

Course ID:	Course Title:	Spring 2019
	Mission and Church Planting	Prerequisite:
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	May 21-25	Instructor:	Clint Mix (DMin) Kyle Harnett (MA)	First day of classes:	
Time:	9 AM- 4PM	Email:	clintmis@rogers.com kharnett@wearecapstone.ca	Last day to add/drop, or change to audit:	End of the first day
Room:		Phone:	587 284 9973 403 607 7487	Last day to request revised exam:	n/a
Lab/ Tutorial:		Office:		Last day to withdraw from course:	1 pm on the 4 th day of classes
		Office Hours:		Last day to apply for coursework extension:	
Final Exam:				Last day of classes:	

Course Description

This course will lay a biblical and theological foundation for mission planting and church planting. It will explore a variety of approaches and models that church planters have used to begin new churches. Attention will be given to understand how a church could begin in a local community without a “core group” from a parent church; or, how a church could begin with an individual or small team “pioneer” approach. The course will also consider how a planter would start with “mission” rather than “church.” Consideration will be given to mission to new Canadians as well as cross generational mission. The course will include the development of a plan for birthing a new mission and/or church plant within the current denominational context of the student.

Expected Learning Outcomes

At the end of the course, the student will:

1. Learn to reflect biblically and theologically about mission planting and church planting and have this reflection shape the praxis of their mission and church planting.
2. Become familiar with various approaches and models of mission planting and church planting and interact with their suitability in their missional context.
3. Acquire skills to mission and church planting skills to start biblically and culturally relevant church’s.
4. Identify and address common challenges mission and church planters face.
5. Understand the character and competency traits of fruitful mission and church planters.

6. Plan a specific strategy for mission and church planting in their context.
7. Anticipate how to see their mission planting and church planting approach multiply itself into a movement.
8. Begin to practice discernment as part of the ongoing planting and ministry planning process.

Textbooks

Giffith, Jim. & Easum, Bill. *Ten Most Common Mistakes Made by New Church Starts*. St. Louis, MI: Chalice Press, 2008. ISBN 9780827236479

Halter, Hugh & Smay, Matt. *The Tangible Kingdom*. San Francisco, CA: Jossey-Bass, 2008. ISBN 9780470188972

McNeal, Reggie. *Practicing Greatness*. San Francisco, CA: Jossey-Bass, 2006. ISBN-13 9780787977535

White, James Emery. *The Rise of the Nones*. Grand Rapids, MI: Baker Books, 2014. ISBN 0801016231

Wright, Christopher J. H. *The Mission of God's People*. Grand Rapids, MI: Zondervan, 2010. ISBN 9780310291121

Course Schedule

Unit One: Intro/overview/expectations

Unit Two: Theology of Mission and Church Planting Unit One

Unit Three: Theology of Mission and Church Planting Unit Two

Unit Four: Missiological Paradigm/Community and Cultural Exegesis

Unit Five: Road Trip/Community Research

Unit Six: The Person of the Planter Unit One (Intercultural Developmental Inventory)

Unit Seven: The Person of the Planter Unit Two

Unit Eight: The Process of Planting Unit One

Unit Nine: The Process of Planting Unit Two

Unit Ten: Group Presentations/Commissioning

Course Requirements:

1. Theology of Mission Planting and Church Planting Paper

This eight to ten page academic paper should provide three to four (3 to 4) biblical and theological principles for mission planting and church planting. It should incorporate Scripture, credible theological resources, class material and other appropriate sources. The student should also interact with the sources giving their own input into the principle. Each principle should include an "Application" section where the planter "lands" the principle with practical/concrete integration into their present or future planting context.

Basis of Grade: Integration of all the requisite sources, quality of sources, quality of interaction with sources and the concreteness of the application of the principle to the current or future planting context of the student.

Expectation: Eight to Ten (8-10) page paper.

Due Date: TBD

Value: 30% of final mark

2. Community Exegesis project

Utilizing the community assessment tools provided by the instructors (including demographic reports), the student will conduct a community assessment (ideally) in the geographical area that the mission and church plant is anticipated. The paper will include key findings including an answer to the question “What is Good News to this community?” It will also include an application section for the current or future mission/church plant.

Basis of Grade: Integration of all the community assessment tools, thoughtfulness of the interaction with them and the practicality of the application to the mission/church plant context.

Expectation: Three to Four (3-4) page paper.

Due Date: TBD

Value: 20% of final mark

3. Self Awareness Paper (20%)

Utilizing the course material (particularly units six and seven) the student will write a paper regarding their congruence with the character traits and personal competencies as it relates to mission/church planting. Emphasis will be given to current strengths, current growth areas, strategies to grow in necessary areas and strategies to account for areas of non giftedness.

Basis of Grade: Integration of relevant course materials, demonstration of self awareness, quality of strategies for growth and quality of strategies for addressing areas of non giftedness.

Expectation: Three to Four (3-4) page paper.

Due Date: TBD

Value: 20% of final mark

4. Group Plant Project/Case Study

Based on all of the above information, and in consultation with the instructor, the student will provide a presentation of the project plan for their mission/church plant. If there is not an actual plant to be utilized the group will present a case study to the rest of the class.

Basis of Grade: Integration of course materials/books, practicality of the plan, creativity of the presentation and the quality of written paper/project plan.

Expectation: Eighteen to Twenty (18-20) minute presentation and a Three to Four (3-4) page paper/project plan.

Due Date: TBD

Value: 20% of final mark

5. Class involvement and Reading Report (not book reports)

Students will be expected to report back that they have completed a thorough reading of all the course books. This, along with your class participation will constitute a portion of your grade.

Basis of Grade: Self grading on completion of reading and appropriate regarding your class participation.

Expectation: An email to the course instructors regrading the completion of reading course books.

Due Date: TBD

Value: 10% of final mark

Attendance

Students are expected to arrive early for all classes and attend all the classes. Exceptions can only be made with the pre approval of the professor.

Submission of Work

Students should submit their papers to the instructor via email as a .pdf document. The papers need to be submitted in the following way:

Lastname Firstname Assignment name.pdf. An example: Mix Clint Theology Paper.pdf

Back Up of Work

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.

Grade Summary:

Grade: A+ (90+%) 4.0; A (85-89%) 4.0; A- (80-84%) 3.7

Description: Excellent (exceeds expected standards in all respects)

Definition:

- The student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles.
- The work also provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course.
- The work exhibits few or no mechanical and stylistic errors.
- The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure.
- The student also demonstrates an unusual flexibility or inventiveness with words or structure that result in a striking individual style which is clear and lively in presentation without detracting from the academic nature of the work.

Grade: B+ (77-79%) 3.3; B (73-76%) 3.0; B- (70-72%) 2.7

Description: Good (exceeds expected standards in many respects)

Definition:

- The work indicates a thorough grasp of the goals for this assignment within the context of the course.
- The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas.
- Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.

Grade: C+ (67-69%) 2.3; C (63-66%) 2.0

Description: Acceptable (meets expected standards)

Definition:

- The work displays a sufficient and basic understanding of the principles and materials treated in the course. However, the expression of that understanding is impeded by any of the following:
 - lack of conceptual organization;
 - lack of development and flow of ideas;
 - inadequate use of and interaction with relevant scholarly literature;
 - inadequate documentation of sources;
 - significant inaccuracies and errors in regards to grammar and spelling;
 - significant mechanical and stylistic errors.
 - Performance at this level meets graduation requirements.

Grade: C- (60-62%) 1.7; D+ (57-59%) 1.3; D (53-56%) 1.0; D- (50-52%) 0.7

Description: Poor (below expected standards)

Definition:

- The work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course.
- The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research.
- The development and flow of ideas throughout the paper are significantly below standard.

- Sources are not cited appropriately and the work relies mainly on summaries and paraphrased of other people's work.
- The work contains poor sentence structure and punctuation and generally suffers by a lack of attention to matters of grammar and style.
- The work is inappropriately shorter or longer than the required length.
- While a "D" is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.

Grade: F (0-49%) 0.0

Description: Failure

Definition:

- The student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.

Suggested Bibliography

This hand-picked list of books is not required reading for this course. However, they are highly recommended for broadening your perspective on church conflict management. You may also find some of these books useful for the preparation of your papers.

Breen, Mike. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People like Jesus Did*. Greenville, SC: 3DM Publishing, 2017.

Bosch, David. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll (NY): Orbis Books, 2011.

Chester, Tim, and Steve Timmis. *Total Church: A Radical Reshaping around Gospel and Community*. Nottingham: Inter-Varsity Press, 2010.

Frost, Michael, and Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21st-century Church*. Grand Rapids, MI: Baker Books, 2013.

Glaeser, Edward L. *Triumph of the City: How Urban Spaces Make Us Human*. London: Pan Books, 2012.

Hiebert, Paul G. *Anthropological Reflections on Missiological Issues*. Grand Rapids, MI: Baker Books, 2001.

Hirsch, Alan. *The Forgotten Ways Reactivating the Missional Church*. Grand Rapids, MI: Brazos Press, 2007.

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

Moore, Ralph. *Starting a New Church*. Ventura, CA: Regal Books, 2002.

Newbigin, Leslie. *The Open Secret: An Introduction to the Theology of Mission*. Revised. Grand Rapids: Eerdmans, 1995. (ISBN: 978-0-8028-0829-5)

Ott, Craig, and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, MI: Baker Academic, 2011.

Perkins, John M. *Restoring At-Risk Communities: Doing It Together and Doing It Right*. Grand Rapids, MI: Baker Books, 2001.

Searcy, Nelson. *Launch: Starting a New Church from Scratch*. Grand Rapids, MI: Baker Book House, 2007./

Stetzer, Ed. *Planting Missional Churches*. Nashville, TN: Broadman & Holman, 2006.

White, Randy. *Encounter God in the City: Onramps to Personal and Community Transformation*. Downers Grove, IL: IVP Books, 2006.

Wright, Christopher. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: InterVarsity Press, 2006.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.