

**DM(CPC)918B, TR1: Seminar IV, Missional GPS: Navigation for New Churches**

**2 Credit Hours**

**England**

**Online: September 3 – December 13, 2019**

**On-site Residency: September 27 – October 7, 2019**

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| PROFESSOR INFORMATION |

**Professors:** Winfield Bevins and Bryan Collier

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

* **Winfield Bevins, D.Min.** Dr. Winfield Bevins is Director of Church Planting at Asbury Seminary. He has a passionate to equip others for missional engagement in a post-Christian context. As a seasoned practitioner, he has helped plant churches and has been instrumental in launching several church planting networks. He frequently speaks at conferences on a variety of topics and is a regular adjunct professor at several seminaries.  He is the author of several books, including *Ever Ancient Ever New: The Allure of Liturgy for a New Generation, Church Planting Revolution*, and *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival.*As an author, one of his passions is to help others connect to the roots of the Christian faith for spiritual formation and mission. He and his wife Kay have three beautiful girls Elizabeth, Anna Belle, and Caroline and live in the Bluegrass state of Kentucky. You can find out more about him at his website [winfieldbevins.com](http://winfieldbevins.com).

**Bryan Collier, D.Min.** Dr. Collier is the Founding Pastor and also the Lead Pastor and Ministry Coach at The Orchard in Tupelo, Miss. Prior to planting The Orchard, he served four pastorates in Mississippi and Kentucky.

He began his Master of Divinity at Asbury Theological Seminary in the fall of 1991 and while serving pastorates in Kentucky, and earned his degree in the spring of 1994. Receiving a Beeson Fellowship Grant in 1997, his research focus was in the arena of systems theory and its impact as a tool of the leader. Collier adapted much of MIT Professor Peter Senge’s seminal work, The Fifth Discipline: The Art and Practice of The Learning Organization for church use.

Collier has more than 20 years of experience in pastoral ministry. His interests and expertise includes leadership issues, church for the un-churched and cultural dissection. He is passionate about helping people at all stages of faith grow deep in the love of God and branch out to others with that love. His passion extends to helping leaders and organizations facilitate this growth. To that end he is the author of Becoming An Orchard, Xulon Press, 2006; Gentle Interventions, Xulon Press, 2008; and *The Go-To Church*, Abingdon Press, 2013.

Collier is a sports enthusiast, a voracious reader and enjoys hiking and the outdoors. He is married to Wendy and they have a daughter, Olivia, and a son, Houston.

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| COURSE DESCRIPTION |

This final cohort seminar (Seminar IV: Missional GPS: Navigation for New Churches) runs coterminously with Seminar III. The same is true of the observational part of the situated learning component since there are several crossover components. GPS is all about getting from here to there. For us, that includes putting together the biblical concepts we began with, including a focus on church planting as one component of joining God on his mission to the world and, then, moving on from there to observe how, under the banner of church planting, we go about discerning God’s direction, making disciples, and gathering communities of the kingdom. A special emphasis of this final seminar is on the relational aspects of disciple-making, community “net-weaving,” and building Christian communities.

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| PROGRAM LEARNING OUTCOMES (PLOs) |

By the time students complete the D.Min Program, they will have an accomplished or exceptional ability to:

1. Revisit foundations for sustainable ministry.

* Being immersed in explicit Wesleyan practices of community-based formation around the priorities of Scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.

1. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.

* By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.

1. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.

* Participants must add to their biblical and theological exegesis, cultural- situational exegesis that informs ministry leadership practice on a daily basis.

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| STUDENT LEARNING OUTCOMES (SLOs) |

By the end of DM(CPC)918B, students will have an *accomplished to exceptional* ability to:

1. Demonstrate a wide-ranging knowledge of theological, theoretical, and applied thinking on a range of church planting issues, including missional ecclesiology, living systems, church planting leadership, and church planting priorities in diaspora populations and world cities. (PLO #3)
2. Articulate informed viewpoints vis-à-vis a range of prominent, contemporary church planting issues, emphases, and debates, as well as defend those viewpoints with cogent arguments and reliable evidence. (PLO #2, #3)
3. Integrate theory, theology, and praxis for the selected aspect of church planting ministry. (PLO #2)

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| TEXTBOOKS & RESOURCES |

**Required Reading**

Boren, Scott. *Leading Small Groups in the Way of Jesus.* IVP, 2015. 225 pp. ASIN: B00T4IB3S2, $9.99.

Dickson, John. *The Best Kept Secret of Christian Mission: Promoting the Gospel with More Than Our Lips.* Zondervan, 2010. 240 pp. ASIN: B003JMF3IK, $9.99.

Frost, Michael, and Alan Hirsch. *ReJesus: A Wild Messiah for a Missional Church.* Baker, 2008. 204 pp. ASIN: B0094GP92K, $2.51.

Frost, Michael. *Surprise the World: The Five Habits of Highly Missional People*. NavPress, 2015. 141 pp. ASIN: B012P6LDWA, $3.35.

Hunter, George G. *The Celtic Way of Evangelism: How Christianity Can Reach the West … Again.* 10th Revised edition. Abingdon Press, 2011. 170 pp. ASIN: B004IPPEYU, $9.99.

Nelson, Gary V. *Borderland Churches: A Congregation's Introduction to Missional Living.* TCP Books, 2009. 176 pp. ASIN: B001VH6NVQ, $19.99.

Roxburgh, Alan J. *Missional: Joining God in the Neighborhood.* Baker Books, 2011. 208 pp. ASIN: B004JHY6AK, $1.99.

Roxburgh, Alan J. *Missional Map-Making: Skills for Leading in Times of Transition.* Jossey-Bass, 2009. 225 pp. ASIN: B00333NCSI, $13.00.

Wright, Christopher J. H. *The Mission of God's People: A Biblical Theology of the Church’s Mission.* Zondervan, 2010. 310 pp. ASIN: B003TFE8L0, $17.49.

Total pages: 1,899

**Suggested Reading (Optional)**

(none)

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| ASSIGNMENTS |

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

**1. Pre-Trip Questions (50 points)**

Due Date: September 23, 2019

Points/Percentage: 50

Learning Outcome: 2

Generate a list of 50 questions you have regarding the places, people, and ministry vision/implementation of the churches and organizations we’ll be visiting. Let your reading for both classes inform the questions you ask.

Sample topics include:

* Places
  + Cultural norms, historical background, etc.
* People
  + Church planters, ecclesial/denominational leaders, lay leaders, those the churches want to reach, etc.)

Bring these questions with you, and upload them as an assignment in the online classroom.

**2. Project Presentation (50 points)**

Due Date: November 6, 2019

Points/Percentage: 50

Learning Outcome: 3

During this course, students will present a 30-minute PowerPoint presentation of their Doctor of Ministry project, and will also submit a 5-7 page summary alongside it.

See the grading rubric in the “Additional Assignment Guidelines” section of this syllabus.

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| In-Residency | | | | |
| Assignment Description | SLO | Method of Assessment | Value /Due Date | Evaluator |
| **Assignment #1:** Pre-Trip Questions | #2 | 2-page document with 50 questions | 50%  Due Date:  9/23/2019.  Upload to online classroom. | Faculty |
| Post-Residency | | | | |
| **Assignment #2:** Research Paper | #3 | 30-minute PowerPoint presentation  5-7 page summary, double-spaced, Times New Roman 12 pt. font | 50%  Due: 11/6/2019.  Upload to online classroom. | Faculty |

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| ADDITIONAL ASSIGNMENT GUIDELINES |

See next pages.

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| **Student Learning Outcomes** | **Method of Assessment** | **Exemplary=4** | **Accomplished=3** | **Developing=2** | **Beginning=1** | **Evaluator** |
| **SLO #2:**Articulate informed viewpoints vis-à-vis a range of prominent, contemporary church planting issues, emphases, and debates, as well as defend those viewpoints with cogent arguments and reliable evidence. | Pre-Trip Questions | *Critically evaluates plans and strategies in light of key biblical-theological issues, socio-cultural factors, and real and potential complications. Proposes feasible alternatives for achieving goals.* | *Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. Offers theologically and theoretically appropriate responses.* | *Offers relevant impressions and views but that do not relate to each other as part of an overall evaluation—i.e., in support of a specific thesis.* | *Expresses opinions, but usually they to reflect preconceptions and biases more than careful thinking on new information and ideas.* | Faculty |
| **SLO #3:** Produce a publishable article that effectively centers on an aspect of church planting work (such as discerning a ministry vision, assessing an urban church planting initiative, or recruiting church planting teams. | Project Presentation | *Examines the validity of, and applies SWOT-type analyses of the findings and conclusions of researchers in the field. Offers fresh, value-added proposals based on comparative studies and/or additional research.* | *Assesses, tests, and builds on the research and conclusions of authorities in the field, illuminating weaknesses, strengthening strategies, commending fresh applications, and the like.* | *Reflects on and critically assesses the studies, findings, and applications of authorities in the field. Weighs the validity of their work for a range of contexts and situations.* | *Leans heavily on the research and views of others. Summarizes and commends the tenets of missional ecclesiology but shows the tried and true but with sparse evidence of critical reflection.* | Faculty |

**Project Presentation Rubric**

See below.

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|  | 5 POINTS | 4 POINTS | 3 POINTS | 2 POINTS | NO POINTS |
| CENTRAL IDEA OR THESIS AND DEVELOPMENT | Excels in responding to all the elements of the assignment.  Has a clear central idea or thesis.  Develops solid, convincing evidence and arguments  Has a purpose and point of view | Responds competently to the assignment  Evidence and arguments clearly presented  Has clear purpose and point of view but may have minor lapses in development | Responds less well to assignment  Presents central idea in general terms; may depend on platitudes or clichés  Uses second-rate sources, tends to generalize and use dictionary definitions | Responds poorly to the assignment  Weak or vague central idea or thesis  Central idea or thesis stated but not adequately developed | Does not respond to the assignment or does not pay attention to the assignment guidelines  Lacks a thesis or central idea |
| PLAN & STRUCTURE | Has a plan/structure in mind that corresponds with the purpose or thesis  Successfully implements the plan throughout  Clearly defines terms  Appropriate and helpful subtitles (and sub-sub titles) are included | Logical progression of ideas  Each paragraph relates to the overall thesis  Attempts to define terms  Appropriate headings and subheadings indicating the structure | May list ideas or arrange them randomly rather than using any evident logical structure  May use transitions, but they are likely to be sequential (first, second, third) rather than logic- based | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions  Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective | No appreciable organization; lacks transitions and coherence |
| SELECTION, CRITICAL ENGAGEMENT WITH, AND USE OF SOURCES | Uses well-chosen  primary and secondary sources  Skillfully analyzes and synthesizes the information and/or views in a variety of sources.  Interacts critically with sources  Offers value-added observations, insights, and ideas | Appropriately uses primary and secondary sources  Offers evidence to support positions  Shows understanding of sources and attempts to evaluate them  Analyses and ideas are reasonably solid and useful | May misunderstand sources  May use generalizations to support points  Examples used may be obvious or irrelevant  May depend on unsupported opinion or personal experience  May not acknowledge other views | Depends on clichés or over-generalizations for support, or offers little evidence of any kind  May be personal narrative rather than essay, or summary instead of analysis | Uses irrelevant details or lacks supporting evidence entirely  May be unduly brief  May neglect to use  sources where necessary |
| MECHANICS | Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in specificity/detail  Sentences are clear, not fuzzy, convoluted, or rambling  Paragraphs flow smoothly | Generally uses words accurately and effectively, but may sometimes be too general  Sentences generally clear, well structured, and focused, though some may be awkward or ineffective | Uses relatively vague and general words, may use some inappropriate language  Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing | May be too vague and abstract, or very personal and specific  Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous | Usually contains many awkward sentences, misuses words, employs inappropriate |
| FORM & STYLE | Has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors  Follows Turabian form and style | May contain a few errors, which may annoy the reader but not impede understanding  Mostly follows style requirements | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding  Partly follows style requirements | Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts | Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence |

**Late Assignments:** Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, 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).

**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 (i.e. being too busy) 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).

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

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| GRADING |

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| **Assignment** | **Weight/Point Value** |
| Pre-Trip Questions | 50 |
| Project Presentation | 50 |
|  | **Total:** 100 |

**Grading Scale**

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| **Letter** | **Lowest** | **Highest** |
| A | 95.00% | 100.00% |
| A- | 90.00% | 94.99% |
| 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:

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

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

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| CANVAS (LEARNING MANAGEMENT SYSTEM) |

Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into <http://connect.asburyseminary.edu> and click on the **Online Courses** tab (upper right corner) to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. You will see a link that will direct you 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 this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
   1. **Announcements** – class news and information
   2. **Course Questions** – students can post questions about the course and even answer each other
   3. **Student help link** for navigating Canvas
   4. **Prayer forum**– a forum where students can post prayer concerns and a great way to build community
   5. **Office Hours** – your instructor’s scheduled office hours availability (please note that this may vary based on your instructor)
   6. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**
4. A reminder to access your course materials through the Modules section
5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within the modules.

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| 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](mailto:helpdesk@asburyseminary.edu) or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

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| 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](mailto:student.support@asburyseminary.edu)
* Phone: 859.858.2100 or 800.2ASBURY (toll free)

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| LIBRARY RESOURCES |

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

* Website: [asbury.to/library](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
* Email: [helpdesk@asburyseminary.edu](mailto: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](http://guides.asburyseminary.edu/libraryloan).

**Online Resources**

* ***Asbury Scholar*** *–* Find library books, ebooks, journal articles, and other media at [asbury.to/library](file:///C:\Users\michael.kuney\Downloads\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](http://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](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
* Email: [helpdesk@asburyseminary.edu](mailto: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/library](file:///C:\Users\michael.kuney\Downloads\asbury.to\library)
  + Email: [helpdesk@asburyseminary.edu](mailto: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](http://asbury.to/library).

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| 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/](http://asburyseminary.edu/students/student-services/student-handbook/)

**Attendance/Participation**

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. D.Min. students are required to attend all classes during each residency.

**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](http://plagiarism.org/" \o "Plagiarism Spectrum)

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](https://unicheck.com/) that states if and how another person’s work was used in the assignment. For more information, see [www.unicheck.com](http://www.unicheck.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto: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.

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