

## 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 Goals

Knowing:

- Students will learn how to discern the contextual nature of a congregation.
- Students will become acquainted with a missiological approach to congregational ministry.
- Students will learn strategies and best practices for leadership and organization of congregational resources for mission.
- Students will learn about resistance to change within congregations.

Being:

- Students will recognize how they are missionaries to their local congregations.
- Students will discern gifts and best practices to be skilled leaders in their congregations.
- Students will outline leadership plans for congregations to embody the work of mission in their contexts.

Doing:

- Students will develop the skills to discern the influence of the culture upon a congregation.
- Students will develop a skill set for effective missional leadership in a congregation.
- Students will be prepared to manage significant changes in a congregation.
- Students will learn to present compelling presentations to advocate for a new strategic plan.
- Students will learn how to develop a strategic plan

This course will require some group work at field sites around the Chicago area. These field visits will be in addition to the regular course meetings. You will determine with your group when to make the actual visits. Please make certain you have time to visit those sites in your schedule when you take this course.

## Required Texts

A word on the reading: these texts are meant to be helpful handbooks for you going forward. Many of them are not scintillating prose, however. Read for a basic grasp of process and definition so you have a guide to the work you will be doing in the course, not so that you digest every detail they offer.

Flake, Floyd. selection from *African American Church Management Handbook*. Judson Press, 2005. **Free – Posted on Moodle**

Malphurs, Aubrey. *Advanced Strategic Planning: A 21<sup>st</sup> Century Model for Church and Ministry Leaders*. Grand Rapids, MI: Baker, 2013. ISBN-13: 978-0801014550, \$20. Amazon.

Kim, Sharon. *A Faith of Our Own*. Rutgers University Press, 2010. ISBN-13: 978-0813547275, \$25.95. Amazon.

Stetzer, Ed and Daniel Im. *Planting Missional Churches*, Second Edition. Nashville, TN: B&H Academic, 2016. ISBN: 978-1-4336-9216-1, \$25.00. Amazon.

Teasdale article on metrics. **Free - Distributed in class.**

## Course Policies

1. **Attendance:** You are not graded on attendance. However, you are graded on course participation and on the level of facility you demonstrate in your written work with the material covered in the class sessions.
2. **Cheating and Plagiarism:** These are serious breaches of academic integrity, involving claiming credit for the work that someone else has done. Don't do this! If you are uncertain in any way as to what is entailed in these activities, see the instructor.
3. **Excellence in Writing:** Even though this is an evangelism course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please see the instructor.
4. **Intellectual Virtue:** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

5. **Late Work:** The instructor is under no obligation to accept late work. It is the instructor's discretion whether to accept late work, and under what conditions to accept it if it is to be accepted. As a general rule, late work is unacceptable.

6. **Disability Accommodation Statement:** Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

## Assignments

In this course, students will be in groups that will act as the “guiding coalition” who has been tasked to study a local congregation in depth and provide a strategic plan for it. The group will act as though it is made up of people who are members of the congregation and who have been empowered to offer candid and meaningful direction to the congregation's governing body.

All assignments will come from this group work:

### 1. First Group Presentation

What: In this presentation, the group should offer an overview of the congregation it is studying.

This overview must include:

- Name, location, age, and size of church
- Any pertinent demographic data about the church and its location
- The current way the congregation understands the *missio Dei*
  - How does the church understand God to be at work in it?
  - How does the church understand God to be at work in the world?
- The current vision of the church (include a mission statement if it has one)
  - What ministries or activities of the church immediately seem linked to this vision?
- The current compelling narrative the church tells about itself
  - Is there a biblical narrative that it uses to define this? If so, what?
  - Is there a major historical event in its history that it uses to define this? If so, what?
- The current core values.
  - Can the church identify these explicitly or are they implicitly present?
- Initial thoughts as to where your group may want to focus in order to help the church cast a new vision for itself.

How: You may present just verbally, with handouts, with Power Point, or in any other way you feel would be most effective.

When: Approx. two weeks after receiving your congregation

Length: Approx. 10 minutes

Grade: 20% of the final grade

## 2. Group Journal on Moodle

What: A single entry by each group that reports the outcome of the group meeting for that week. See the course schedule for what items need to be addressed each week in the journal.

The journal entries will be graded on the following basis:

1. On-task: Does it address the issues and/or answer the specific questions raised in the resource assigned for that week.
2. Vision: Does it refer the part of the process the group is working on that week to the vision the group has for the church? This is something that should be a common point that weaves through each of the weeks. (Remember, your group is acting as if it were invested with the authority to set the vision of the church. As such, it is possible for you to modify your own vision for the church over the course of the weeks. Just be certain to explain what you are doing.)
3. Coherence and clarity: Is the entry easy to read and understand? Does it make sense?
4. Writing: Is the entry written with proper grammar, punctuation, and spelling?

When: Each week of the second half of class

Length: 300 words +/- 10%

Grade: 30% of the final grade

## 3. Final Presentation

What: In this presentation, your group must draw from its planning work in the journal during the semester to put forth its recommendations for the congregation. You should present as if you were speaking to the congregation and as if you were authorized by them to provide this presentation. The presentation should include:

- Your group's assessment of the church's current:
  - Mission
  - Vision
  - Compelling Narrative
  - Core Values
    - Among questions you should assess: Are these articulated clearly? Are they being lived into right now? Should they remain as-is or should they be modified? If you recommend modifying them, what should they be and why?
- Your group's assessment of the existing administration of the church.
  - How effective is the leadership in inspiring the church to move forward? What might improve it?
  - How well are the church's resources managed? Do they align with the church's mission, vision, compelling narrative, and core values? This includes
    - Staff
    - Money
    - Facilities
  - Are there structural changes to how the church is administrated that need to happen?
- Your group's suggestions for metrics the congregation can adopt to determine if it is being faithful and effective as it lives into its mission and vision. These should include timebound goals, both short and long-term.

- Preparation for Q&A
  - Be ready to respond to questions from the class and instructors, especially about the data and process you used to form this set of recommendations.

You may present just verbally, with handouts, with Power Point, or in any other way you feel would be most effective in presenting to the congregation you are studying.

When: Last day of class

Length: Approx. 20 minutes of presentation and 10 minutes of Q&A

Grade: 40% of the final grade

In addition to the presentation, you must write a thank you letter to the congregation that highlights your findings in a constructive way for their consideration. This should be submitted to Dr. Teasdale first, then delivered to the congregation.

**4. Class Participation:** In addition to each of the above assignments, 10% of the final grade will be based on class participation. This includes attendance and engagement with the class while it is in session.

### **Class Schedule (For dates, see Moodle)**

<b>Session 1:</b> Mission	Flake, entire	No Written Assignment
<b>Session 2:</b> Vision	Stetzer and Im, Part 1 Malphurs, intro, chs. 1-3	No Written Assignment
<b>Session 3:</b> Compelling Narrative (Branding)	Stetzer and Im, Part 2 Malphurs, chs. 4-5	No Written Assignment
<b>Session 4:</b> Core Values (Context)	Stetzer and Im, Part 3 Malphurs, ch. 6	Congregation names for case studies will be distributed in class and groups assigned.  Make plans to visit your congregation in the next two weeks.
<b>Session 5:</b> Administration	Stetzer and Im, Part 4 Malphurs, chs. 7-9, familiarize with appendices	<b>Journal Entry:</b> Rendle & Mann, Resource A

<b>Session 6:</b> Unlearning Church	Stetzer and Im, Part 5 Malphurs, chs. 10-11	<b>Journal Entry:</b> Context and Outreach
<b>Session 7:</b> First Group Presentations	None	No Written Assignment
<b>Session 8:</b> Dealing with Change	Kim, entire (focus on chs. 2 & 4)	<b>Journal Entry:</b> Roxburgh & Romanuck model – or – immunity to change x-ray
<b>Session 9:</b> Budgets	Malphurs, ch. 12	<b>Journal Entry:</b> Budget Considerations
<b>Session 10:</b> Buildings	<a href="https://www.churchproduction.com/locations/national-association-church-design-builders-nacdb/">https://www.churchproduction.com/locations/national-association-church-design-builders-nacdb/</a>  <a href="https://www.agfinancial.org/blog/bid93091church-construction-101-getting-started/">https://www.agfinancial.org/blog/bid93091church-construction-101-getting-started/</a>	<b>Journal Entry:</b> Facilities considerations
<b>Session 11:</b> Now What? Measuring & Assessment	Malphurs, chs. 13-14 Teasdale article	<b>Journal Entry:</b> What should they measure
<b>Session 12:</b> Integrating the Plan	None	No Written Assignment
<b>Session 13:</b> Final Group Presentations	None	No Written Assignment

## 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%
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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 assignment.)
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	N/A	N/A	The student failed to follow the directions provided by the instructor in the syllabus or online. Depending on how severe the breach of directions is, this can lead to a failing grade for the entire assignment.
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	The student clearly interacts with the course materials (readings and lectures), demonstrating	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating	The student's assignment either does not make reference to any course material or clearly misunderstands

	comprehension of the material and offering creative and constructive insight for further conversation on the topic at hand.	comprehension of the material.	comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	the material it does use.
Responses (When a response to other students is required)	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on ideas raised in course materials. The response invites constructive conversation.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in based on course materials.	The student responds to others, but shows little interaction with course materials in the response.	The student responds in a hostile way that seeks to end conversation, or the student's response clearly does not address the issues raised by the other student.
Collegiality	The assignment is academic in tone, 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, though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.