



On-Campus Course Syllabus

MIN 305 L1

CHURCH PLANTING & REVITALIZATION

SPRING 2025

Class Information

Day and Time: T/Th 9:30–10:45

Room Number: E205

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: (O) 214.818.1323

Instructor Office Hours: Please email for an appointment: MW 9:15–10:15 AM; TR 8:30–9:30 AM

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 on Canvas** 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 because they are timed. There will be no make-up quizzes for any reason; however, your lowest 2 grades will be dropped.
- C. **WRIGHT TAKEAWAYS & DISCUSSION QUESTIONS (20%):** There are two parts to this assignment. **First**, students are required to read the assigned chapters from **Wright** and record at least **5 takeaways**. A takeaway consists of **a quote from the book** (note the page number) with a **50-100 word reflection** from the student. **Second**, students are to 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%):** 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 write their name at the top of the page 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%):** **NOTE:** Failure to submit this assignment will result in an automatic “F.” Students are required to write a 15-17 page, double-spaced church planting **OR** church revitalization prospectus in **Turabian format**. 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 and document ideas from your textbooks (Ott, Wright, Mohler) in the process along with other outside resources as necessary. A **draft** of the prospectus with at least one paragraph for each of the sections below, along with footnotes, is **required to be submitted in PDF via Canvas** after Spring Break (see schedule). Below is the 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)

NOTE: The paper should be submitted in **Turabian format** and uploaded as a **PDF file in 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. Students are to use **PowerPoint, Google slides**, or some other media to summarize your prospectus; this is **required (do not read from your papers)**.

Course/Classroom Policies and Information

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 (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.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

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. 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 DATE
		O=Ott; W=Wright; M=Mohler WTDQ=Wright Takeaways & Discussion Questions; MT=Mohler Takeaways	
Week 1: Introduction	Jan 21/23	Introduction to the course	
Week 2: Biblical Foundations	Jan 28/30	Quiz #1: O (Foreword; Preface; Prologue; Chs. 1-2) WTDQ #1: W (Preface; Intro; Chs. 1-2 – answer questions from Ch. 2 only) MT #1: M (Ch. 1)	Midnight 1/27
Week 3: Biblical Foundations/Strategic Considerations	Feb 4/6	Quiz #2: O (Ch. 3-4) WTDQ #2: W (Ch. 3) MT #2: M (Ch. 2)	Midnight 2/3
Week 4: Strategic Considerations	Feb 11/13	Quiz #3: O (Ch. 5) WTDQ #3: W (Ch. 4) MT #3: M (Ch. 3)	Midnight 2/10
Week 5: Strategic Considerations	Feb 18/20	Quiz #4: O (Ch. 6) WTDQ #4: W (Ch. 5) MT #4: M (Ch. 4)	Midnight 2/17
Week 6: Strategic Considerations	Feb 25/27	Quiz #5: O (Chs. 7-8) WTDQ #5: W (Ch. 6)	Midnight 2/24

		MT #5: M (Ch. 5)	
Week 7: Strategic Considerations/Overview of Developmental Phases	Mar 4/6	Quiz #6: O (Chs. 9-10) WTDQ #6: W (Ch. 7) MT #6: M (Ch. 6)	Midnight 3/3
Week 8: Developmental Phases/Demographic & Ethnographic Research	Mar 11/13	Quiz #7: O (Ch. 11) WTDQ #7: W (Ch. 8) MT #7: M (Ch. 7)	Midnight 3/10
Week 9	Mar 18/20	SPRING BREAK – Work on Prospectus/Presentation	
Week 10: Developmental Phases	Mar 25/27	PROSPECTUS DRAFT DUE Quiz #8: O (Ch. 12) WTDQ #8: W (Ch. 9) MT #8: M (Ch. 8)	Midnight 3/24
Week 11: Developmental Phases	Apr 1/3	Quiz #9: O (Ch. 13) WTDQ #9: W (Ch. 10) MT #9: M (Ch. 9)	Midnight 3/31
Week 12: Developmental Phases	Apr 8/10	Quiz #10: O (Ch. 14) WTDQ #10: W (Ch. 11) MT #10: M (Ch. 10)	Midnight 4/7
Week 13: Developmental Phases	Apr 15/17	Quiz #11: O (Ch. 15) WTDQ #11: W (Ch. 12) MT #11: M (Ch. 11)	Midnight 4/14
Week 14: Contemporary Issues	Apr 22/24	Quiz #12: O (Ch. 16) WTDQ #12: W (Ch. 13)	Midnight 4/21
Week 15 Contemporary Issues	Apr 29/May 1	Quiz #13: O (Ch. 17-19) WTDQ #13: W (Ch. 14-15 – answer questions from Ch. 14 only) IN-CLASS PRESENTATIONS	Midnight 4/28
Week 16	May 6/8	WORK ON PROSPECTUSES	
Week 17	May 15	FINAL PROSPECTUS DUE	Midnight 5/15