



Course Syllabus

MIN305.L1

Church Planting and Revitalization

Fall 2025

Class Information

Day and Time: Monday: 12:15-3:00pm

Room Number: E209

Contact Information

Instructor Name: Dr. Bobby Worthington

Instructor Email: b.worthington@criswell.edu

Instructor Phone: 214 818-1362

Instructor Office Hours: [Tuesday and Thursday: 10:00am-11:00am & 2:00pm-3:00pm](#)

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 weekly 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 footnotes 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*)
- 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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.

Course Policy on the use of Artificial Intelligence (AI)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

WEEKS/TOPICS	DATE	ASSIGNMENTS	DUE DATE
		O=Ott; W=Wright; M=Mohler WDQ=Wright Discussion Questions; MR=Mohler Reflections	
Week 1: Introduction	8/18	Syllabus Overview and Introduction to the course	
Week 2: Biblical Foundations	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
Week 3: No Class (Labor Day)	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 Note: Due 9/1 @ 11:59pm in Canvas
Week 4: Biblical Foundations/ Strategic Considerations	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
Week 5: Strategic Considerations	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
Week 6: Strategic Considerations	9/22	Quiz #5: O (Chs. 7-8) CP&R Journal: WDQ #5: W (Ch. 6) CP&R Journal: MR #5: M (Ch. 5)	Quiz #5 Due one hour before class in Canvas
Week 7: Strategic Considerations/Overview of Developmental Phases	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
Week 8:	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

Developmental Phases/Demographic & Ethnographic Research			before class in Canvas
Week 9: (No Class)	10/13	STUDENT DEVELOPMENT WEEK – Work on CP&R Strategy Paper and Presentation	
Week 10: Developmental Phases	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
Week 11: Developmental Phases	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
Week 12: Developmental Phases	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
Week 13: Developmental Phases	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
Week 14: Contemporary Issues	11/17	Quiz #12: O (Ch. 16) CP&R Journal: WDQ #12: W (Ch. 13) CP&R Strategy PowerPoint Presentations in Class CP&R Strategy Paper PowerPoint (in Canvas): Due 11/17 @ 11:59pm	Quiz #12 Due one hour before class in Canvas
Week 15: (No Class)	11/24	FALL BREAK	
Week 16: Contemporary Issues	12/1	Quiz #13: O (Ch. 17-19) CP&R Journal: WDQ #13: W (Ch. 14-15 – answer question from Ch. 14 only) CP&R Journal in Canvas: Due 12/1 @ 11:59pm	Quiz #13 Due one hour before class in Canvas
Week 17	12/8	FINAL CHURCH PLANTING/REVITALIZATION STRATEGY PAPER (in Canvas) Due 12/8 @11:59pm	Due 12/8 @11:59pm