week 11: Church Planting & Replanting Pastors	March 26 & 28	<i>Launch</i> Assignment	Canvas Due: 3/28 @ 11:59pm
Week 12: Church Planting Strategies & Models	April 2 & 4	Context/Church Picked for Final Project	In Class Due 4/4
Week 13: Church Planting Principles	April 9 & 11	Working on Final Project	
Week 14: Developing Vision & Values	April 16 & 18	Working on Final Project	
Week 15: Strategic Planning	April 23 & 25	Working on Final Project	
Week 16	April 30 & May 2	Presentations in Classroom	PowerPoint (in Canvas) Due: 5/2 @ 11:59pm
Week 17: Final Project Paper Due	May 9	FINAL CHURCH PLANTING/REVITALIZATION STRATEGY PAPER (in Canvas)	Due 5/8 @ 11:59pm