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TUL530: Building Faith Communities

Syllabus

## Course Information

| Program | Area of Focus | Number of Credits |
| --- | --- | --- |
| MA in International Development | Transformational Urban Leadership | Three (3) semester hours graduate credit |
| Instructor | Email | Updated: 08/30/2019 |
| Actions to be taken | Review links to materials. |  |

Mission and Purpose Statement of WCIU

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

Master of Arts in International Development: Transformational Urban Leadership focus

The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among urban poor movements with wisdom, knowledge, character and skill.

A group of people standing in front of a crowd

Description automatically generated

Indian slum pastors at worship, Hyderabad

Spring 20--, Jan 12 - April 27

Course Facilitator: Phone: Email:

I. Course Description

This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God. Entrance, proclamation, and discipleship are considered in relation to the processes of small-group formation and leadership development.

II. Pedagogy and Relationship to the Rest of the Program

This involves student participation in a mentored church planting team across the first or second semester of the degree

A core assumption of the MATUL program is of the primary and long-term instrumentality of Christian communities of faith, love and hope among the urban poor in seeking sustainable transformation. This course focuses on the multiplication of movements of such congregations as the catalyst and Kingdom foretaste of the social, economic and spiritual realities that over time are to be extended to the larger slum communities, city and nation.

The course is a foundational course introducing themes in the degree. It develops the theme of the Kingdom of God (TUL500) as a basis for practical experiences in entering poor communities and developing holistic poor peoples' churches. Current debate on the nature of the healthy, organic (Shwartz), simple (Cole), emergent, house church (Lim) and traditional Western church is examined in relationship to the formation of Poor Peoples Church Movements (Grigg). Entrance models (Jesus, Paul, Hiebert, Brewster) are introduced. Church planting models (Hesselgrave, Stefan, Grigg) develop elements of proclamation, power evangelism, public evangelism, discipleship (Eims, Coleman) of the poor and lead to practical processes of cell group, fellowship and structured church development in theory and in practical work assignments. Particular attention is paid to formation of non-formal networks in highly oppressive religious and political contexts (Livingstone).

Church-based community development (developed further in TUL630) among the poor is introduced, beginning with the development of deacons as social entrepreneurs (Grigg) and elders, and patterns of leadership training based on the role of the Holy Spirit and the five leadership giftings. These are related back to sociological (Gerlach and Hine) and community organisation (Alinsky et al) models of leadership emergence (developed further in TUL620).  The theology of the Kingdom of God (TUL500) is related to practical aspects of pastoral issues in ministering among the urban poor: cooperative economics (Grigg) (TUL560), land rights (Grigg) (TUL665), poverty, justice, oppression (Hanks, Tamez), suffering, cash flows (Grigg), etc.

Style of Delivery: The teaching component of his course will utilize a story-telling process of learning, building from the stories of lecturer, scripture and students to develop a theology and strategy for Church-planting among semi-literate slum culture (See the Transformational Conversations approach (Grigg) in TUL500).

The course will focus both on theory and design of practical outcomes. It involves a practicum working as, or under, a churchplanter, with integration of theory and praxis at the end of the course.

Course Structure

| Module | Zoom Topics for Facilitation | Readings |
| --- | --- | --- |
| 1 | Getting Started  Story of Forming a Poor Peoples’ Church | Pre-Course Preparation Browse three of the following:   * Grigg, Viv. (2004). Cry of the urban poor. USA: Authentic. * Craig Ott and Gene Wilson, (2011) Global church planting: Biblical principles and best practices for multiplication. Grand Rapids: Baker Academic. * William Booth, In darkest England and the way out * Grigg, V. (2004). Companion to the poor. 2nd ed. Authentic.   Readings   * Grigg, V. (2004). City of contrasts. In Companion to the poor (pp 5-18). 2nd edn. Authentic. * Grigg, V. (2004). Never the same again. In Companion to the poor (pp 19-18). 2nd edn. Authentic. * Davey, C. (2000). Across the death line. In Saint in the slums: Kagawa of Japan (pp. 56-69). Jersey City: Parkwest  Publications |
|  | Philosophy of Poor Peoples’ Churches |  |
| 2 | Theology of Poor Peoples’ Churches  Shape of the Church?  The Femininity of Birthing and of the Bride | Required:   * Ott., C. and Gene Wilson. (2011). The shape of the church. In  Global church planting: Biblical principles and best practices for multiplication (pp. 3-39). Grand Rapids: Baker Academic. * or Malphurs, Aubury. (2004). What you don't know won't hurt you: The assumptions of church planting. In Planting Growing Churches. (pp. 61-76). 3rd ed. Grand Rapids: Baker. * Grigg, V. (2004). Biblical Theology for Poor People's Churches in Cry of the urban pPoor. (pp. 155-164). Authentic. * Olson, D.T.  [Organic church planting](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/Organic-Church-Planting.pdf)   Browse at least one of the following books on the nature of the church:   * Driver, John. (1997). Images of the Church in Mission. Herald Press. (1997) 240 pages. (a most comprehensive discussion on the centrality of the church in biblical redemption history) * Hirsch, Alan. (2006). The Forgotten Ways: Reactivating the Missional Church. Grand Rapids: Brazos, 2006. * McManus, E. R. (2001). An Unstoppable Force: Daring to Become the Church God Had in Mind. Orange, CA, Yates and Yates.   Schwartz, C. A. (2003). Natural Church Development. D-25924 Emmesbull, Germany, C & P Publishing. * Taylor, S. (2005). The Out of Bounds Church : Learning to Create a Community of Faith in a Culture of Change. Grand Rapids, MI, Zondervan. * Thwaites, J. (1999). The Church Beyond the Congregation. Carlisle, Cumbria, UK, Paternoster Press. |
| 3 | Anthropology of Poor Peoples’ Churches  Oral Culture Realities | Required:   * Grigg Viv. (1989). Squatters, Urban mission (pp 41-50). Vol.6/ no.5 May, 1989. * An insider perspective on squatter churches. In Cry of the urban poor (pp. 185-198). * Squatter culture and the church. In Cry of the urban poor (pp. 199-220).   Browse one of these on the culture of poverty:   * Dominique Lapierre. City of Joy. * Or watch SlumDog Millionaire * Or de Jesus, C. (1983). Diary of Carolina de Jesus: Mass Market Publishers. * Or Jocano, F. L. (1975). Slum As a Way of Life. Manila: New Day Publishers, Box 167, Quezon City 3008. * Or Lewis, O. (1966). "The Culture of Poverty." Scientific American, 215(4), 3-9 |
|  | Poor Peoples’ Church Processes |  |
| 4 | Empowerment & Personal Assessment | * Grigg, Viv. (2004). Works of the Spirit of God. In Cry of the Urban Poor (pp. 145-154). * Ott. Apostolic church planters. In Global church planting (pp. 89-107). Grand Rapids, MI: Baker * Breen, M. (2002). Pioneer. In The Apostle's Notebook. Eastbourne, England. |
| 5 | Planning to Plant | * Ott. The developmental phases of a church plant. In Global church planting. (pp. 155-166) * Review Paul Becker, Jim Carpenter, and Mark Williams (2011). [The New Dynamic Church planting Handbook](https://www.dcpi.org/559421.ihtml?id=559421&productid=22302) (Ebook) * Review Garretson training guide |
|  | * Workplan for Entrance |  |
| 6 | Presence, Proclamation and Power  Presence and Solidarity | * Enter the man of peace. And Patterns of proclamation.  In Cry, (pp.133-144). * Grigg, V. (2004). Breaking the poverty cycle: Preaching the gospel to the poor. In Companion to the poor (pp133-152). Authentic. |
|  | Proclamation and Power |  |
|  | * Workplan for Evangelism |  |
|  | * Workplan for Discipleship | * Hesselgrave, D. J. (1980). Planting Churches Cross-Culturally; A Guide for Home and Foreign Missions. [The Believers Congregated](https://frontierv.sharepoint.com/teams/wciu/Transformational%20Urban%20Leadership/Syllabi/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.IE5/IO8LA1KS/Macintosh%20HD:/Macintosh%20HD/Users/vgrigg/Documents/My%20Webs/MATUL/530cChurch%20Growth/Hesselgrave.htm). Grand Rapids, Michigan, Baker Books: 269-301. |
| 7 | Propagating Small Groups | * Grigg, V. (2005). Group Structures for Squatter Churches. In Cry of the Urban Poor. GA, USA: Authentic Media   Study in detail the book:   * Comiskey, J. (1984). Home Cell Group Explosion - How your small  group can grow and multiply. 10055 Regal Row #180 Houston TX 77040 USA, TOUCH Outreach Ministries |
|  | * Workplan for Cell Groups |  |
| 9 | Poor Peoples Church Growth |  |
|  | Four Seasons of Growth | * Hesselgrave, D. J. (1980). [Planting Churches Cross-Culturally; A Guide for Home and Foreign Missions. The Believers Congregated](https://frontierv.sharepoint.com/teams/wciu/Transformational%20Urban%20Leadership/Syllabi/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.IE5/IO8LA1KS/Macintosh%20HD:/Macintosh%20HD/Users/vgrigg/Documents/My%20Webs/WebURBPOOR/07Church%20Growth(CG)/Hesselgrave.htm). Grand Rapids, Michigan, Baker Books: 269-301. * Phillips, K. (1996). [The Middle Years](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/PhilipsOut%20of%20Ashes.htm). In Out of ashes (pp. 87-94). Los Angeles: World Impact Press. * Grigg, V. (2004). [Paved with Good Intentions](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/5PavedWIthGOodIntentions.pdf). In Companion to the poor (pp. 67-86). |
|  | * Workplan for Four Seasons of Growth | * Grigg, V. (2004). [From Churches to Movements](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/Churches%20to%20Movements.htm). In Cry of the Urban Poor.  Authentic.   Browse   * Part 1 , Schwartz, Christian A. (2003). Natural Church Development. D-25924 Emmesbull, Germany: C and P Publishing. |
| 10 | Poor Peoples’ Leadership  Fivefold Leadership Roles | * Cry chap 14 |
|  | * Work Plan for training a team | * Ott 16 |
|  | Practical Leadership Based on Spiritual Gifting  Women’s Contributions in Church planting: Why do Women Speahead Churchplants? | * Garrison, D. (2004). What Does the Bible Say? [Church Planting Movements: How God is Redeeming a Lost World](http://urbanleaders.org/530FaithComm/8.0Leadership/..:..:530cChurch%20Growth:churchplantingmovements.htm) Midlothian, VA, WIGTake Resources: 199-219. * Hirsch, Alan. (2006). [Organic Church](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/HirschtheForgottenWays.pdf). In The Forgotten Ways: Reactivating the Missional Church. Grand Rapids: Brazos. * Breen, M. (2002). [The Apostle](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/HirschtheForgottenWays.pdf). In The Apostle's Notebook. Eastbourne, England. * Grigg, Viv. (2004) Pastoring the Poor. In Cry of the Urban Poor. Authentic |
| 11 | emPowering Deacons: Community Transformation  Cash Flows in a Poor Persons Church | * [Grigg, Viv. (2004).](http://www.urbanleaders.org/530FaithComm/9.0CommDevt/Servants%20Among%20the%20Poor.htm) Help! Help! I'm Dying. In Cry of the Urban Poor. (259-282). Authentic. * [Grigg, Viv. (2004).](http://www.urbanleaders.org/530FaithComm/10Advocacy%28CA%29/Brother%27s%20Keeper.htm) [Am I My Brother's Keeper](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/10AMIMYBrothersKeeper.pdf)? In  Companion to the Poor. (153-172). Authentic. * [Grigg, Viv. (2004).](http://www.urbanleaders.org/530FaithComm/9.1CommDevt/)[Breaking the Poverty Cycle](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/9BreakingPovertyCycle.pdf) Companion to the Poor. Authentic. * [Linthicum, Bob. (2006) Authentic strategies for Urban Ministries](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/Authentic%20strategies.htm) |
|  | Prophetic Church: Advocacy | * Grigg, Viv. (2004).  [The Role of the Affluent Church](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/Affluent%20church.htm) In Cry of the Urban Poor. Authentic. * Grigg, Viv. (2004). [With Justice for All](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/11WIthJusticeForAll.pdf).  In Companion to the Poor. Authentic. |
|  | * The Role of the Rich Church in Dealing with Poverty | * Sahaara Video: [Holistic Church-planting in Mumbai](https://frontierv.sharepoint.com/teams/wciu/Transformational%20Urban%20Leadership/Syllabi/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.IE5/IO8LA1KS/Macintosh%20HD:/Macintosh%20HD/Users/vgrigg/Documents/My%20Webs/MATUL/630CommunityTransf'n/Videos/Sahaara%20AV.mpg) |
| 12 | aPostolic Structures | * Grigg, Viv (2004) [From Latin Growth to Asian Need](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/LatinGrowthAsianNeed.htm). In Cry of the Urban Poor (pp. 109-114). Authentic. * Grigg, V. (2010). [Hovering Voice, Creative Spirit, Empowered Transformation: A Retrospective](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Hovering%20Spirit%5B1%5D.pdf). Urban Leadership Foundation. * [Grigg, Viv (2004).](http://www.urbanleaders.org/530FaithComm/9.3ApostolicCommunity/Sustaining%20Urban%20Mission.htm) [Whom will I send?](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/12WHomWIllIsend.pdf) In Companion to the poor (pp. 205-218). Authentic. * Grigg, V. (2006). SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty. Auckland: Urban Leadership Foundation. * Alan Hirsch. (2006). [Organic Systems](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Readings/HirschtheForgottenWays.pdf). In The Forgotten Ways: Reactivating the Missional Church (pp 179-214). Grand Rapids: Brazos |
|  | Putting it All Together |  |

Course and Program Level Student Learning Outcomes

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

|  |  |  |
| --- | --- | --- |
| Student Learning Outcomes | Related Program Learning Objectives | Assignments Used to Assess SLO’s |
| Cognitive (Head) |  |  |
| 1.1 Principles of Holistic Urban Poor Church Growth: Able to explain the theological and practical principles of each phase of the formation of a community of faith among the poor, its growth, multiplication and engagement in community transformation. | 3. Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | Proj 1 |
| 1.2 Process of Building Faith Communities: Analyze the church development process in terms of the “four seasons of growth” model; mission goals; philosophy of service; progressions; leadership emergence; funding and governance structure. | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as tomultiply multicultural ministries and leadership. | Proj 2 |
| Affective (Heart) |  |  |
| 2 Personal Healing: Have identified, and found some measure of healing for past experiences in urban poor ministry or in past church life that have caused emotional damage. | 7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | Forum  Class Discussions |
| Practice (Hands) |  |  |
| 3. Praxis of Forming New Faith Communities: Apply action steps from the class in ways that increased at least one area of the capacity of a slum church, or, have developed a process for team - building and coaching of a church-based team, or, assisted in leading the formation and growth of a small group. | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as tomultiply multicultural ministries and leadership. | Proj 3.1 or 3.2 or 3.3  Proj 4  Forum  Class Discussions |

# Section 2 - Course Requirements

Course Materials

Reading means reading each paragraph, browsing is a skill that garners maximum understanding of a book with minimal reading.

Books (Some chapters to be read, whole books to be browsed!!)

* Grigg, V. (2010) Companion to the Poor. Urban Leadership Foundation (available on Kindle).
* Grigg, V. (2004). Cry of the urban poor. 2nd Edn. Authentic. (Amazon Price $15.99 new /$10.67 used. Available $10.00 from Urban Leadership Foundation)
* Craig Ott and Gene Wilson, (2011) Global Church Planting: Biblical Principles and Best Practices for Multiplication. Grand Rapids: Baker Academic. ($19.79/17.00 Kindle $16.49).
* Eims, L. (1978). The Lost Art of Disciple Making. Grand Rapids, Zondervan Publishing house. ($9.99/0.29 or $7.99 on Kindle)
* A number of articles in the LMS

**Copyright Responsibilities**

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

Course Calendar/Schedule

Zoom options for call times. Depending on countries other cities to be added. If necessary the class will be split into two sections. A decision will be made the week before classes begin and confirmed in the first class with any late registrants.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPRING 15 weeks (Jan 11-April 25) |  |  | PST | Manila | Bangkok | India | Nairobi | Maputo | Rio | Rio DLST |
| Time Difference | Prof |  | 0 | 16 | 15 | 13.5 | 11 | 10 | 6 | 5 |
| TUL 530 Building Faith Communities | VG | Mon | 19.0 | 11 | 10 | 8:30 | n/a | n/a | n/a | n/a |

### Attendance and Participation in Zoom Sessions

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students .There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with (i) discussion of their community engagement experiences and (iireview of the weekly videos) (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built though such times.

1. Two of the last ZOOM sessions in a term will include student presentations from selected reflection questions. Each student is to select one reflection question, and present on it. The presentations will last 7-10 minutes and will be followed by discussion.
2. Criteria for grading student participation in ZOOM sessions.
3. Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).
4. Presentation: Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800-1000 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

# SECTION 3 – SCHEDULE AND EVALUATION

Course Time Estimate

|  |  |  |
| --- | --- | --- |
| Activity | Assignments | Est. hours for the average student |
| Academic Engagement (Synchronous and asynchronous interactions) | Viewing Videos and preparing readings for class, presentation preparation: 2 hour per week | 21 |
| ZOOM meeting: 2 hours per week | 24 |
| Total | 45 |
| Preparation (outside of class) | Required textbooks reading: 400 pages @ 20 pages per hour(@<200wpm, 400 pages browsing) | 31 |
| Community engagement @ 2hrs per week | 20 |
| Research papers: 3 hours per page | 39 |
| Total | 90 |
| Overall Total | Should be at least 135 hours for a 3-credit course per semester | 135 |

Evaluation and Assessment Activities

You will find expanded versions of these assignments in Populi. The most updated version will be in Populi, as we adapt to local conditions or needs. All assignments are to be submitted in Populi by the due date.

Assessment

Project 1. Kingdom theology

In a written paper and/or in a one hour exam setting give evidence of mastery of 800 pages of reading and lecture material in a written product that includes a reading log, a 5000 word outline, and summary diagrams with accompanying explanations. The paper/outline should include discussion on:

* Kingdom and church and evangelism and spirituality
* Kingdom, church and social issues such as AIDS, slum education
* Kingdom, church and economic issues such as small business, cash flows
* Kingdom, church and issues of justice such as land rights, oppression, responding to violence

**Supports outcomes 1.1**

Project 2. Urban poor faith community development processes

Develop a motivational analysis of a practical ministry of discipling, establishing a new faith community or community development within a poor people’s church or discipling movement in which you are serving, using writing, video, cartoons, a Project Manager or Power Point media. Include a two-page written outline of the graphical presentations for grading purposes. The presentation should include discussion of the following topics:

* The organization’s mission, objectives, and goals
* The community contextual features
* The organization’s core values
* The organization’s existing and preferred leadership style and governance structure
* The organization’s plan for increasing its own capacity as it relates to the “seasons of growth” model
* The organization’s existing or future plans for community development (i.e. meeting social, economic and justice challenges in the community)

**Supports outcomes 1.2, 3**

Project 3.1 Expansion of a church into a new area of community engagement (For those with CD, CO or advocacy calling and gifting)

Initiate and develop a team that increases at least one area of the capacity of a slum church (economic, health, social issues etc.) into community engagement. Creatively summarize with diagrams in a 2500 word report that provides evidence of having integrated key insights from the literature on work team development.

**Supports outcomes 1.2, 2, 3.**

Or 3.2 Team training plan (For those with prior experience in group or church formation)

Develop and initiate a team training plan that includes grass roots church developers and other community workers. Identify 4-8 trainees. Analyze the trainees’ suitability for entry into developing a community of disciples within an urban poor community. Engage the team in the development of an initial plan for each season of growth, identifying specific roles for the team. Develop stories to teach at each season of growth. Summarize in a 2500 word report that provides evidence of having integrated key insights from course materials (course manual, Grassroots Training CD and required texts).

**Supports outcomes 1.2, 2, 3**

Or 3.3 Small Group Formation (for those with no background in forming teams or cells)

Lead or assist in leading the formation and growth of a cell group or small group or ministry among non-believers or needy people (such as an AA group). Creatively summarize with diagrams in a 2500 word report that provides evidence of having integrated key insights from the literature on cells and small group development.

**Supports outcomes 3**

**Project 4: Indigenous Church-planting**

**Integrate the content from a local course in church-planting lead by an indigenous church-planting leader into this syllabus, with anecdotal stories from fellow students that illustrate church-planting processes in the slums. Identify principles not in this course. List the four most valuable indigenous texts and scan four chapters from these for appropriate weeks.**

**Supports outcomes 1.1, 1.2.**

The final paper will be completed in Module 9

It will be presented as your final exam in a video done in garage band, or audacity or a narrated power point (place on Authorstream or Vimeo) presentation in Module 11 or 12. You will make a 5-7 minute audio-visual presentation introducing and explaining it using the threaded discussion tool “Assignment 4b Spirituality Presentation.”

Course Projects and Grading

Assignments in the course all feed into one of three projects. Keep the end in mind, and keep the steps along the way simple, so you don’t become overwhelmed in the last weeks.

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| --- | --- | --- | --- | --- |
| Project | Activities | Due | % | Totals |
| Forum and Zoom: Attendance, Quality of dialogue and Ideas |  |  |  | 10% |
| Project 1a: Theology of Holistic Church  Give evidence of mastery of 800 pages of reading in a reading log  Either Give evidence of mastery of course content by developing a 1500 word outline on theology behind Church planting. Include summary diagram(s) with accompanying explanations. The paper/outline should include discussion on:  ·         Spiritual Discipleship: Kingdom and church  ·         Social Discipleship: Kingdom and social issues such as AIDS, slum education  ·         Economic Discipleship: Kingdom, church and economic issues such as small business, cash flows  ·         Political Discipleship: Kingdom, church and issues of justice such as land rights, oppression, responding to violence  This will be examined in the final exam.  Supports outcomes 1.1  Or Project 1b: Indigenous Church-planting  Integrate the content from a local course in church-planting lead by an indigenous church-planting leader into this syllabus, with 5 anecdotal stories from fellow students that illustrate church-planting theology and processes in the slums. Identify 5 principles not in this course.  List the four most valuable indigenous texts and scan four chapters from these for appropriate weeks.  Develop a 1500 word analysis of the critical paradigms that the local course utilizes to enable multiplication or expansion of growth.  Supports outcomes 1.1, 1.2.,1.3 | 1. Reading Log: **Chapter Review Readings:**  Read two or three book chapters per week related to each week.  Summarize your reading-- identifying a key question and demonstrate an understanding of the issues raised by the author in a reading journal that you will periodically upload to the instructor for feedback.  Be ever ready to present your reading inspired thoughts to the class in discussion.  2. Paper  Or Indigenous Church planting Content integration.  Upload the stories, principle, texts, analysis to the dropbox and/or to your portfolio. | Upload  2nd, Module, 6th Module  10th Module    10th module  Last module of class  As you develop them, By last Module of course  And to portfolio | 10%  10%  10% | Total: 30% |

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| --- | --- | --- | --- | --- |
| Project | Activities | Due | % | Percent |
| Project 2.  Processes of urban poor faith community growth    Integrate into a convincing project proposal or master plan for a board of elders for a practical ministry of discipling, Church-planting or community development within a poor people’s church. This may be based on the congregation in which you are serving (or the mother church for your cell group or church plant?).   * a graphically formatted presentable pdf document (easiest is to develop it as a WORD template based doc, then save as a pdf) * of 7-10 pages. * 2 column document * single spaced, 10 point * picture, chart or spreadsheet per page, appropriate white space * 3 levels of headings * Documentation of references   Submit in Module 10 and present this in Session 11 or 12 to class and professor. Alternatively use video, cartoons, a Project Manager or Power Point media (these must be accompanied by a two-page written outline of the graphical presentations for grading purposes). The presentation should include discussion of the following topics:  ·         mission, objectives, and goals (based on Module 2)  ·         urban poor contextual features (based on Module 3)  ·         The many steps you will follow (based on Module 5)   * Are there markers? * How are these related to the four seasons * Your work plan for your team (mod 5-7) * Cell Group Process (Mod 8) * and Teaching Plan (Mod 9) * A Brief Cash Flow Analysis (Mod 10)   ·         Your preferred leadership style and governance structure  ·         Future plans for community development (i.e. meeting social, economic and justice challenges in the community) (Mod 11, 12)  Supports outcomes 1.3, 3.1 | Forum | Mod 1-10 |  | Total 30% |
|  |  |  |
| Comparison Chart on the Shape of the Church | Mod 2 | 2% |
| Online discussion on story-telling in oral cultures.  Online analysis of relationship of church to culture of poverty | Mod 3 |  |
|  | Mod 4 |  |
| 80 Step Project Plan modifications  Work Plan for Entrance | Mod 5 | 3%  3% |
|  | Mod 6 |  |
| Work Plan for Four Seasons | Mod 7 | 2% |
| Cell Group Principles | Mod 8 |  |
| Teaching Topics for the Four Seasons | Mod 9 |  |
| Integrate in Community Development issues  Submit Proj 2 assignment. | Mod 10 | 14% |
| Present Project | Mod 11 or 12 | 5% |
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| --- | --- | --- | --- | --- |
| Project | Churchplanters Journal and activities | Due | % | Percent |
| Project 3: Practicum  3-4 hours per week  3.1 Expansion of a church into a new area of community engagement (For those with CD, CO or advocacy calling and gifting)  Initiate and develop a team that increases at least one area of the capacity of a slum church (economic, health, social issues etc.) into community engagement. Creatively summarize with diagrams in a 2500 word report.  Supports outcomes 1.3, 2.1, 3.1 | Confirm with your professor, which of 3.1- 3.3 you should involve in. Confirm your team and church you are assigned to. Meet with your pastor or supervisor in the church this week and discuss possible directions (see attached statement of intent form).<<<to be added>>>>  Meet with others in your team for initial brainstorming, and prayer walking round the community. | First week | 2 |  |
| Evang Team Plan: Meet and pray with other participants in the new outreach, thinking together about what you want to ask God to do, and how you will go about it. Include the practicum contract with the pastor. | Mod 2 |  |
| Meet and pray with other participants in the new outreach, thinking together about what you want to ask God to do, and how you will go about it.Submit a one page team plan from your discussions. | Mod 3 | 2 |
| Personal Assessment: Fill in and discuss the Breen Ministry Leadership Gifts Self Assessment | Mod 4 |  |
| Work Plan: how to build your relationship, engage in their needs or communicate the gospel.  Develop an initial work plan for team and individuals.  Dialogue on this. Plan an evangelistic party three weeks ahead. Begin to identify target groups or people. | Mod 5 |  |
| Or 3.2  Team training plan (For those with prior experience in group or church formation)  Develop and initiate a team training plan that includes grass roots church developers and other community workers. Identify 4-8 trainees. Analyze the trainees’ suitability for entry into developing a community of disciples within an urban poor community. Engage the team in the development of an initial plan for each season of growth, identifying specific roles for the team. Develop stories to teach at each season of growth. Summarize in a 2500 word report that provides evidence of having integrated key insights from course materials (course manual, Grassroots Training CD and required texts).  Supports outcomes 1.3, 2.1, 3.2 |  | Mod 6 |  |  |
| Each week from now on, list the names of those to whom you have been able to make a presentation of the gospel. Continue to include your list of friends and what is the next step God wants you to do with them, particularly identify five that the Lord is directing you towards, make specific prayers, and what you are doing to build social relationships with these folks, base don the Waltzing Witnessing, and Jesus was a Party Communicator principles. |  |  |
| Reflect on small group dynamics  Submit Mid-Sem Evaluation from Supervisor | Mod 7 |  |
| Describe steps you are taking in the formation of a small group or team or church.  List the top 5 of those you have shared the gospel with and the approach. List those you are asking God to open doors with and the prayer requests and answers. | Mod 8 | 4 |
| Describe the emerging group dynamics.  List those you are praying for and answers, and those you have been able to share the gospel with. | Mod 9 |  |
| Or 3.3 Small Group Formation (for those with no background in forming teams or cells)    Lead or assist in leading the formation and growth of a cell group, team or small group or ministry among non-believers or needy people (such as an AA group). Creatively summarize with diagrams in a 2500 word report that provides evidence of having integrated key insights from the literature on cells and small group development.  Supports outcomes 1.3, 2.1, 3.3 |  |  |  | Total 28% |
| Finish integrating your discussions into the summary report of lessons learned in entrance, incarnation, clearly communicating gospel, group formation, becoming a social leader, teamwork in church planting. Submit 2500 word reflections based on this and forum. | Mod 10 | 12 |
| Submit final report from supervisor | Mod 11 | 2 |
| Submit Course Evaluation | Mod 12 | 2 |
| **Course Evaluation: Your opportunity to input into the design of the course. Not graded on content but simply if you submit your ideas.** |  |  |  | 2% |

Perfecting Your Style

Writing Assignments: papers are due on assigned dates in Populi (Populi is the final arbiter if there is a conflict of descriptions in the course somewhere). All assignments should be:

* Times New Roman, single-spaced (as these are graded in Word, with the reviewer tool, double spaced is not useful), 12 point.
* Unlike historical patterns of submitting assignments for hand grading, don’t submit as pdf’s they are hard to edit online – we are now a primarily web-based universe.
* Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g. VGTUL500CultAnal.docx). Abbreviate these when you can.
* 1 inch margins
* Titled, name and date in upper right corner, (Do not use the APA Running Head – it is annoying. Set Page numbers in right lower corner (whenever you start a word doc).
* Use APA 6 and Zotero for formatting citations and Works Cited.
* You are preparing for a life of web-based documents along with classical book publication. Thus each major assignment should be graphically formatted using a Word Stylesheet that includes graphics. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. The development of your own website and submission on that is also acceptable (discuss with professor first).
* For major assignments use a Stylesheet. Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero and Populi will be closed. If late, please note at the top left 1 week or 2 weeks.

Assignment Options: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

### Faculty Grading Turnaround

Typically, faculty will grade assignments and post grades within one week of submission.

Grading Scale

Graduate course grades calculated on a 100-point scale as follows:

|  |  |  |
| --- | --- | --- |
|  | WCIU | |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89r |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc. |  |  |

A+ Supercalifragilisticexpealidocious

Brilliantly conceptualized, rigorously logical, graphically artistic and aesthetic, emotionally touching, rich multihued argumentation, unforgettable, new paradigms, has a rhythm and poetry in its writing, a sense of curiosity and draws you in to its progressions, no grammatical or spelling errrrors!! Generates new paradigms, explores new ideas. Beyond masters’ level. [Publishable]

A. High quality work for a graduate student

Work at this level is consistently [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [clear recognition / an incisive understanding / excellent evaluation and analysis of salient issues; an excellent ability to draw relevant comparisons / examples; mastery of relevant aspects of technology introduced in class; creative application of relevant technology; sophistication in presentation and delivery of technological products]. [Work doesn’t get much better.]

A- Strong work for a graduate student

Work at this level is mostly [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [good recognition / a solid understanding / thorough evaluation and analysis of salient issues; a consistent ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; useful application of relevant technology; an ability to logically present and deliver technological products. [Work is very good, but it could be improved.]

B+ Competent work for a graduate student

Work at this level is often [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows mostly adequate [recognition / understanding / evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] A few errors, inconsistencies, or other problems may be present. [Work is competent, but neither exceptionally strong nor exceptionally weak.]

B Acceptable work for a graduate student

Work at this level is generally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows acceptable [recognition / understanding / evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] but errors, inconsistencies, or other problems are present. [Work is competent but shows some flaws or difficulties.]

C+ Minimally passing work for a graduate student

Work at this level is occasionally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows some signs of [recognition / understanding of salient issues; adequate reasoning; an ability to draw relevant comparisons / examples; adequate writing skills; competence in relevant aspects of technology introduced in class] but numerous errors, inconsistencies, or other problems are present. [Work shows many weaknesses or difficulties.]

C- Deficient work for a graduate student

Work at this level does not meet the minimal expectations for graduate level work. Work is [inadequately developed; flawed by errors or inconsistencies; Work lacks in [recognition of / understanding of salient issues; reasoning; adequate methodology; support for arguments made; ability to draw methodologically sound; demonstration of basic skills]

D Unacceptable work for a graduate student

1. misunderstood the nature of the work required and/or 2. shows [very little recognition / understanding of salient issues; inadequate reasoning; inadequate writing skills; complete lack of support for arguments made; inappropriate methodology some level of incompleteness] Errors or inconsistencies throughout.

F Incomplete / Totally inadequate work for a graduate student

Work was turned in but [was mostly irrelevant to the course; showed a poor performance in all aspects of assigned work; there was little to no evidence of mastery of relevant aspects of material; was substantially incomplete]

# SECTION 4 –CLASS POLICIES

## 1. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## 2. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Students will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## 3. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

• The nature of the disability and need for accommodation.

• The specific accommodation being requested.

• Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.*** They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

### Research Skills: Conduct competent organization-based action-reflection urban research.

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

### Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

### Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

### Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

### Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

### Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor.

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural leadership skills required to work in cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

Extended Church-Planting Bibliography

**Slum Realities**

de Jesus, C. (1983). *Diary of Carolina de Jesus*: Mass Market Publishers.

Jocano, F. L. (1975). *Slum As a Way of Life*. Manila: New Day Publishers, Box 167, Quezon City 3008.

Lewis, O. (1966). "The Culture of Poverty." *Scientific American, 215*(4), 3-9.

**Theology of Solidarity**

Cherupallikat, J. O. F. M. C. (1975). *Witness Potential of Evangelical Poverty In India*. Nouvelle Review de Science Missionaire, CH-6405 Immensee, Switzerland.

Hanks, T. (1983). *God So Loved the Third World: The Biblical Vocabulary of Oppression*. Maryknoll: Orbis.

Gutierrez, G. (1983). *The Power of the Poor in History*. New York: Orbis Books and

London: SCM Press

Mavrodes, G. (1976). The Salvation of Zachary Baumkletterer. *The Other Side* (Feb 1976).

Sobrino, Jon. *The True Church and the Poor*. Maryknoll: Orbis. (1984).384 pages.

**Holistic Discipling Movements and Incarnational Church-planting**

Booth, W. (1890). *In Darkest England and the Way Out*. London: Salvation Army.

Craig, J. (c1996). *Servants Among the Poor*. Manila: OMF Publishers.

Davey, C. (2000). *Saint in the Slums: Kagawa of Japan*. Jersey City: Parkwest Publications.

Goudge, E. (1959). *Saint Francis of Assisi*: Hodder and Stoughton.

Grigg, V. (1986). *SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty*. Auckland: Urban Leadership Foundation.

Grigg, V. (1987). Sorry, the Frontier Moved! In H. Conn (Ed.), *Planting and Growing Urban Churches: From Dream to Reality*. Grand Rapids, MI: Baker.

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Grigg, V. (1992a). Church of the Poor. In R. Greenway (Ed.), *Discipling the City: A Comprehensive Approach to Urban Mission* (pp. 159-170). Grand Rapids, Michigan: Baker.

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Hattaway, Paul. *Back to Jerusalem*, Gabriel Resources. (2003) 150 pages.

Hembree, R. (1979). *The Mark Buntain Story*. Minneapolis: Bethany House publishers.

Livingstone, Greg. (1993). *Planting Churches in Muslim Cities*, Baker, Grand Rapids.

Philipps, Keith. (1996). *Out of the Ashes*, World Impact, Los Angeles.

Pullinger, J. (1980). *Chasing the Dragon*. London: Hodder and Stoughton.

Simson, Wolfgang. *Houses that Change the World*. Carlisle: OM Publishing, 2001.

Snyder, Howard*. Liberating the Church*. Downers Grove: IVP, 1983.

Van Engen, Charles, and Tiersma, Jude. (1994). *God so Loves the City – Seeking a Theology for Urban Mission*, MARC, Monrovia.

Wilkerson, D. (1962). *The Cross and The Switchblade*: Pyramid Books.

Conn, H. (Ed.). (1997). *Planting and growing urban churches*. Baker.

Greenway, R. (1993). *Discipling the city* (2nd ed.). Grand Rapids, MI: Baker Academic.

Hesselgrave, D. J. (1987). *Planting churches cross-culturally: A guide for home and foreign missions*. Grand Rapids, MI: Baker Academic.

The course CD has another 20 readings excerpted from critical books, plus course notes, power points etc.

**Discipling, Cell and House Groups**

Coleman, R. E. (1993). *The Master Plan of Evangelism*. Grand Rapids, MI, Revellbooks.

Comiskey, J. (1984). *Home Cell Group Explosion - How your small group can grow and multiply*. 10055 Regal Row #180 Houston TX 77040 USA, TOUCH Outreach Ministries.

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Stockwell, L. (1998). *The Cell Church*. Ventura, CA, Regal.

**Poverty and Urban Poor Ministry in the West**

Bradbury, N. (1989). *City of God? Pastoral Care in the Inner City*. London: SPCK.

Cave, Dave. (1985). *Jesus is Your Best Mate says Dave Cave – Evangelism in the City and Council Estate Cultures*, Marshalls, Basingstoke.

Kenrick, B. (1965). *Come Out the Wilderness*. London: Fontana.

Lupton, R. (1993). *Return Flight: Community Development Through Reneighboring Our*

*Cities*: FCS Urban Ministries Inc, 750 Glenwood Ave, SE, P.O. Box 17628, Atlanta, GA 30316, USA.

Magnuson, N. (1977). *Salvation in the Slums: Evangelical Social Work 1865-1920*. Metuchen, N.J.: Scarecrow Press.

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**What is Church (Western Debates)?**

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Glasser, A., van Engen, C., and Gilliland, D. (2003). *Announcing the kingdom*. Grand Rapids, MI: Baker Academic.

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

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Peace, Richard. *Conversion in the New Testament, Paul and the Twelve*. William B. Eerdmans Publishing Company, Grand Rapids, MI. (1999) 397 pages. (a study of the book of Mark, and how people get converted)

Schwartz, C. A. (2003). *Natural Church Development*. D-25924 Emmesbull, Germany, C and P Publishing.

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Thwaites, J. (1999). *The Church Beyond the Congregation*. Carlisle, Cumbria, UK, Paternoster Press.

**Church Planting and Growth**

Allen, Roland. *Missionary Methods: St. Paul's or Ours?* Grand Rapids: Eerdmans, 1962 [=1927].

Paul Becker, Jim Carpenter, and Mark Williams (2011). The New Dynamic Church Planting Handbook (Ebook) <https://www.dcpi.org/559421.ihtml?id=559421&productid=22302>

Craig Ott and Gene Wilson, *Global Church Planting: Biblical Principles and Best Practices for Multiplication* (Grand Rapids: Baker Academic, 2011)

David Garrison, *Church Planting Movements* (booklet, also available online at [http://Church-plantingmovements.com/download.php](http://churchplantingmovements.com/download.php)).

David Garrison, *Church Planting Movements: How God is Redeeming a Lost World* (Midlothian, VA: WIGTake Resources, 2004).

Ed Stetzer. 2006. *Planting Missional Churches.* Nashville: Broadman and Holman. ($15.10/7.62)

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Patterson, George. "The Spontaneous Multiplication of Churches" In *Perspectives on the World Christian Movement*, S. 601-618. Ralph D. Winter and Steven C. Hawthorne, eds. Pasadena: Wm. Carey Library, 1981.

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Swanson, Bruce E. "Compassion Pre-evangelism: The Master Key to the Town" *EMQ* 29:1 (Jan 1993):6-9.

Tim Chester, **“Church Planting a Theological Perspective” chapter 2 in** Multiplying Churches: Reaching Communities Through Church Planting**.** **Stephen Timmis, ed.,** Hearn, Rossshire, England: Christian Focus, 2000 online at <http://www.thecrowdedhouse.org/article/church-planting-a-theological-perspective/>

Wagner, C. Peter. *Strategies for Church Growth.* Ventura, CA: Regal, 1987.

White, David A. *Bayanihan* *Church Planting: Greater Success Through Coaching Networks*. Philippine Challenge, Inc. Published in the Philippines by Philippine Challenge, Inc. 41 Cordillera Street, Mandaluyong City, Philippines. (2000) 222 pages.

White, David A. *Your Church Can Multiply. Ten Proven Steps for Planting Healthy Churches*. Philippine Challenge, Inc. Published by OMF Literature, Inc. 776 Boni Avenue, Mandaluyong City, Metro Manila, Philippines. (2000). 370 pages.

Moore, Ralph. 2002.  *Starting a New Church: the Church Planter’s Guide to Success* Regal 244 pg. ($12.40/$3.71)

## Helpful Websites with Links (also linked at the Moodle web page)

<http://www.mislinks.org/church/chplant.htm>, dozens of church planting related weblinks

<http://www.newchurches.com>, Ed Stetzer’s web page

<http://strategicnetwork.org>, full text articles

[www.Church-plantingvillage.net](http://www.churchplantingvillage.net), outstanding resources for North America by the Southern Baptist Convention

Online assessment: <http://www.efca.org/planting/assessment/index.html>

<http://www.convergeworldwide.org/plant-churches> Assessment and process

<http://www.exponentialconference.org/> A conference of US Church-planting networks

<http://www.cpmtr.org/> CPM Training Resources

<https://www.dcpi.org/> Nice looking site. Their materials are excellent.

### Formation of Indigenous Faith Communities (Craig Ott’s list)

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Brown, G. Thompson. “Why Has Christianity Grown Faster in Korea Than in China?” *Missiology* 22:1 (January 1994): 77-88.

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Loewen, Jacob A. “Leadership in the Choco Church” *Missiology* 1:1 (Jan 1973):73-90.

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