JAN TERM 2021
COURSE SYLLABUS
Department: MISSION AND EVANGELISM
Course Title: CHURCH PLANTING
Course Number: ME600
Credit Hours: 3
January 11-15, 2021

The Rev. Canon Dr. Dan Alger
311 11th St.
Ambridge, PA 15003
Phone – Cell (910) 489-2342 Call or text between 9-5 Eastern Time unless it is an emergency
Email – dan.alger@tsm.edu You can expect a return email within 24 hours. Friday is my day off when I shut down all my electronics, so correspondence will be delayed on that day.

Welcome students!
I am extremely excited about our time together in January. I pray that the Lord kindles in each of us a greater love for his church and her work. It is an honor to walk with you on this journey.

As we enter into this virtual learning space together, let me set some expectations for our time:

1) My hope for our shared studies is that whether you are discerning a call to planting, preparing for church planting, or simply seeking to become more familiar with the why’s and how’s of planting, you will develop a passion for this important work.

2) Our time together will be intense (that’s the nature of an interterm). You will have both in-person and asynchronous avenues of study. At the same time, I hope that our process of learning together will be enjoyable and memorable.

3) As we will be sharing this time together online, we have to be very intentional about keeping our communications channels clear and making our conversations as relational as possible. So, please keep your microphone muted until you would like to speak (but please do speak!), and please keep your video on (so we can see your smiling face).
COURSE DESCRIPTION

This course is intended to provide a comprehensive study of the work of evangelism through church planting with particular emphasis on planting within the Anglican tradition. We will cover the biblical, theological, missiological, and ecclesiological foundations of church planting, as well as practical methodological strategies such as church planter preparation, church planting models, evangelistic strategies, engaging the sacraments in church planting, planting with the liturgy, proper cultural contextualization, and more. This course is designed to engage all students, whether specifically called to church planting or not, in order for them to gain an extensive understanding of the importance and practice of church planting as a normative part of the work of the church.

COURSE OBJECTIVES

1. The student will identify the biblical, theological, ecclesiological, and missiological foundations of church planting.
2. The student will recognize the skills required for various approaches to church planting and, if applicable, will begin to discern his/her personal calling to the work of planting.
3. The student will become familiar with a framework that clarifies and orders the scope of work of church planting.
4. The student will be prepared to effectively engage in both personal and corporate evangelism in a particular cultural setting through cultural exegesis, missional contextualization, and outreach strategies.
5. The student will become familiar with various approaches to church planting.
6. The student will gain an understanding of the unique challenges and advantages of planting a church in an historic, liturgical, Word & Sacrament tradition.
THE MASTER LEVEL LEARNING OUTCOMES FOR TRINITY SCHOOL FOR MINISTRY

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 communicate effectively the Christian message to a diversity of people in order to advance the mission of God.
4. The student will be prepared to lead effectively in a variety of Christian communities.
   **MDIV**: The student will be prepared to lead effectively in a variety of Christian communities.
   **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 pursue successfully further independent research and post-graduate study in his or her chosen theological discipline.

This course furthers all four of these goals, but it will make a particular contribution in helping students to articulate a biblical theological understanding of mission and evangelism through church planting.

Along with the objectives related to knowledge and skill that will be assessed through your written work, there are other objectives that are worth mentioning, even though your development in these areas will not be formally assessed. Seminary education is not just a matter of growing in knowledge and skill, but also in one’s relationship with God and one’s Christian character as a disciple of Jesus. I pray that your work in this course will promote such growth.
COURSE TEXTS

Required Reading:
These books will give us a shared foundation for our conversations regarding church planting.

Alger, Dan T.. Sacramental Church Planting. Access via Google Classroom. [10 pages]


Skim chapter 1 and then read chapter 2. The page numbers add up to more than 10, but the text is in columns and large font, with lots of pictures and charts. It will be a quick read.


Read One of the Following:
These books will help us in our discussion of cultural contextualization.


Tiered Reading:
This course is offered to multiple degree tiers, which require particular focus and additional assignments.

**DMin students,** in order to process more fully the practical aspects of planting work, in addition to the required reading above, please also read


**STM students,** in order to engage more deeply with the theological foundations of planting, in addition to the required reading above, please also read


**Suggested Reading:**


COURSE REQUIREMENTS

1. Reading Notes 10%
Submit a document listing the title of the assigned reading along with a one sentence summary of how the book will be applicable to your work in evangelism and church planting. (e.g. “This book provides a theological framework for….” Or “Keller’s article provides an apology for the work of planting, which will help me…”) This assignment may only take a single page. The length is not important- I simply want you to remember the book and show me you’ve read it. Due on the first day of class.

2. Class Participation 25%
Often in an online class, we get out what we put in. I will do my best to keep the time educational and enjoyable. My request is that you be prepared for all online sessions, participate in the discussions, keep your video on, and engage in the material.

3. Church Plant Prospectus 25%
Write a 3-4 page prospectus for a potential church plant. A prospectus is a document used to define the people, place, and process of a church plant and can be shared with overseers, potential financial supporters, and others who may be willing to join in the church plant. You will write this prospectus from the perspective of the planter. More details will be given in class. Due: Masters 2/8/21 STM 3/8/21 DMIN 4/5/21

4. Final Paper 40%
Write a 15-20 page paper exploring a theme within the study of church planting in the Anglican tradition (or your faith tradition if you are not in the Anglican Church). I want you to be creative and thoughtful. A wide range of topics are acceptable; choose one that will be interesting to you and expand your understanding of church planting. Your work can help expand the thought and practice of planting in our tradition and time. Examples of possible topics include- a particular theological topic and its impact on planting, exploring an approach/model of church planting as it is pursued through an Anglican lens, a case study in how a particular plant contextualizes the liturgy in her culture context, a study of the role of women in church planting, the effect of the Anglican tradition on planting in multi-ethnic settings, the importance of church planting in an increasingly secular society, planting in an Anglican polity system, etc. Please include a bibliography that provides evidence of significant engagement with primary and secondary sources.
Topic submission due: The topic should be submitted to me for approval by Jan 22.
Final paper is due: Masters 2/8/21 STM 3/8/21 DMIN 4/5/21
Final Paper Tiered Requirements

If you are taking ME600 for DMin credit the following additional assignments are required:

Your paper should be approximately 25-30 pages and should focus on a more pragmatic aspect of church planting such as methodology, strategy, organizational dynamics, etc.

If you are taking ME600 for STM credit:

Your paper should be approximately 25-30 pages and should focus on a topic that more fully develops a theological, missiological, or ecclesiological aspect of church planting.

NOTES ON PAPER FORMAT AND SUBMISSION
All papers must conform to SBL specifications. Submit all work through Google classroom.

IN-CLASS SCHEDULE (order of topics subject to change)

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning (9:15-12:00)</th>
<th>Afternoon (1:00-4:30)</th>
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<tbody>
<tr>
<td>Monday, Jan 6</td>
<td>Biblical/Theological/Missional Foundations for Church Planting- Why? Who? What?</td>
<td>Distinctives of Anglican Church Planting,</td>
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<td>Developing a Planting Framework</td>
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<td>Tuesday, Jan 7</td>
<td>Understanding and Creating Missional (Internal) Culture</td>
<td>(External) Cultural Exegesis and Contextualization</td>
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<td>Wednesday, Jan 8</td>
<td>Systems Theory and Church Planting,</td>
<td>Worship, Liturgy, and Sacraments in a Church Plant, Planting in Anglican Polity</td>
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<td>Thursday, Jan 9</td>
<td>Evangelism and Discipleship in a Church Plant</td>
<td>Perseverance: Staying Healthy While Church Planting</td>
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<tr>
<td>Friday, Jan 10</td>
<td>Church Planting Systems- Administration, Communication, and Finances</td>
<td>Practical Logistics- Sacred Space in a Church Plant, Naming a Church Plant</td>
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COURSE INSTRUCTOR

The Rev. Canon Dr. Dan Alger

My heart beats for church planters. I have been a part of church planting in various capacities for 20 years. I currently have the honor of serving as the Canon for Church Planting for the Anglican Church in North America. My purpose as the Archbishop’s Canon is to lead Always Forward, a movement that multiplies healthy churches and healthy church planters. I have served church planters throughout the world as a friend, trainer, and coach. I have planted two churches as the lead planter—one in greater Atlanta and one in the military community surrounding Ft. Bragg near Fayetteville, NC. I am a graduate of The University of North Carolina at Chapel Hill in Interpersonal and Organizational Communication, I earned a Masters from Trinity School for Ministry, and a DMin from Asbury Theological Seminary with a concentration in church planting. Alongside my work for the ACNA, I serve as the Canon for Church Planting for the Anglican Diocese of Christ Our Hope and the Senior Associate Rector of Church of the Redeemer in Greensboro, NC. I am married to Karen and I have two young sons. When not planting churches you may find me covered in sawdust in my woodworking shop or watching the Tar Heels play. I look forward to getting to know you!
COURSE EVALUATION

Trinity’s Grading Scale:

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<tr>
<td>A</td>
<td>(95+)</td>
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<tr>
<td>A-</td>
<td>(90-94)</td>
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<td>B+</td>
<td>(87-89)</td>
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<tr>
<td>B</td>
<td>(84-86)</td>
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<tr>
<td>B-</td>
<td>(80-83)</td>
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<tr>
<td>C+</td>
<td>(77-79)</td>
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<tr>
<td>C</td>
<td>(74-76)</td>
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<tr>
<td>C-</td>
<td>(70-73)</td>
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<tr>
<td>D</td>
<td>(below 70) → failure</td>
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<tr>
<td>F</td>
<td>(below 60) → failure</td>
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The following is offered as a guide, rather than a set of rules.

**A:** Work will demonstrate exceptional coverage of the material. What distinguishes work in this category from a “B” is the author’s ability to develop the material in breadth and depth beyond what is necessary for a good understanding of it. The author will engage with the material in a way that is often though not always marked by creativity, exceptional insight, and/or extensive research.

**B:** Work will demonstrate broad (sufficient information is covered) and deep (supporting material is offered) coverage of the material. Information will be accurate and there will be a clear and coherent structure. Coverage of the material and comments will be reasonably competent without being exceptional.

**C:** Work will demonstrate reasonable coverage of the material but will lack breadth and depth of analysis. There will not be serious inadequacies in the information presented, but the overall structure will be characteristically unclear, narrow, and shallow and void of imaginative and interesting analysis.

**D:** Work will be notably defective according to the criteria outlined above.

**F:** Work will demonstrate a complete failure on the part of its author to interact with the material in accordance with the criteria outlined above.
Plagiarism:
Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please note the rules against copying material in Trinity School for Ministry’s Academic Catalog (found online here in the section on “Cheating and Plagiarism” in Academic Policies): Students at Trinity are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices of notation of resources and references used to develop their paper or project. It is recognized there can be some confusion regarding proper procedures and practices regarding integration of bibliographical references into assignments. The [...] policy is intended to address both intentional and unintentional plagiarism. The policy also recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

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 Assignments:
Papers 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.

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, student must obtain the necessary form online and bring to the professor who will list the specific assignments to be completed with due dates. The due date cannot be beyond six weeks from the last day of class. The form will be submitted to the Academic Dean for final approval.
Missed Class Policy:
This class is being offered in an intensive week-long format. Absences are not permitted unless previously approved by the instructor. Absences will not be permitted except in exceedingly extraordinary circumstances.

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.

TSM DMin Policy for Late Work:
All students have the responsibility to complete their academic work in a timely manner and to comply with all course requirements set by the instructor in the course syllabus, including deadlines for assignments and papers. Students must not in any circumstance assume that late submission of work will be overlooked or treated casually.

Late work and extensions. Instructors may grant an extension of due dates for class assignments. If students make a mutually acceptable prior arrangement with an instructor, they may with the instructor’s permission submit required course work up to the official date for the end of term. When students expect to submit required course work later than the due date assigned by the instructor, but before the last day to submit work for the term then the student must signify this prospect to the instructor in writing, stating the extenuating circumstances, to obtain permission for late submission, on or before the assigned due date or stated examination day of a given term. A copy of this request must be submitted to the Registrar to be kept in the student’s file. The instructor may impose a condition that the grade be reduced, depending upon the reason for the requested extension. The instructor shall clearly signify in the syllabus any such condition to the student, including the amount of reduction.

Incompletes. Extensions beyond the official last day to submit work for the term will involve an incomplete and may be obtained only upon written petition to the Academic Dean and Registrar, indicating the support of the course instructor for such an extension. The petition must demonstrate significant extenuating circumstances justifying the request. The Academic Dean and instructor, in consultation with the Registrar, shall determine the length and end date of the incomplete period. The Registrar will generate a contract to be signed by the instructor, the student and the Academic Dean. The incomplete work shall be
due no later than 30 days following the original work due date. An administration fee of $200 which is not eligible for scholarship, shall be added to the student’s bill. Additionally, the student may not register for courses in the next term until the required work is submitted and all fees are paid in full.

Incompletes will be arranged in accordance with the procedure outlined in the paragraph above; an “I” indicating an incomplete will be entered upon the student’s transcript for the course in question. When the work has been completed, the instructor shall submit a final grade to the Registrar, who shall then make an appropriate notation on the transcript indicating removal of the Incomplete and entering the final grade.

If a student fails to meet the applicable deadline, in accordance with the procedures stated above, an “F” shall be automatically registered for the work in question, and a grade for the course shall be calculated on that basis, together with the evaluation of other coursework submitted. Additionally, the student may also be put on academic probation.