I. Course Description

ME600 (Mission and Evangelism in Church Planting) provides instruction, encouragement and equipping to the student for God’s mission in the local church through church planting. At the heart of the teaching will be a study of Scripture and its relevance and importance in today’s changing culture. Methods in which the Gospel can be contextualized in a meaningful way in various ministries and in church planting will be examined, as well as the cross-cultural aspects of the evangelistic and church planting task. The student will be expected to put this teaching into practice through reflection papers and participation in an evangelistic exercise.

II. Course Objectives

The objectives of this course are as follows:

A. The student will have an understanding of evangelistic methods and a basic outline of the gospel that can be used in parish ministry.
B. The student will be equipped to teach an understanding of God’s mission and evangelism in the local congregation and a church planting context.
C. The student will understand what it means to think missionally in a strategic manner as they study and develop contextual and cultural applications of the Gospel within the reality of church planting.
D. The student will be helped to discern their own gifts in this area and to discern those gifts in others, equipping them as potential core group members and for the ministry of evangelism in a church plant.
E. At an introductory level, the student will be familiar with the basic foundations of church planting as a Missional and Evangelistic strategy.

III. Student Outcomes

These objectives are included within the broad Ministry Learning Objectives of Trinity School for Ministry, included here:

1. The student will recognize and identify the biblical theology evident in the course work.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will be able to effectively communicate the Christian message to a diversity of people in order to advance the mission of God.
4. The student will be prepared to effectively lead in a variety of Christian communities.

MDiv: The student will be prepared to effectively lead in a variety of Christian communities. Where appropriate, the student will be able to articulate connections between their ministry context (parish, para-church, etc.) and the course material. The student will be able to articulate engagement in their spiritual formation through the coursework, as explicated by the Student Formation paradigm.

MAR: The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline.

STM: The student will be equipped to successfully pursue further independent research and post-graduate study in his or her chosen theological discipline.

IV. Course Texts

A. Required Texts:

Keller, Tim Center Church (Zondervan, 2012) ISBN: 978-0-310-49418 (hardcover) (Chapters 1-18 only)


B. Recommended Texts:

Woodward J. R. and Dan White. The Church as Movement: Starting and Sustaining Missional-Incarnational Communities (Downers Grove: IVP Books, 2016)


Pippert, Rebecca. Out of the Saltshaker and into The World: Evangelism as a Way of Life (Downers Grove: IVP, 1999)


Green, Michael, *Evangelism Through the Local Church* (London: Hodder and Stoughton, 2001)


V.  Course Outline

View one video lecture each week along with reading the required texts. Pay special attention to chapter 4 in *Evangelism and the Sovereignty of God* and understanding the term “antinomy”. In *Good Faith* chapter 16 focus on the authors’ “firm center and soft edges” and from the epilogue of *Incarnation* make sure you comprehend Frost’s term of “excarnation”. Students will engage in five discussion forums from the readings in *Center Church* which I will summarize and contribute to after each submission. We will be scheduling two live class sessions, one near the beginning and one near the end of the semester, for Q and A as well as class discussions. One on one phone discussions with the professor can be scheduled via an email request.
VI. Course Evaluation

Discussion the class will meet as a whole in two live sessions: once at the start of the term, once at the conclusion. We will determine the dates of these sessions via email discussion just before the start of the term. Students will also engage in 5 discussion forums by posting an observation/question that has arisen from their readings in each of the first five parts of Center Church. Due dates for the postings are scheduled as follows:

Part 1 - Gospel Theology - Sept. 13
Part 2 - Gospel Renewal - Sept. 27
Part 3 - Gospel Contextualization - Oct. 11
Part 4 - City (Cultural) Vision - Oct. 25
Part 5 - Cultural Engagement - Nov. 8

These observation/questions should not be more than 250 words in length. Students are reminded to practice Christian charity and sympathetic reading of all texts, lectures, and classmate interactions. Our job is to seek out Christ together in a winsome and loving manner.

Keep a journal of conversations with at least one person who is not a practicing Christian or church attender. You will demonstrate an understanding of the components of the Gospel by keeping a written journal of a series of conversations with one person.

1) Pray for the Holy Spirit to lead you into a relationship with at least one non-Christian or lapsed Christian individual, through participation in a group or activity that is not specifically Christian, such as a special interest group, fitness class, recreational sports team, some other community activity or simply a neighbor. This could be an existing friendship, or it could be a new relationship.

2) During the development of the relationship, you are to be open for opportunities to share your faith and relate the Gospel to that person. This could occur through several encounters.

3) A journal will be kept of these ongoing encounters that will provide the following information.
   a. The time, location, and length of the encounter
   b. A summary of the conversations
   c. Any part of the meeting that involved the Gospel
   d. An evaluation of the relationship and an analysis of that person’s interaction with the Gospel – or lack thereof and why.
   e. You are encouraged to invite that person to attend a worship service in a local congregation as part of the process – if that is appropriate.

Due Friday Nov. 15 (Results are not being graded but rather a pass/fail exercise.)

Submit an integration and reflection paper 8-10 pages integrating and reflecting on one of the 5 parts from Center Church (gospel theology, gospel renewal, gospel contextualization, city vision, cultural engagement) with one of the 5 sections from Planting Missional Churches (foundations, models, systems, ministry areas, multiplication/movements). The paper can be as broad as the entire part and section of the respective books or it can involve one specific chapter or even one specific topic from
each book within one of the parts and sections. For example how does “preaching” under ministry areas, in section 4, connect with “the work of gospel renewal”, under part 2 of gospel renewal? You could also go to the back of Center Church pick a topic and integrate it with Planting Missional Churches. Give the author’s view of the subject, how they reinforce each other, what are the potential challenges involved and most importantly how does this inform you for your present and or future ministry? This is not to be a book report or review but rather where you see the authors’ integration and how it has equipped you for ministry. Due Friday Dec. 6

**Final paper** 8-10 pages on one of the following three options:

1) Interview a church planter (in person or by phone) and discuss how they are doing mission and evangelism in their specific cultural context. Give a brief overview of their context, the theological vision, the resulting practice of ministry and how did this inform and equip you for ministry.

2) Pick one significant cultural issue today (politics, abortion, gay rights, sex trafficking, race, etc.) and discuss how you would address the issue as a church planter from a missional stand point. How would your theological vision and ministry practice include and encapsulate this particular issue.

3) Make your case for where you think, contextually/geographically, the greatest need is for planting a church. Support your case with data and demographics and what your vision and ministry practice would be.

The paper should integrate the class required readings and lectures as well as additional outside readings. No bibliography is required but please use appropriate footnotes. Due Friday Dec. 13

*There is neither a mid-term nor final examination for this course.*

VII. **Grading**

A. Discussion participation: 10% (No grade, get full credit for engagement)
B. Evangelistic journal: 10% (No grade, get full credit for doing the exercise)
C. Integration and Reflection paper: 30%
D. Final paper: 30%
E. Percentage of required reading you did: 20% (Give this with your final paper)

VIII. **Course and School Policies**

**Plagiarism**

Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please see the Academic Catalog for a full explanation of Trinity’s plagiarism guidelines and note, as stated there, that every student is expected to be fully aware of the guidelines. A student who plagiarizes will automatically receive a failing grade on the assignment and risks failing the course. If a student does not know whether or not they may be engaging in plagiarism, they are encouraged to speak to Leslie Thyberg, our Learning Skills Coordinator.
Late Papers
Work turned in late for any reason, barring documented medical emergency, will be accepted up to 3 days after it was due, with a grade level reduction (an A becomes a B, etc.). Any work turned in after 3 days cannot be counted for credit.

Missed Class Policy
Online learning doesn’t hold the same time constraints as traditional, residential learning (that is, you rarely have to be in the same virtual “place” at the same time as your professors or classmates). However, each course is designed with a progression of learning experiences that are meant to be done in order and in the same rough time span as your fellow students. So, while “missing” class in the traditional sense is a non-issue online, being absent from the course still is. Absence from an online course means missing scheduled deadlines (assessments, assignments, live sessions, discussions) as well as non-interaction with learning materials (lectures, readings, etc.). Just as in a regular classroom, students are expected to make up work that they miss; students are expected to let the professor know ahead of time when they are going to miss deadlines (when possible).

Being absent from a course for three weeks (consecutive or not) is grounds for administrative withdrawal, which will be noted on the student’s transcript.

Incompletes
Incompletes are not normally given and are granted only in the most serious of cases. They are not granted as a way to extend the semester due to incomplete work. In order to request an incomplete, the student must obtain the necessary form online and bring it to the professor who will list the specific assignments to be completed with due dates. The date for submission of all materials cannot be beyond six weeks from the last day of class. The form will be submitted to the Academic Dean for final approval.

ATS Review of Student Work
Samples of student work may be used as part of an on-going assessment of courses and degree programs. Students’ names will be removed from any work used for this purpose.

Learning Materials
All learning materials (handouts, study guides, etc.) are the property of the instructor. All materials produced in the Trinity Media Center (video and audio lectures) are the property of Trinity School for Ministry. Please contact the appropriate owner for reproduction guidelines, as well as usage outside Trinity School for Ministry.