

**Planning and Planting Course Working Syllabus
CL-609**

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Course Description

Drawing from the fields of leadership and evangelism, this course provides a theological framework and a variety of practices for revitalizing current congregations and/or planting new congregations.

Course Learning Objectives

MDiv Degree Objectives	Course Learning Objectives	Means of Assessment
1. Demonstrate a general knowledge of Scripture, history and doctrine, and/or practices of the Christian traditions	Students will be able to describe examples of church planting in the New Testament.	Outreach Presentation
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life	Students will reflect on the apostolic ministry as central to Christian identity and mission.	Church Planter Interview
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s)	Students will evaluate whether they are called to the ministry of church planting.	Personal Statements
4. Promote prophetic inquiry and witness for the sake of justice		
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings		
6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it	Students will construct a means of witnessing to the gospel through church planting.	Final Presentation
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	Students will become familiar with practices that are helpful for planting churches.	Final Presentation

The course will meet 9 - 11 a.m. hyflex, allowing students to participate in-person or online. In addition, the course will include approximately 13 hours of asynchronous instructional time. Please see the *Outreach* Presentation under Assignments in the syllabus for more details on this.

Required Texts (only need to purchase Sanders and Teasdale texts)

Andrews, Brett, Dale Spaulding, and Sean Cronin. *Launch Strong(er): When Disciple Making Fuels Church Planting*. Exponential, 2021.

Frost, Michael and Alan Hirsch. *ReJesus: Remaking the Church in Our Founder's Image*, revised & updated ed. 100 Movements Publishing. Albany, NY: 2022. ISBN-13: 978-1955142137.

Moore, Ralph. *How Nearly Anyone Can Start a Microchurch: Plant a Church without Leaving Your Job*. Exponential, 2021. ISBN: 978-1-62424-076-8.

Sanders, Brian. *Underground Church: A Living Example of the Church in Its Most Potent Form* (Exponential Series). Zondervan, 2018. ISBN 978-0310538073. \$18.99.

Stetzer, Ed. "Top Challenges Facing Today's Church Planters," <www.edstetzer.com>.

Outreach Magazine. You must subscribe to this: \$19.95.
<https://web.outreachmagazine.com/subscribe/>

Assignments

1. Personal Statements (5 statements x 8% each = 40% of grade)

During specific weeks of the course, you will be developing personal statements related to core identifying factors that are necessary for a church plant. Each of these must be developed outside of class and presented at the following class session. This includes the church planter inventory.

Grades will be based on how well the statements are crafted according to the explanation given in class and on how persuasively they are presented.

2. Church Planter Interview Paper (10% of grade)

Find a person who has planted a church in the past five years and interview them about their experience. Some possible questions to ask them:

1. What motivated them to plant a church?
2. What made them believe that God specifically called them to be a church planter?
3. Why did they choose to plant in a specific location?
4. How long did it take them to secure enough support to plant the church?
5. How did they decide when it was time to launch the church?
6. What were the biggest surprises, difficulties, and victories so far?
7. What would they do differently if they were to plant another church?
8. What would they do differently if they were to plant another church?

9. What have they learned about themselves in the process?
10. What have they learned about the nature of the church in the process?
11. What have they learned about God in the process?

3. Outreach Presentation (25% of grade)

Using the copy of *Outreach Magazine* that you receive from your subscription as well as the copies on reserve in the library, develop a presentation to give to your present ministry site. This presentation should include:

1. An explanation of what you see as the most important ideas related to church planting.
2. An analysis of how your current ministry is operating related to these church planting ideas.
3. Specific goals for what your ministry can do to implement some of the church planting ideas.

The amount of work involved in developing this presentation should be at least 13 hours, as it counts as an asynchronous instructional time for this course.

4. Final Presentation: Pitching Your New Church Plant (25% of grade)

Complete the Tampa Underground Missional Expression Plan and present it in class.

Class Schedule (For dates, see Moodle)

Read texts before class, complete homework after class

Being Honest about the Challenge	Stetzer article – will read this in class and discuss it	
Are you a church planter?	Andrews, et. al., ch. 3 https://www.churchplanting.com/church-planter-assessment-ridleys-13-characteristics-and-test/	Distribute the inventory for others to complete for you, bring back total by week 7.
Jesus as the Model for Church Planting	Frost and Hirsch, chs. 1-3	
The Ministry of the Holy Spirit in Church Planting	Andrews, et. al., ch. 4	
New Metrics for New Churches	Teasdale, appendix	

New Structures for New Churches	Moore, chs. 1-4	
New Job Descriptions for Pastors	Moore, chs. 5-8	Develop Your Personal Mission Statement
Vision	Andrews, et. al., chs. 1-2	Develop Your Personal Vision
Compelling Narrative (Branding)	Sanders, chs. 1-5	Develop a Compelling Narrative for Your Life
Core Values (Context)	Sanders, chs. 6-8	Identify Your Personal Core Values
Meet the People, Identify the Leaders	Andrews, et. al., chs. 5, 7; Sanders, chs. 9-10	Submit Outreach Presentation
Managing Resources	Andrews, et. al., chs. 6, 8, 9; Sanders, chs. 11-12	
Pitching the New Church	The Tampa Underground Missional Expression Plan	Present your new church plant in class

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)

- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See [https://www.garrett.edu/student-life/student-services/\"Writing Center\"](https://www.garrett.edu/student-life/student-services/\) for more detailed information.

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Grade Scale – all assignments are graded out of 100 points

A	94-100	B+	87-89 (88)	C+	77-79 (78)
A-	90-93 (91.5)	B	84-86 (85)	C	74-76 (75)
		B-	80-83 (81.5)	C-	70-73 (71.5)
				D (Failing)	60-69 (65)

How I Grade

Below is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade. Please notice, also, that it takes creative work to receive an “A.” Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a “B.”

	Excellent – 100%	Above Average – 85%	Average – 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the entire assignment.)
Writing	The assignment is virtually free of grammatical errors, typos, misspellings, and other writing inelegancies.	The assignment has a few grammatical errors, typos, misspellings, and other writing inelegancies, but they do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and other writing inelegancies, such that they are distracting but do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and they impede understanding the text.
Followed Directions	The student demonstrated learning objectives and followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	The student followed the directions in a way that demonstrated the learning objectives, but did not follow the logistical directions (e.g., word counts, outline of assignment).	The student followed the logistical directions but did not address the learning objectives.	The student failed to follow the logistical directions and did not demonstrate learning objective directions provided by the instructor in the syllabus or online.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.

Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and offering creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.

Appendix on Assignments

➤ Church Planter Interview Paper

The paper should include answers to all of the questions that are applicable to the church planter's situation and should be double-spaced, 12-point font, approximately 1500 words long, and spell/grammar-checked. Where appropriate, connect what you have learned from *Outreach* and the course material to what the planter says. Be sure to cite the sources you use. Submit as a Word document.

➤ Outreach Presentation

You will develop this as a Power Point presentation. You do not need to present it, just submit the Power Point.

Size: No more than 10 slides. In addition to this, you must include a works cited slide at the end.

Audiences: You have two audiences for this presentation, one for the slides themselves and one for the presenter notes under the slides:

- For the slides: Your current ministry site

Your slides should be developed to present the information in a way that would make sense and be persuasive to your ministry site. Use a vocabulary and images that they would appreciate.

- For the presenter notes: Dr. Teasdale

Your presenter notes should include an explanation of how you are drawing from what you have read in *Outreach Magazine* (using a minimum of seven articles) as well as course material (lectures) to undergird what you have on the slide. This should include citations for the materials that you are using.

Content: There are three items you must cover in the presentation:

1. An explanation of what you see as the most important ideas related to church planting based on what you have read in *Outreach Magazine*.
2. An analysis of how your current ministry is operating related to these church planting ideas. You should talk to people at your ministry site to see what they think about the ideas in item 1.
3. Specific goals for what your ministry can do to implement some of the church planting ideas. You should draw from both *Outreach Magazine* and from other course materials (lectures and readings) for this.

➤ Final Presentation

Fill out the Tampa Underground Missional Expression Plan. Once you have completed this, develop a presentation to pitch your idea on the Plan in class.

Size: A maximum of 10 minutes

Audience: Pretend that the class is a group of Christians who are considering whether to support your microchurch. Do your best to persuade the class to make that investment.

Content: The information from your Tampa Underground Expression Plan.