Syllabus submitted for Dmin Independent Study Course

(8 credits)

Adviser and Faculty Bishop Fred Magbanua

and Dr. Corrie de Boer

Bakke Graduate University

(syllabus is for use in the Masters of

Transformational Urban Leadership - MATUL)

Urban Poor Church Planting

Asian Theological Seminary

MATUL 520 Urban Poor Church Planting,

3 units, core subject

## Faculty Information

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MATUL 530 Urban Poor Church Planting Movements, Raineer Chu, Second Semester

### COURSE DESCRIPTION

Introduction: Christians today suffer from either of two things, they cannot define the biblical church or else, they have utterly given up of the church as the main evangelistic showcase of God for the world, so that the world will believe. The church in reality is a bad example and a stumbling block to unbelievers. Here in this course, the church will be seen in its true character and purpose. And the church will be studied in its contemporary context, viz. in the urban poor.

This is a practical course on church planting. Normally, the course is divided into two, 1. churchplanting proper and 2. church growth. The first involves evangelism, worship and establishment. The second involves discipleship, leadership development, governance, strengthening and expansion. This course will only cover the first part.

1. It is unique in that it looks at urban poor church planting as a movement. It will examine several elements of a movement such as incarnational approach, mobilizing the poor, holistic programs, signs and wonders, persecution and suffering, sustainability, and journeying as a community among the poor.

1. The course will also study different models of church planting in the urban poor setting.

**COURSE OBJECTIVES:** The students will learn

**A. Urban poor church planting:** how to plant a church in the slums. The practical result is a group work, a manual not less than 100 pages on church planting in the urban poor context. The manual should reflect the student’s critical analysis of the different models and discussions on the theology of the church, the kingdom and the poor. The manual will highlight the practical steps and key elements in church planting. The manual must be a detailed and in depth description of the process of churchplanting, with one part of the manual having been actually implemented by the students in the course of the semester.

**B. Urban poor church planting as a movement:** to identify and critically examine the elements of an urban poor churchplanting movement, and align their churchplanting ministries to the movement of the Holy Spirit. The key elements of a movement to be examined, viz. sustainability, incarnational living, holism, mobilization of the urban poor workers, journeying with the poor as a community, signs and wonders, persecution and suffering.

**C. The urban poor:** how to understand the slum community, especially what God is doing among the poor, why reach out to the urban poor, and how to analyze and enter an urban poor community. The student will examine such issues as globalization, urbanization and marginalization, and their implications on churchplanting and the theology of the poor. It is expected that students will be immersing themselves in a slum community for the duration of the course. The student should produce a daily journal of his journey with the poor community, particularly how he is able to discern the movement of the Holy Spirit among the poor and how he is able to learn from the poor, specially why he needs the poor.

**D. Mobilizing the urban poor workers:** how to mobilize the urban poor workers: identifying the worker, providing appropriate training, linking the worker with resources for sustainability, placing the worker in a team, forming a team, developing team work, and sending the team to a slum community to do churchplanting as a movement. The student should produce a 3 page summary or digest of a training course for urban poor workers, especially on how he/she will coach or mentor a team of urban poor workers.

**Grades and weight:**

a. Book reviews or final examination is 20%. (Each student will submit a 3 page review of at least 3 of the required readings or otherwise take a final examination at the end of the course.)

b. Churchplanting Manual is 40%

c. Training manual outline is 10%

d. Immersion reflection of not less than 10 days/reflections is 20%

e. Class recitations or quizzes 10%

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| time | Topics | Readings and papers | Outcome |
|  | I Urban poor church planting |  |  |
| Week 1 | Syllabus and requirementsStudents introduce themselvesHow to start immersion in the slumsHow to make reflection papers to be submitted one page each weekHow to make a group manual on urban church planting | Viv Grigg, Cry of the Poor. | Understand purpose and outcomes of the courseAnd learn to comply requirements |
| Week 2 | Why is urban poor church planting strategic?Global trends on urbanization and marginalizationTrends in church plantingHouse churches POUCH | Reflection 1 | Learn about the strategic nature of urban poor church planting |
| Week 3 | Why and how to evangelize the poorFormulating a gospel that is good new for the poorTheological basis for reaching out to the poor | Reflection 2David White, Bayanihan, and Multiply | Learn a gospel that will be useful in the urban poor setting and avoid the colonial mentality |
|  | II Movement elements and sustainability |  |  |
| Week 4 | The elements of sustainability and holismElements of movementTypes of movementsIncarnational modelSigns and wonders and the work of the Holy SpiritSufferings and persecutions.Mass movements by Gandhi and Mandela. | Reflection 3 | Learn about sustainable church planting |
| Week 5 | Fast track church planting methods I | Reflection 4Gibbs & Bolger, Emerging | Learn to do rapid church planting |
| Week 6 | Fast track church planting methods II | Reflection 5 | Same |
| Week 7 | Discussion on the 1sr draft of manualHow to align manual to movement elements | Reflection 6Garrison, ElementsIst draft of manual | Learn to align church planting to work of the Holy Spirit |
| Week 8 | Community organizing and community developmentOrganizing Botika binhiCommunity survey and community profile | Reflection 7 | Learn practical skills on community organizing |
| Week 9 | Conducting land rights and acquisition (CMP) | Reflection 8Grigg, Companion | Learn practical skills on land rights for the poor |
| Week 10 | Theology and history of churchImages of churchChurch for the poorDiscussion of 2nd draft of manual | Reflection 92nd draft of manual | Reexamine view of church and acquire biblical foundation for church planting |
|  | III who are the poor |  |  |
| Week 11 | Theology of the poorStatistics and profile of the poorMigrant issues | Reflection 10Mott, Ethics | Gain deeper understanding of the poor |
| Week 12 | Why we need the poorSpirituality and the poorHow to minister to the poorHow to enter a slum community | Reflection 11 | Acquire attitude and skills needed to work with the poor |
| Week 13 | Discussion of 3rd draft of manualWorship and liturgy | Reflection 12Lapierre, City of Joy3rd draft manual | Learn and compare styles of church |
|  | IV Mobilizing the urban poor |  |  |
| Week 14 | Team work and team buildingSkills assessmentVisioningWork plan | Reflection 13 | Learn to lead and manage a team |
| Week 15 | How to mobilize the urban poorHow to train workersIdentifying workersMentoring and leadership | Reflection 14Driver, Images | Learn how to mobilize workers from the urban poor |
| Week 16 | Statistics on successful church planting and church movements | Reflection 15 | Learn skills to improve church planting and mentoring |
| Week 17 | Integration and final papers submitted | Reflection 16Final draft of manual | Pass the course and comply with all requirements |
|  | End of semester |  |  |

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Vella, Jane. *Taking Learning to Task. Creative Strategies for Teaching Adults*. Jossey-Bass Inc., (A Wiley Company, San Francisco), 350 Sansome Street, San Francisco, CA 94104 USA. (2000) 151 pages. (effective teaching method for non-formal education)

Piety and spiritual formation

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Theology

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Republic Act 6977 as amended by RA 8289 (Magna Carta for Small Enterprises)

Republic Act 7882 ( An Act Providing Assistance to Women)

Supreme Court Administrative Matter No. 08-8-7 SC October 1, 2008 (filing of cases in court for small claims without need of a lawyer)

**Learning & Assessment Activities**

**1. *Classroom Teaching on Underlying Theoretical Considerations in Church planting***

A group work to produce a useful and practical manual on how to plant a church in their context as informed by the class lecture and discussions and the books read. The work must integrate elements of a movement in an attempt to make it part of the greater work of the Holy Spirit worldwide.

***2. Reflective* *Reading***

The readings assigned each day or week are to be completed and carefully reflected upon *before* gathering. They analyze a range of perspectives which will be discussed during class sessions. Typically only one or two articles or book chapters will be assigned each week. Nevertheless, they are very important! The concepts presented through the readings will correlate with the week’s topical presentation/discussion, providing us a theoretical “frame” for analyzing urban poor church planting.

***3. Spiritual Journalling of reflections while doing immersion:*** daily writing on reflections about one’s journey with the poor and one’s personal spiritual devotions.

***4. Classroom discussions lectures and quizzes.*** The students are expected to wrestle meaningfully with the materials in this course and demonstrate ability to consolidate them into a useful model or paradigm, to integrate various view points, to deepen and widen one’s perspective to church planting.

***5 Urban poor life.*** Students need to have a critical understanding of who the urban poor are, their spirituality, and how they fit together in what God is doing worldwide.

**Expectations & Grading**

 **The Meaning of the Grading System**

|  |
| --- |
| 1. *Outstanding performance:* virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class.
 |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
 |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
 |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
 |
| F. Repeat course. Inadequate/insufficient performance. |

 **Assignments and Weighting**

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| --- | --- | --- |
| **Assignment** | **Points Possible** | **Points Earned** |
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|  |  |  |
|  |  |  |
| Class discussion | **20** |  |
|  |  |  |
| **Total:** | **100** |  |

**ATS Grading System**

Grades are standardized and recorded using the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| 1.01.251.51.752.02.252.53.0  | AA-B+BB-CC-F  | Outstanding PerformanceSuperior PerformanceSatisfactory PerformanceMinimum Acceptable PerformanceUnsatisfactory Performance  | 97-10093-9689-9285-8880-8475-7970-74Below 70  |