

BRIERCREST

CM 730/CM 493 Church Planting and Development Fall 2021

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Course Dates: October 18-22, 2021

3 Credit Hours

COURSE DESCRIPTION

An examination of biblical and theological rationales and principles for church planting. Students will interrogate the best practices and strategies needed for creating and nurturing new congregations.

Note: This course is cross-listed as both a college and seminary class. The different course requirements are found in the individual assignments.

COURSE INTEGRATION

This course is an introduction and overview to the best current research, tools and practice of church planting and church development in Canada. This course will aid students in developing competence with the necessary tools for church planting and development: increasing self-awareness, personal postures and habits of prayerful resilience, the tools of contextual awareness and missiological ministry in Canada, organizational tools in starting and innovating in a church setting.

COURSE TEXTS

Silf, Margaret. *Inner Compass: An Invitation to Ignatian Spirituality*. Revised edition. Chicago, IL: Loyola Press, 2007. **OR** Villodas, Rich, and Pete Scazzero. *The Deeply Formed Life: Five Transformative Values to Root Us in the Way of Jesus*. Colorado Springs, CO: WaterBrook, 2020.

Feld, Brad, and Amy Batchelor. *Startup Life: Surviving and Thriving in a Relationship with an Entrepreneur*. 1st edition. Hoboken, N.J.: Wiley, 2013. **OR** Bohannon, Liz Forkin. *Beginner's Pluck*. 1st edition. Grand Rapids, MI: Baker Books, 2019.

Bennardo, Tom, and Larry Osborne. *The Honest Guide to Church Planting: What No One Ever Tells You about Planting and Leading a New Church*. Grand Rapids, MI: Zondervan, 2019. **OR** Siebert, Jared. *Gutsy: (Mis)Adventures in Canadian Church Planting*. Mississauga, ON: New Leaf Network Press, 2016.

Ries, Eric. *The Lean Startup*. New York, NY: Crown Publishing Group, 2017. **OR** Thiel, Peter, and Blake

Masters. *Zero to One: Notes on Startups, or How to Build the Future*. New York, NY: Currency, 2014. **OR** Collins, Jim, and Jerry I. Porras. *Built to Last: Successful Habits of Visionary Companies*. 3rd ed. edition. New York, NY: Harper Business, 2004.

Fitch, David E. *Faithful Presence*. Downers Grove, IL: PRAXIS, 2016. **OR** Im, Daniel. *No Silver Bullets*. 1st edition. Nashville, TN: B&H BOOKS, 2017.

Biographical Texts

Bolz-Weber, Nadia. *Pastrix: The Cranky, Beautiful Faith of a Sinner & Saint*. New York, NY: Jericho Books, 2014.

Gerrard, Aaron D. *Quit Pastoring Your Church: The Story of a Small Church Making Jesus Their Pastor*. Toronto, ON: New Leaf Network Press, 2020.

Halter, Hugh, and Matt Smay. *The Tangible Kingdom: Creating Incarnational Community - The Posture and Practices of Ancient Church Now*. San Francisco, CA: Jossey-Bass, 2008.

Makins, Kevin. *Why Would Anyone Go to Church?.* 1st edition. Grand Rapids, MI: Baker Books, 2020.

Paul, Greg. *God in the Alley: Being and Seeing Jesus in a Broken World*. Colorado Springs, CO: Shaw Books, 2004.

Please contact the professor if there is another Canadian church plant or church planter you wish to read about and we can discuss a substitution.

Required Assessments:

Take the Grip Spiritual Gifts Profile (\$15 USD) – email Anna-Dawn at support@gripbirkman.com, tell her you want to take the Grip Assessment and that Jay Mowchenko is your coach. CC: my email jay@shalomleadership.org when you contact her. She will arrange payment options for you and will send you a link for the assessment.

Take the APEST profile (\$10 USD) from <https://5qcentral.com/product/apest-vocational-assessment/> and email your results to jmowchenko@briercrest.ca.

Include your profiles as appendices or pdf attachments to your integrative reading assignment.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

- Self-reflection, informed by group interaction, leading to empowering self-awareness
- Exposure to Missiological tools and thought processes, leading to a responsive posture of entrepreneurship and Kingdom expansion
- Examination of the student's theology of change, reflecting on our personal understandings of failure/success resulting in persistent curiosity and resilience
- Reflecting on ecclesiology, the Gospel story, corporate culture and discipleship, resulting in intentionality and purpose
- The creation of a PLAN: Church Planting or Church Development

COURSE OUTLINE AND CONTENT – TENTATIVE SCHEDULE

Day 1 – Class Introductions and Theoretical Foundations

- Personal Stories and Challenges
- Planting vs. Renewal

Day 2 – Tools and Practices of Personal Discernment

- Sources of Identity and Motivation
- Stages of Spiritual Maturity
- Who am I – In Christ, Spiritual Gifts, Leadership Roles and Personality
- Taking a Passion Audit
- Tools of Spiritual Discernment
- Responding to the Dark Side of Leadership
- Building a Rule of Life to Sustain Yourself
 - Building and Sustaining a prayer team

Day 3 – Being an Effective Missionary in Canada

- Contextual Awareness Tools and Practices
- Responding Effectively to Canadian Spiritual/Social Realities
- Telling the Good News Story to Secular Canadians
- Team Dynamics and Multi-vocational Ministry

Day 4 – Nuts and Bolts of Spiritual Startups

- Theology and Practice of Creativity and Change
- Intentional Organizational/Church Culture and Discipleship Processes
- How to tell the story of your Dream
- Evaluating and responding to Success/Failure
- Church Development and Lifespan
- Team Building and Leadership Roles
- Responding Creatively to COVID and post-COVID realities

Day 5 – Class presentations and Commissioning

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Personal and Project Introduction

Introduce yourself and what “new thing” the Lord might be calling you to. If it is a new startup project, talk about what has led you to this idea and the risks/challenges it represents, as well as the passion it stirs in you. If it is a development project, talk about the need for change, why the change will be hard and how it will stretch you. Incorporate any initial insights you have gained from GRIP or APEST. I invite you to be transparent and vulnerable as you talk about what the Lord is currently stirring in you.

Due Date: Friday, October 15, 2021– upload your GRIP & APEST profiles as part of this assignment

Assignment Length: 2-3 pages, 500-750 words.

Value: 10%

Integrative Reading Report

SEMINARY: Choose from among the various “either/or” options (ONE text per pair or trio), as well as ONE of the “Biographical Texts” options. You will read a total of 6 books for this course.

COLLEGE: Choose FOUR texts from the list, and none from the biographical options – treat those as “recommended reading.”

Write an appreciative report that:

1. Gives a brief summary of the content of each text
2. Lifts out some of the key insights you received from each text
3. States why each book should be read and by whom
4. Integrates and applies the sum total of the “gifts” from these texts with your current context

Be prepared to engage with class discussion on each text that you read (see below in Course Engagement and Group Work)

Due Date: Uploaded to Canvas by Monday, October 18, 2021

Assignment Length: SEMINARY: 5-7 pages (1250-1750 words); COLLEGE: 3-5 pages (750-1000 words)

Value: 20%

Mid-Course Assignments:

Course Engagement and Group Work

1. Introductory personal and case summaries – on the first day of class, we will spend time getting to know each other as a class. Be prepared to present a 5-10 minute summary (depending on class size and time limitations) of your personal and project introduction to the class. I encourage you to use media that helps you cover more content quickly and in an interesting manner. I also encourage you to take risks in how appropriately

- vulnerable you are with the risks, fears and struggles your contextual challenge stirs in you.
2. "Expert presentations" on chosen course texts – be prepared to facilitate or contribute to class discussion around the texts you read and reported on in your integrative reading report. You will be graded on the effectiveness of your facilitation and the quality of your understanding of course texts. Powerpoint presentations are an asset, but not required.
 3. General engagement in class discussions and group work – each day you will be given a variety of ways to engage with the instructor, the content, and your classmates. Your enthusiasm and attention will affect the overall grade for this aspect of the course grade.
 4. Final Presentation – on the last day of class, you will be required to make another short presentation to the class that begins to gather what you have gained from the course work and reading. This represents the foundation of your final paper. The more progress you make in class, the less work you have to do on your paper following the conclusion of the modular! Powerpoint presentations can sometimes aid in bringing clarity and flow but are not required. You are not being graded for perfection and polish but for honest grappling with how to apply course concepts within your context. You are encouraged to share unanswered questions and half-formed opinions in this presentation!

Due date: During Class

Value: 25%

Post-Course Assignments:

Integrative Paper: Church Planting Proposal **OR** Church Development Plan **OR** Historical Research Paper on the Ephesian Church

- I. For a Church Planting Proposal, include the following elements:
 - a. Brief biblical/theological rationale for a plant. This should include a brief explanation of how your personal understanding of ecclesiology impacts the planting process and your vision for the church community.
 - b. An overview of the gifts and talents you bring to the project, along with a description of the possible team you need, and relational networks of interest for this initiative.
 - c. Brief description of the community (geographic, socio-demographic, cultural/spiritual affinity networks).
 - d. Explanation of church name and guiding ideas.
 - e. Projected timeline overview with major developmental milestones and prominent activities.
 - f. Narrative description of the different developmental stages represented in the timeline. What are the significant developmental activities you anticipate in each stage of development?
 - g. Description of a "disciple" who is spiritually influenced by this church plant and the discipleship process.
 - h. Description of what "success" looks like for you and how you intend to measure it.

- i. An overview of the life-giving spiritual, emotional, and relational habits you will engage in to sustain yourself as you lead this project and the community you will engage with.
 - j. Summary: The brief overview you would provide to someone who is asking what you intend to do (and why it is important). This short explanation/invitation should be concise, easily understood and engaging.
 - k. APPENDIX: Projected budget which is comprehensive of every year of the plant plus one year beyond the end of your timeline. A budget must include relevant sources of funding ("income") and all costs covered by the plant ("expenses") and for each year the totals of income and expenses should cancel each other out (a balanced budget).
- II. For a Church Development Plan, include the following elements:
- a. Brief biblical/theological rationale for change. This should include a brief explanation of how your personal understanding of ecclesiology impacts the need and desired direction for developmental change in your context.
 - b. An overview of the gifts and talents you bring to the project, along with a description of the possible team you need, and relational networks of interest for this initiative.
 - c. Brief description of the community (geographic, socio-demographic, cultural/spiritual affinity networks).
 - d. Explanation of church name and operational values/organic guiding ideas of the community, along with the key aspirational values you wish to see incorporated into your community life.
 - e. Projected timeline overview with major developmental milestones and prominent activities.
 - f. Narrative description of the different developmental stages represented in the timeline. What are the significant developmental activities you anticipate in each stage of development?
 - g. Description of a "disciple" who is spiritually influenced by this church and an adaptation of the impacts of your desired changes on the discipleship process.
 - h. An overview of the life-giving spiritual, emotional, and relational habits you will engage in to sustain yourself as you lead this project and the support community you will gather around yourself.
 - i. Summary: The brief overview you would provide to someone who is asking what you intend to do (and why it is important). This short explanation/invitation should be concise, easily understood and engaging.
 - j. APPENDIX: Projected budget which is comprehensive of every year of the project plus one year beyond the end of your timeline. A budget must include relevant sources of funding ("income") and all costs covered by the church ("expenses") and for each year the totals of income and expenses should cancel each other out (a balanced budget).

- III. Research Paper: Historical Analysis of the Development of the Ephesian Church
- a. For this paper, you will engage in a historical search for the history and development of the church at Ephesus, and an analysis of the origins, culture, health, and eventual demise of this church. You should begin with resources such as: Acts, Ephesians, 1 & 2 Timothy, Revelation 3, The Didache, the letters of Justin Martyr, and Ignatius' letter to Ephesus. But do not limit yourself to these – be as creative and thorough in pursuing historical data and analysis as you like – this is a long-lived church with an influential history! Explore Catholic and Orthodox sources in your search.
 - b. Include:
 - i. A narrative timeline of the life of the Church at Ephesus, including relevant personalities, crises, historic events, moments of victory and developmental milestones
 - ii. An analysis of the cultural context at the time of planting
 - iii. Your estimation of the vision and guiding ideas at the time of planting
 - iv. Describe the discipleship process experienced by Ephesian Christians and evaluate the success/failure of that approach
 - v. A sketch of the various leaders who led the Ephesian church – their personalities and gifts, strengths, and impact on the life of the church
 - vi. Analysis of the strengths and weakness of this particular church and its contribution to Church history.

Due Date: Uploaded to Canvas by December 17, 2021

Length: 12-15 pages, 3000-3750 words

Value: 45%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the

student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

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