

MI 545 Evangelism and Church Planting

Fall Semester 2011

To develop Christ-minded leaders who make a difference in the world.

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SCHEDULE: Online – August 30 – December 8, 2011

<http://online.tayloru.ca>

Classroom seminar: September 27-29, 9:00 AM – 4:00 PM

DESCRIPTION:

A study of the biblical foundation of evangelization that aims at developing an effective witness in today's context. Includes a practical seminar on church planting as well as an opportunity for students to develop a plan for personal and congregational witness. Three credits.

"Most of us go to our graves with our music still inside us" – Oliver Wendell Holmes

OBJECTIVES/GOALS OF THE COURSE:

At the completion of this course, students will:

1. Have developed a biblical and theological framework for the task of evangelism, informed by current social trends and values.
2. Be acquainted with some of the significant literature in the field of evangelism.
3. Understand the biblical imperative for church planting, be familiar with a number of models as well as the challenges facing church planting movements in the West.
4. Have been exposed to some tools to analyze contemporary culture and engage it for the purpose of communicating the gospel.
5. Have considered the place of evangelism and church planting within pastoral ministry and congregational life.
6. Have grown in passion and commitment to involvement in church planting and evangelism while in seminary and in full-time ministry.

REQUIRED TEXTBOOKS:

Bowen, John P. *Evangelism for "Normal" People: Good News for Those Looking for a Fresh Approach*. Minneapolis: Augsburg Fortress, 2002.

Payne, J.D., *Discovering Church Planting: An Introduction to the Whats, Whys, and Hows of Global Church Planting*. Paternoster, 2009.

Guide for Research and Writing (SBL style). This publication can be accessed on our course web site.

LOG-IN INSTRUCTIONS:

Access to this online platform is found at <http://online.tayloru.ca> Please add this to your list of “Favourites” so you can return to it easily without having to look up the URL address. Your instructor will provide you with information on how you can log in and begin to access the course.

REQUIREMENTS OF THE COURSE:

1. Reading

By following the schedule in the course outline, students will read both required texts (total of 624 pages) as well as a number of assigned articles. All of the articles are accessible on our web site, either as links to other sites or as PDF downloads.

2. Reading Responses

Students will submit responses to pre-determined questions (see pages 5-8 of this syllabus) from the assigned readings. These are due at the conclusion of each module, typically, by Saturday night at midnight. They will not be graded, but will receive full marks for being completed (4 points each, for a total of 24 points). Less than full marks may be given where it is apparent that the student has not read the sections thoughtfully. *Reading responses submitted after the due date will not be graded, unless prior arrangements have been made.*

Due each module (6) at the end of each module period.

3. Participation in Threaded Discussions

Every module will include one or more threaded (asynchronous) discussion(s) on an article or assigned reading. Each threaded discussion is worth 2 points (for a total of 20 points) based on the quality of your contribution (maximum of two points). Students are also expected to interact with at least one classmate by responding to one posting in each module. **Due each module (6) at the end of each module period.**

4. Critical Incident Write-Up

Throughout this semester, students should be intentionally looking for opportunities to engage people in “spiritual conversations.” Students will choose one such event and write up a 4-6 page “critical incident report” on it. The report should include the following elements:

Description – of the setting, occasion, and the nature of the relationship between the student and the person(s).

Verbatim – a word-for-word write-up of the conversation that took place (the most significant parts of the conversation).

Note: It is not essential that this incident should lead to someone deciding to become a follower of Jesus. It is merely an opportunity for you to think in depth about an actual conversation and to make you be aware of opportunities to steer conversations toward spiritual concerns.

Analysis/Reflection – Discuss what you think went well, what could have been done/said better. Reflect on what you learned about yourself and your style as an evangelist. What theological issues arose from this conversation? **Due December 3.**

5. Position/Integration Paper

Students will develop a ministry philosophy paper on evangelism and church planting that integrates materials in the church planting seminar, assigned readings and class discussions. This paper will articulate the following:

1. The student's understanding of what evangelism is and what it is not.
2. The student's articulation of the role church planting plays in evangelism.
3. What the student feels are some core values that should govern the practice of church planting in the context he/she is most familiar with.
4. The development of a life-long plan for personal involvement in evangelism and church planting that takes into consideration one's gifts and personality.

This paper must demonstrate a high level of familiarity with the materials covered in this course. It should be typed, double-spaced, between 11-14 pages in length. The format should follow the *Taylor Guide for Research and Writing*. This assignment should be submitted through the assignment slot in Module 6. **Due December 8.**

Grading for this assignment will be calculated with the following criteria in mind:

1. **Clear organization and formulation of ideas** 12
2. **Integration with course materials** 20
3. **Spelling, grammar and sentence construction** 4
4. **Format/Taylor Guide** 4

Late Assignments

All assignments are set up so that they are due by 11:55 PM (MT) on the last Saturday of the Module period. It will not be possible to submit a late assignment unless students secure special permission from the instructor for an extension.

DISTRIBUTION OF CREDITS:

<u>Assignment</u>	<u>Date Due</u>	<u>Weight</u>
Threaded Discussions	Bi-weekly	20%
Reading + Responses to Texts	Bi-weekly	24%
Critical Incident Report	December 3	16%
Position Paper	December 8	40%

OUTLINE/SCHEDULE OF THE COURSE:

Module 1: August 30 – September 10

Reading of JD Payne's *Discovering Church Planting* in preparation for the Seminar

- ♦ *Payne, pp.1-200* (with response questions posted online)

Module 2: September 12-24

- ♦ Reading of JD Payne's *Discovering Church Planting* in preparation for the Seminar
- ♦ *Payne, pp.201-414* (with response questions posted online)

Evangelism/Church Planting Seminar at Taylor Seminary, September 27-29 (9:00 AM – 4:00 PM)

Module 3: October 3-15

- ♦ Evangelism: Definitions and Theological Roots
- ♦ The Motives of Evangelism; Evangelism in the Ministry of Jesus
- ♦ *Bowen, 11-75*
- ♦ Article: "What is the Gospel?" in *Mission Between the Times: Essays on the Kingdom* by C. René Padilla. (PDF document online)
- ♦ Article: *What is the Gospel?* by Richard Guelich (online link)
- ♦ http://documents.fuller.edu/news/pubs/tnn/2004_june/2_whatisthegospel.html

Module 4: October 17– November 5 (An extra week is given because of modular classes October 24-28)

Conversion: Dynamics and Process; The Evangelistic Message

- ♦ *Bowen, 75-176*
- ♦ Article: *Promoting "Good Conversions"* by Richard Peace (online link)
http://documents.fuller.edu/news/pubs/tnn/2008_Winter/5_promoting_good_conversions.asp
- ♦ Article: *Evangelistic Preaching at the Beginning of the New Millennium* by Priscilla Pope-Levison and John Levison. (online link)
http://documents.fuller.edu/news/pubs/tnn/2004_fall/a4.htm
- ♦ Article: *"Witness to the Gospel and Refounding the Church"* by William Burrows (PDF document online)

Module 5: November 7- 19

The Postmodern Context; Intercultural Evangelism

- ♦ *Bowen, 177-210*
- ♦ Article: *The Canadian Context* by Douglas Hall (PDF document online)
- ♦ Article: *Why I Don't Do Evangelism* by Mark Naylor (PDF document online)
- ♦ Article: *Frontiers in Contextualization of the Gospel Among Tibetan Buddhists* by Paul Cochrane. (online link) <http://www.missiology.org/EMS/bulletins/cochrane.htm>
- ♦ Article: *Answering Pilate: The Concept of Truth in the Postmodern Context* by Stan Grenz (online link)
http://enrichmentjournal.ag.org/200601/200601_110_AnsweringPilate.cfm

Module 6: November 21- December 3

The Church and Evangelism; Strategies for Evangelism

- ♦ Article: *Faith Twisted by Culture: Syncretism in North American Christianity* by Walter C. Hobbs (PDF document online)

- ♦ Article: *Riding the Waves of Change: How to Facilitate Change toward a Missionary Identity* by Jon Huegli (PDF document online)
 - ♦ Article: *Centripetal Mission, or Evangelization by Hospitality* by Mortimer Arias (PDF document online)
- Critical Incident Report Due**

December 8 – Position/Integration Paper Due

READING RESPONSES (these are to be submitted online):

Module 1, Due September 10 – Payne, Chapters 1- 12

Cha. 1

1. Payne outlines a theological framework for church planting, beginning with page 7. Of the three themes he introduces, which do you think your congregation has the strongest grasp of – and which is weakest? Explain your answer.
2. What was your initial reaction to Payne’s statement that the Western Church has made church planting a complex matter? How have you seen this to be true or untrue?

Cha. 2

What would an “indigenous” church look like in your area or culture? What are some of the challenges this raises in a multicultural urban context like Canadian cities?

Cha. 3

When you read Payne’s description of church in the first two paragraphs of p.55, how does your current experience of church compare?

Cha. 4

In this chapter Payne explores the vital role of the Holy Spirit in church planting. Select one quote, paragraph or sentence that caught your attention in this chapter. What is its implication/importance to you and the work of church planting?

Cha. 5

Payne quotes Chuck Lawless who makes a strong point that spiritual warfare is primarily about living a holy life Vs. a formulaic prayer against the devil. State whether or not you agree or disagree with him. Explain....

Cha. 6

What does Payne refer to when he suggests that focus for church planting should be on “persons of peace”?

Cha. 7

Payne suggests four significant components (structures) for effective discipleship. Identify them and reflect on how well those components are in place in your life currently.

Cha. 8

What might be some of the advantages of the planting-and-pastoring paradigm? Which pitfalls/dangers associated with this paradigm are you most familiar with?

Cha. 9

When it comes to strategic planning, which statement best represents your attitude: “Forget about it! God’s in control!” or, “I plan every detail to the fullest because it will work out as I plan it!” What would be an expression that you believe represents a healthy perspective on strategic planning for church multiplication?

Cha. 10

What is your response to the Receptivity/Need Analysis Guideline? Where would you place your city/community on the scale?

Cha 11.

Who are the people groups and population segments in your context who may be most receptive to the Gospel? How are they being reached?

Cha. 12

Can you think of any examples of churches that were planted but were not contextualized among the people? What, if any, problems arose within those churches?

Module 2, Due September 24 – Payne, Chapters 13-25

Cha. 13

Payne offers some statistics of typical growth patterns related to the age of a congregation. Does your congregation's growth conform to these patterns or is in an exception? (You may need to call your church office to find out about baptismal numbers in the last 5 years).

Cha. 14

How would you describe your church's level of passion toward church planting? How is your commitment to church planting being challenged/inspired by this chapter?

Cha. 15

Do you think that the metaphor of temporary scaffolds is applicable to church planting in N. America? Defend your answer.

Cha. 16

What is one aspect of the Moravian church planting strategy/paradigm that you think is most needed for practice today? Why?

Cha. 17

Some analysts suggest that a major factor leading to the decline of Methodism was the move from an apostolic to a pastoral emphasis. What do you think could have been done to prevent such stagnation?

Cha. 18

One of the characteristics of Baptist growth in the USA was the active role laity took in planting new churches. Reflect on the potential for lay church planting in your context today.

Cha. 19 – 20

Which church planting model are you most familiar with? What are some of its strength and limitations?

Cha. 21

What is the most common objection to church planting that you have encountered? How do you respond?

Cha. 22

What do you think are three of the most significant challenges facing urban church planting in Canada today?

Cha. 23- 24

How does Payne differentiate between Apostolic missionaries and missional pastors? Is this a helpful distinction?

Cha. 25

Do you agree with Payne's observation about the Western world and some of the ways westernization hinders the development of Church Planting movements? Why or why not?

Module 3, Due October 15 – Bowen, 11-75; Padilla article; Guelich article

1. Offer a one paragraph response to Bowen's goal: "To help rescue evangelism from the red light district of the church and put it back on the main street of church life, where it belongs" (16). Where do you see evangelism in your congregation fitting within this spectrum? Why?

2. How have you seen evidence of the modernist, pragmatic culture infiltrating the church (Bowen's list on p.16)?
3. Reflect on the ways you were evangelized. Was your story more like Nicky's or like the ones recounted in Atwood and Tsing Loh?
4. Do you agree with the author's contention that churches and fellowships should consider themselves "centered sets" more than "bounded sets"? If you do, then what becomes of things like baptism and church membership? If not, how can the church encourage "outsiders" to hang around the community and check out the reality of the faith?

Forum Discussion: Padilla's article is written to highlight a number of essential concepts that form the core of the Gospel message, but that are sometimes overlooked or forgotten.. As you read this chapter, which theme(s) would you identify as the most neglected in your context? Why do you think it (they) have not been emphasized?

Forum Discussion: How has Guelich's article helped shape a more biblical view of the Gospel for you? As you reflect on what Guelich has written, do you think your congregation has an adequate understanding of what the Gospel really entails?

Module 4, Due November 5 - *Bowen, 75-176; Peace Article, Levison and Levison Article, Burrows Article*

1. In the process of evangelism, where do you think you can best play a part? Are you a stone-clearer, a sower, or a reaper? What can be done to ensure that every part of the process is nurtured in our churches and fellowships?
2. How do the concepts of macro-gospel and micro-gospel shed light on the concept of relational evangelism?
3. Who has been the most helpful "translator" of the Christian message for you? Why?
4. Can you think of other analogies, from real life, from novels, or from movies, which might helpfully illuminate some aspect of why Jesus died?
5. Bowen describes seven marks of a healthy church. In which of these areas would you say that your church is healthiest? What is the area that needs the most work? How would you articulate the meaning of the gospel in one sentence?
6. Share an experience when your faith in Jesus caused you to take risks you might not otherwise have taken.
7. What are some ways you see evidence that "risk avoidance" may be stifling the spirit of evangelism in the church today?
8. The question of hell and the compassion and love of God are always challenging to reconcile. Do you think Bowen does a convincing job of tackling this? Defend your answer.
9. Choose what you think is one of the most "prophetic" (in the sense of offering a biblical critique) statements Burrows makes and reflect on its implications.

Forum Discussion: Of the four essential elements of a good conversion identified by Richard Peace, which has been the most neglected in your circle of faith? Why do you think it has been neglected?

Forum Discussion: What might be some positive outcomes from Levison and Levison's proposal to locate the responsibility of evangelism more on the community of believers than on individuals?

Forum Discussion: As you reflect on what Burrows is saying, what are some ways you would like to see the church in Canada “refounded” and what are some of the spiritual realities we need to rediscover so that we can truly engage our context evangelistically?

Module 5, Due November 19 - Bowen, 177-210; Articles by Hall, Naylor, Cochrane and Grenz.

1. What “access points” does your church or fellowship offer for those who are exploring their spirituality? Do these kinds of people come to such events? Why or why not?
2. Brainstorm some other “access points” that might help your church more effectively reach out to or invite people to move closer to the center – a relationship with Jesus.
3. Grenz offers a number of suggestions of how Pontius Pilate might have answered the question of “what is truth” if he were to follow a postmodern approach to discovering truth. Summarize the postmodern strategy according to Grenz.

Forum Discussion: In what ways do you agree and disagree with Douglas Hall’s description of the Canadian context?

Forum Discussion: If you were to give cultural tips to an African or Chinese missionary who wishes to evangelize Canadians, what would be the top five statements of orientation on your list?

Forum Discussion: How does Naylor’s distinction between “lawyer” and “witness” help you grapple with your approach to evangelism?

Forum Discussion: How would you go about sharing the concept of the compassion of God and the death of Jesus on the cross in light of the Buddhist understanding of compassion and the laws of karma?

Module 6, Due December 3 - Articles by Hobbs, Huegeli and Arias

1. After reading through John Hendrick’s six criteria for missionary effectiveness (in Huegeli’s essay), do some evaluation of the congregation you are most familiar with. Which of the criteria are strongly present in that congregation? Which are weak and in need of development?
2. Of the six inhibitors to missionary effectiveness described by Huegeli, which two or three (if any) do you think most closely describe your congregation? Why?
3. Analyze the congregation you are most familiar with, in light of the formula for change proposed by Huegeli. Do you think that your congregation is well-positioned toward change for greater missionary effectiveness? Why?
4. From the discussion on strategies for change (pp.296-299) what was the greatest insight you gained as it applies to the dynamics of your congregation?
5. After reading Arias, brainstorm a few practical applications you could implement in your local church to more fully express hospitality as an expression of evangelistic love.

Forum Discussion: Do some self-examination after reading Hobbs’ chapter. How much have the three syncretistic themes he identifies in the North American church affected your thinking and ministry?

Church Planting Bibliography

(Compiled by Matthew Glombick)

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