



Asbury Theological Seminary Syllabus

DM(CPC)915A: Seminar I, Early Church Lessons for 21st Century Church Planters

2.00 Credit Hours

Extended Learning/Online course

2021 Fall Session/Sep 7, 2021 – Dec 17, 2021

PROFESSOR INFORMATION

Name: Dr. Winfield Bevins

Title: Director of Church Planting

Email: winfield.bevins@asburyseminary.edu

Office Location: Beeson Center 130

Office Hours: Wednesday 3:00-4:00pm

Office Phone: 859.858.2388

Name: Dr. John Valentine

Email: john.valentine@asburyseminary.edu

COURSE DESCRIPTION

The first cohort seminar emphasizes an introduction to the themes of church planting/church planters: surveys, terminology, important constructs, history of the issues, ethics and practices. Course learning exercises and projects also advance students' initial research for their Ministry Transformation Project (dissertation).

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(CPC)915A, students will have a *developing* ability to:

1. Give evidence of a competent grasp of facts, details, and postulates from first century church planting narratives and engage in dialogue with a range of informed perspectives on their value as a prototypical and normative for church planting today. (PLO #1, #2)
2. Reflect critically and interact analytically with course readings, lectures, discussions, and New Testament materials vis-à-vis how first century church planting informs modern church planting. (PLO #1)
3. Produce a competent, well-researched, biblically centered, theology of church planting. (PLO #2, #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



Welcome to Early Church Lessons for 21st Century Church Planters! The information below provides an introduction to your teaching team.

Winfield Bevins, D.Min. Winfield Bevins is the Director of Church Planting at Asbury Theological Seminary. He is an adjunct professor and guest lecturer at various seminaries and universities in the United States and England. He has a Doctor of Ministry from Southeastern Seminary in Wake Forest and is pursuing a PhD at the University of Aberdeen, Scotland. He is a visiting Scholar at the National Institute for Newman Studies, Duquesne University. Having grown up in a free-church background, Winfield eventually found his spiritual home in the Anglican tradition, but freely draws wisdom from all church traditions.

Winfield is the author of several books, including *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival*; and *Ever Ancient Ever New: The Allure of Liturgy for a New Generation*; *Creed: Connect to the Essentials of Historic Christian Faith*; *Our Common Prayer: A Field Guide to Common Prayer*; *Grow at Home*; and *Church Planting Revolution*. He has published articles in various publications including *Liturgy*, *The Wesleyan Theological Journal*, *The Asbury Theological Journal*, *Pneuma Review*, *The Journal of Pentecostal Theology*, and *Christianity Today*.

As a seasoned practitioner, he has helped plant several churches and has used his experience to train leaders from around the world. He is also a visual artist who enjoys painting iconography, landscapes, and portraits. Over the past decade, he has helped start numerous arts initiatives, including a non-profit art gallery and studio, and an arts program in North Carolina. He and his wife Kay live in Wilmore, Kentucky and have three daughters; Elizabeth, Anna Belle, and Caroline.

John Valentine, D.Min. John Valentine is a thought leader, theological educator, coach and encourager for missional leaders and the wider church. He brings a theological breadth and depth, a wisdom and experience, and many connections from around the country. He has a doctorate in theology and over 25 years of parish and wider experience. He aims to create a creative space for individuals, teams, churches and organisations to reflect on their situations in the light of God's grace and the encouragement of the Scriptures, so that they can discern and discover what it is that the Holy Spirit is saying to them.

After a spell in the law, John was a curate in Norwich and London. He was on staff at Holy Trinity, Brompton, where he pioneered the School of Theology (which went on to become St Mellitus College). He and his wife Catherine led a church plant from HTB to Holborn in central London, where they led the church for 17 years. He planted two other churches in that time. He brings with him useful insights into the opportunities and challenges of real life in parish ministry. He has been working with Bishop Ric Thorpe for 5 years in the work of church planting; he leads the Church Planting course in London, and mentors and coaches many missional leaders around the country. He is involved with discussions at theological colleges and with the national church around the future of theological education and formation for ministry for the future. He is currently writing a substantial biblical theology of church planting, and e-books on future ministry training and bivocational ministry leadership.

He is married to Catherine, and they have two teenage daughters. They live in London. John loves the arts, especially literature, and most sports that involve a ball. He enjoys running, and has written a novel. He has 1st class degrees from Oxford (in English literature) and Cambridge (in Theology), and a Doctor of Ministry in church planting from Asbury Theological Seminary.

REQUIRED TEXTBOOKS

Bevins, Winfield. *Church Planting Revolution: A Guidebook for Explorers, Planters, and Their Teams*. Seedbed, 2017. (124 pages)

Not available in hard copy.

\$12.95 Kindle, ASIN: B07545TRJP

Collier, Bryan. *The Go-To Church: Post MegaChurch Growth*. Abingdon Press, 2013. (154 pages)

\$11.03 Paperback, ISBN-13: 978-1426753251

\$9.99 Kindle, ASIN: B00BND7FXI

Cron, Ian Morgan & Suzanne Stabile. *The Road Back to You: An Enneagram Journey to Self-Discovery*. IVP, 2016. (240 pages)

\$18.10 Paperback, ISBN-13: 978-0830846191

\$9.60 Kindle, ASIN: B01CNZG896

Dawn, Marva. *The Sense of Call: A Sabbath Way of Life for those who Serve God, the Church, and the World*. Wm. B. Eerdmans Publishing, 2006. (327 pages)

\$18.00 Paperback, ISBN-13: 978-0802844590

\$9.99 Kindle, ASIN: B0029ZBH4W

DeYmaz, Mark. *Building a Healthy Multi-ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation*. Jossey-Bass, 2007. (240 pages)

\$18.58 Paperback, ISBN-13: 978-0787995515

\$13.00 Kindle, ASIN: B004HFRFOS

Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Zondervan, 2012. (400 pages)

\$26.38 Paperback, ISBN-13: 978-0310494188

\$19.99 Kindle, ASIN: B005JSGB5Q

Nida, Eugene. *Customs and Cultures: Anthropology for Christian Missions*. William Carey Library Publishing, 1975. (306 pages)

\$3.88 Paperback, ISBN-13: 978-0878087235

Not available on Kindle.

Ott, Craig and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Baker Academic, 2011. (464 pages)

\$25.60 Paperback, ISBN-13: 978-0801035807

\$17.60 Kindle, ASIN: B00BQYK1A8

Total Pages: 2,255

REQUIRED RESOURCES

N/A

RECOMMENDED TEXTBOOKS

N/A

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

1. Personal Reflection Paper (30 points)

Due Date: June 7, 2019

Points/Percentage: 30

Learning Outcome: 3

Write a 5-page reflection paper (double-spaced, 12-point font) on *The Road Back to You* addressing the following:

- Your Enneagram Type, highlighting your motives for why you do what you do;
- In what ways does your personality suit you for church planting leadership?
- What aspects of your personality hinder your leadership in ministry?
- What 1 or 2 steps will you take to let God redeem more of your personality?
- Discuss your findings with 1 other person. Did they agree with your assessment? Why or why not?

2. Reading Integration Paper (50 points)

Due Date: July 22, 2019

Points/Percentage: 50

Learning Outcome: 2

While you read the class texts, keep these questions in mind:

- What is the primary purpose of each text? (You'll have to read the Preface and Introduction!)
- What common themes keep surfacing in our reading? Create headings to help with organizing your thoughts.
- What unique contribution does each text make?
- Upon whom are these writers relying for their support, examples, and definition of terms? (You'll have to pay attention to footnotes and bibliographies; welcome to doctoral-level reading!).

Write an 8 – 10 page paper (double-spaced, 12-point font), integrating your insights from the above questions. Use MLA style for citations.

3. Class Contribution (20 points)

Due Date: July 22 – 26, 2019

Points/Percentage: 20

Learning Outcome: 1

As seasoned practitioners and doctoral-level students, you are expected to actively participate in full class discussions, as well as smaller group projects, presentations, etc., with a working knowledge of class themes and required readings.

Assignments

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Personal Reflection Paper	#3	Reflection paper on <i>The Road Back to You</i>	30% Due Date: 6/7/2019. Upload to online classroom.	Faculty
Assignment #2: Reading Integration Paper	#2	Integration paper (7 other books in required reading)	50% Due Date: 7/22/2019. Upload to online classroom.	Faculty
Assignment #3: Class Contribution	#1	Active seminar participation	20% Due Date: 7/22-26/2019.	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
<p>SLO #1: Articulate a competent grasp of facts, details, and postulates from first century church planting narratives and engage in dialogue with a range of informed perspectives on their value as a prototypical and normative for church planting today.</p>	<p>Class contribution</p>	<p><i>Demonstrates an extensive and proficient grasp of facts, sources, insights, and contentions related to the course subject matter, and a keen understanding of the complexities of applying them in contemporary missions.</i></p>	<p><i>Interacts critically, creatively, and constructively with course readings and presentations. Participates in class discussions by raising important questions, challenging assumptions, and making theological and theoretical connections.</i></p>	<p><i>Contributes apt questions, personal anecdotes, and relevant opinions to class discussions of ancient-future church planting, but they do not rise to the level of critical engagement.</i></p>	<p><i>Summarizes key facts and ideas from the Bible and course readings. May, however, miss authors' theses and arguments, important implications, and possible applications.</i></p>	<p>Faculty</p>
<p>SLO #2: Reflect critically and interact analytically with course readings, lectures, discussions, and New Testament materials vis-à-vis how first century church planting informs modern church planting.</p>	<p>Reading integration paper</p>	<p><i>Critically evaluates theologies, plans and strategies of evangelism and church planting in light of contemporary church planting issues, strategies, and practices. Identifies most core themes and purposes of all texts, connecting those themes across authors. Notes from whom the authors find support for their arguments.</i></p>	<p><i>Identifies many core themes and purposes of texts, connecting those themes across most authors. Notes from whom authors find support for their arguments.</i></p>	<p><i>Identifies some core themes and purposes of many texts, connecting those themes across some authors. Notes from whom some authors find support for their arguments.</i></p>	<p><i>Identifies a few core themes and purposes of texts, connecting some of those themes across some authors. Notes from whom a few of the authors find support for their arguments.</i></p>	<p>Faculty</p>

<p>SLO #3: Produce a competent, well-researched, biblically centered, theology of church planting.</p>	<p>Personal Reflection Paper</p>	<p><i>Describes why a particular “Type” is selected and offers relevant personal examples of the motives that function with this type. Reveals critical reflection on student’s leadership by explaining, through personal example and appropriate support from The Road Back to You, where in ministry this type works well and where it hinders leadership. Identifies 2-3 steps for continued growth and other people to provide encouragement as well as accountability.</i></p>	<p><i>Describes why a particular “Type” is selected and offers some personal examples of motives that function with this type. Reveals some critical reflection by explaining, through personal example and support from The Road Back to You, where in ministry this type works well and where it hinders leadership as well. Identifies 1-2 steps for continued growth and other people to provide encouragement as well as accountability.</i></p>	<p><i>Describes why a particular “Type” is selected and offers sparse personal examples of motives that function with this type. Reveals some critical reflection by explaining, through personal example but little support from The Road Back to You, where in ministry this type works well and where it hinders leadership as well. Identifies 1-2 steps for continued growth and other people to provide encouragement as well as accountability.</i></p>	<p><i>Identifies or does not identify student’s “type” offering little to no personal examples of motives. May or may not reveal critical reflection with the text and note steps for future growth.</i></p>	<p>Faculty</p>
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Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of

class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

INCOMPLETE WORK POLICY

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

GRADING

Assignment	Weight/Point Value
Personal Reflection Paper	30
Reading Integration Paper	50
Class Contribution	20
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary’s efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- Asbury Scholar – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/writingcenter
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org.

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

N/A

SAMPLE