

**CPL 601 Foundations of Church Planting****Syllabus****ACTS Seminars****October 26-30, 2009**

Instructor: Bill Gibson

No Prerequisite

email: [wgibson1@shaw.ca](mailto:wgibson1@shaw.ca)

Three (3) Credit Hours

**I. Course Description**

This course takes the planter on a journey through the NT establishing the foundational elements that qualify a plant to be a “church” plant and not just a new sociological or cultural entity. It locates and articulates biblical understandings of such things as the local church’s mission and design, the role of the Holy Spirit and faith, the evangelism and equipping imperatives assigned to the church, functional body life, and correlates these to the realities in an emerging fledgling church.

**II. Outcomes**

Having completed the course, the student will be able to:

1. Think theologically about the nature and purpose of the church;
2. Understand God’s and the church planter’s respective roles in the church;
3. Serve God’s purposes by working to create the conditions in which a healthy church can emerge and flourish;
4. Develop a philosophy for ministry grounded in believers’ church theology;
5. Identify the correlation between theological values and human behaviour as it relates to the development of the church;
6. Understand the role of such things as leadership, preaching, and teaching in forming the theology and praxis of new believers.

**III. Required Reading**

Frost, Michael and Hirsch, Alan. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*. Peabody, Mass.: Hendrickson Publishers, Inc., 2003.

Weston, Paul. *Leslie Newbigin. Missionary Theologian. A Reader*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2006.

Hirsch, Alan. *The Forgotten Ways. Reactivating the Missional Church*. Grand Rapids, MI: Brazos Press, 2006.

Halter, Hugh and Smay, Matt. *The Tangible Kingdom. Creating Incarnational Community*. San Francisco, CA: Jossey-Bass, 2008.

#### **IV. Assignments**

##### **A. Reading Reports and Journal—20%**

Read each of the Required Books for the assignments. Students will complete a reading journal as follows:

A reading journal that includes approximately one page, double spaced, of reflection per 50 pages of reading. The reflection should include new insights, practical application points, and critical thoughts (where and why you may disagree with the author). The journal will be graded on the basis of clarity, accuracy, understanding the material, demonstration of genuine reflection on the issues, and neatness.

**Due Date: December 9, 2009**

##### **A. Field Research – 25%**

1. Visit a public service of a church plant that is less than one year old with a view to ascertaining its observable theology. Explain the purpose of your visit to the church planter in advance and seek his willingness to have you complete this assignment in his church plant.
2. Do not overtly ask the church planter or any other leaders to tell you their theology. The goal is for you to observe the underlying theologies at work. Write a five page paper summarizing at least eight theological themes that you observed.
3. Send a copy of your paper to the church planter and seek a meeting with him for his feedback. Finally, submit the paper to the Church Planting Professor including a one page report of the meeting with the church planter summarizing the feedback and interaction.

**Due Date: December 9, 2009**

##### **B. Personal Formative Experiences – 15%**

1. Write and submit a 1,200 word paper that outlines and analyzes three or four significant formative personal experiences that have shaped your thinking about the local church. The paper will take the shape of a “first person narrative,” delving into the student’s earliest notions and experiences of the local church, and will note how intervening time has confirmed or challenged those ideas and experiences. The paper should be written in the first person.

**Due Date: December 9, 2009**

##### **C. Research Paper – 40%**

1. Select a theological theme of significance for a church plant, locate and expand on its development in the New Testament setting, and write a twelve page paper that articulates how that theme might be developed in a church plant.

For example, the concept of the church as people called out of darkness into light has deep roots in the New Testament. Your paper should seek to root the concept biblically and theologically (1/2 the paper) before developing practical strategies that have relevance for a church plant committed to helping people out of the darkness and into the light.

**Due Date: December 9, 2009.**

### **Writing Standard**

- A. All writing must be type written. All hard copy submissions must be stapled and include a cover page and the student's student number. All hard copy writing must be double-spaced and have no more than 300 words per page (font: Times New Roman 12).
- B. The style guide for writing submitted in the Church Planting Track is Turabian. Grades will be reduced if the Turabian style format is not used. Students unfamiliar with Turabian should access a Turabian website (i.e., <http://www.dianahacker.com/resdoc/> [Turabian listed as "Chicago"]) or purchase Turabian software. Sources should be cited in the body of the paper, and footnotes are preferred over endnotes. Marks will be deducted for poor writing standards at the Masters level.
- C. Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.
- D. Students are expected to be familiar with the ACTS policy concerning plagiarism and academic dishonesty (see the appropriate section in the ACTS Student Handbook). Plagiarism will be treated as a serious offence and may result in failure of the course; every detected occurrence of plagiarism will be reported to the ACTS Registrar and noted in the student's record.
- E. Students may request one extension of seven days (no questions asked) for any hard copy written assignment during this course. The request for an extension must be received in writing before the due date (e-mail is fine). Late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late.

### **VI. Grading Scheme**

<b>First Class</b>	<b>Second Class</b>	<b>Pass</b>
A+ = 100-97	B+ = 89-85	C+ = 74-70
A = 96-93	B = 84-80	C = 69-65
A- = 92-90	B- = 79-75	C- = 64-60

### **Final Grade**

Reading assignments	20%
Field Research	25%

Personal Formative Experiences	15%
Research Paper	40%
	100 %

### ***Supplement: Important Academic Notes from ACTS***

#### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

#### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

#### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to

accommodate any student who informs the Director of Student Life of a disability after the beginning of class.