Asbury Theological Seminary Syllabus

DM(EXP)916B: Seminar II – Mobilizing Leaders for Movement - Two
2.00 Credit Hours
Extended Learning/Online course
2023 Spring Session/February 6 – May 19, 2023

PROFESSOR INFORMATION

Name: Dr. Ed Love
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Name: Dr. Larry Walkemeyer
Title: Adjunct Professor, Asbury Theological Seminary
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Cell Phone: 562.331.8557

COURSE DESCRIPTION

This course within the Exponential Church Planting cohort critically, constructively, and creatively reflects on a range of mobilization frameworks that move a church's leadership development strategies beyond mere assimilation and toward the rapid multiplication and "sentness" of lay and clergy leaders. The class interaction focuses on the process of mobilizing leaders for missional endeavors in localized communities, and throughout the world. By analyzing past and current movements that have tapped into a mobilization theology and strategy, students gain a fuller understanding of the necessary modes and components for creating a contextualized mobilization culture. Capacities acquired in

this course lead churches toward not only having a mobilization theology, but also creating a sustainable structure for mobilizing leaders.

PROGRAM LEARNING OUTCOMES

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.

2. 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.

3. 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.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of this course, students will have an *accomplished to exceptional* ability to:

1. Explain key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential. (PLO #1, #2)

2. Reflect critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies. (PLO #2, #3)

3. Demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in mobilization effectiveness. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

Welcome to Mobilizing Leaders for Movement! The information below provides an introduction to your teaching team.

Ed Love, D.Min. is currently the Director of Church Multiplication for The Wesleyan Church, where he oversees the Church Multiplication Collective. Dr. Love has planted two multiplying churches, daughtered multiple church plants, and has provided coaching, training, and resources for church planters. Love also designed and teaches the church planting courses at Wesley Seminary. He received his M.Div. from Asbury Theological Seminary and obtained his D.Min. from George Fox Evangelical Seminary. Love is the author of *Fear Not*, *Reclaiming Hope*, *Turn*, *Pioneers*, *Revive*, and many other church multiplication resources. Ed and his wife Emily reside in Muncie, IN with their three kids, Jennah, Josiah, and Micah.

Larry Walkemeyer, D.Min. currently serves as the Lead Pastor of Light and Life Christian Fellowship in Long Beach, CA. Starting with a handful of committed "white folks," the church has grown into a large multi-ethnic church transforming its tough urban neighborhood. A priority on local and global church planting has led to the start of 23 churches nationally and dozens in Ethiopia, Philippines and Indonesia. Holding a doctorate in church leadership and as the author of nine books, Larry speaks and consults frequently. Larry serves as the Director of Equipping and Spiritual Engagement for Exponential and is on the Board of Trustees for Azusa Pacific University. Larry and his wife, Dr. Deb Walkemeyer, have been married since 1978. They have two adult daughters. Larry enjoys snow skiing, waterskiing, biking, traveling, and mission trips.

REQUIRED TEXTBOOKS

Addison, Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches*. IVP Books: 2015. (192 pages)

> $12.98 Paperback, ISBN: 0830844414
> $9.99 Kindle, ASIN: B01959VKGY

Addison, Steve and David Garrison. *The Rise and Fall of Movements: A Roadmap for Leaders*. 100 Movements Publishing: 2019. (234 pages)

$14.46 Paperback, ISBN: 0998639362
$8.49 Kindle, ASIN: B07R9RZ6Z7

Gorvette, Mark. *Lead Like Wesley: Help for Today's Ministry Servants*. Wesley Publishing House: 2016. (192 pages)

$14.99 Paperback, ISBN: 1632571250
$9.99 Kindle, ASIN: B01CF09NXM

Guinness, Os. *The Call: Finding and Fulfilling the Central Purpose of Your Life*. Thomas Nelson: 2003. (268 pages)

$16.42 Paperback, ISBN: 0849912911
$5.99 Kindle, ASIN: B007VDH4HQ

Hirsch, Alan. *Forgotten Ways: Reactivating Apostolic Movements*. Brazos Press: 2016. (384 pages)

$17.13 Paperback, ISBN: 1587433869
$9.99 Kindle, ASIN: B01L9IVGMC

Sanders, Brian. *The Networked Church: 7 Critical Shifts for Moving Beyond Mega and Multisite*. Exponential: 2019. (55 pages)

Free eBook: https://exponential.org/resource-ebooks/networked-church/

Snyder, Howard. *Community of the King*. IVP Academic: 2010. (240 pages)

$16.49 Paperback, ISBN: 0830827498
$14.69 Kindle, ASIN: B0038BR6QY

Walkemeyer, Larry. *Flow: Unleashing a River of Multiplication in Your Church, City and World*. Exponential: 2017. (38 pages)

Free eBook: https://exponential.org/resource-ebooks/flow-unleashing/

Walkemeyer, Larry and Todd Wilson. *The Mobilization Flywheel: Creating a Culture of Biblical Mobilization*. Exponential: 2019. (132 pages)

$12.99 Paperback, ISBN: 1624240267
Not available on Kindle.

Wiest, Jon and Ed Love. *Pioneers: Raising Up Missionary Disciples for the New Frontier*. Kindle Direct Publishing: 2020. (63 pages)

$7.00 Paperback, ISBN: 979-8615443206
$7.00 Kindle, ASIN: B084Z4FXVD

Wilson, Todd. *Made for More: Six Essential Shifts for Creating a Culture of Mobilization*. Exponential: 2019. (190 pages)

> $12.99 Paperback, ISBN: 16242402831
> Not available on Kindle.

Total Pages: 1,988

<div style="background:#1F4E79;color:white;text-align:center">REQUIRED RESOURCES</div>

N/A

<div style="background:#1F4E79;color:white;text-align:center">RECOMMENDED TEXTBOOKS</div>

N/A

<div style="background:#1F4E79;color:white;text-align:center">RECOMMENDED RESOURCES</div>

N/A

<div style="background:#1F4E79;color:white;text-align:center">ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA</div>

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. **Flywheel Reflection Paper (40 points)**

   Due Date: March 10, 2023
   Points/Percentage: 40%
   Learning Outcome: 3

   This 7-8 page (double spaced) reflection paper is to be a developmental analysis of Todd Wilson and Larry Walkemeyer's book, *The Mobilization Flywheel*. The first half of the paper offers a brief SWOT-style analyses of the book's major principles. For the second half of the paper, you develop a plan to implement the mobilization flywheel concept in your church or network. This paper should reflect new insights from the course readings and serve as a tool for your dissertation research.

2. **Dissertation Chapter 2, Full Draft (60 points)**

   Due Date: April 21, 2023
   Points/Percentage: 60%
   Learning Outcome: 1, 2, 3

   For constructing Chapter 2 of your dissertation, please see the instructions at: https://asburyseminary.instructure.com/courses/2814/pages/chapter-2-module-preview

See the "Additional Assignment Guidelines" section of this syllabus for a grading rubric.

Assignments

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Flywheel Reflection Paper	#3	7-8 page paper (double-spaced, Times New Roman, 12-pt font)	40% Due: 3/10/2023. Upload to online classroom.	Faculty
Assignment #2: Dissertation Chapter 2, Full Draft	#1, 2, 3	See instructions at https://asburyseminary.instructure.com/courses/2814/pages/chapter-2-module-preview	60% Due: 4/21/2023. Upload to online classroom.	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

Assignment #2: Dissertation Chapter 2, Full Draft – Grading Rubric

CHAPTER 2

Section	Developing	Progressing	Approved
Overall Literature Review Structure and Flow (Note: This references the entire literature review.)	• The overall literature review partially aligns the purpose and problem and is a collection of research presented mostly as short summaries with little connection between ideas.	• The overall literature review aligns to the purpose, problem, and project and identifies research themes to support the project. • Cited research has some breadth and depth supporting the themes and building on the research of experts in the field specialization of the project.	• The overall literature review aligned to the purpose and problem, supported the research methodology, and included a strong and intentional thematic structure (noted by headings and subheadings) that flows from a macro- to micro-perspective focus to support the project.

			• Cited research has well-aligned breadth and depth supporting the thematic structure using primary as well as secondary sources with known experts in the field specialization of the project.
Overall Literature Review Analysis (Note: This references the entire literature review.)	• The literature review is a collection of research information aligned to the project.	• The literature review provides a beginning analysis of the research, citing single viewpoints to support the project's purpose, and using limited research sources to support the emerging themes for the project.	• The literature review provided an extensive analysis of the research, citing varied viewpoints and using multiple sources of research to support the specific thematic structure of the project.
Overview of the Chapter	• Attempts 1-2 paragraphs previewing several sections of Ch. 2 supporting the research topic • Continues to type in the template	• Includes 1-2 paragraphs that are clear and logical aligning the purpose of the project to the preview of Ch. 2 research topics.	• Provided 1-2 logical paragraphs including the consistent alignment of the problem, purpose, and research methodology with a preview of Ch. 2 thematic topics.
Biblical Foundations	• Provides beginning biblical support with some themes that relate to the project. • Little evidence of outside sources for support.	• Provides biblical support touching on themes, but needs development of ideas and themes.	• Provided a strong foundation of biblical support with appropriate breadth and depth organized by themes (use of subheadings) and well aligned to the project.
Theological Foundations	• Provides beginning theological support with limited structure related to the project. • Little evidence of outside sources for support.	• Provides a foundation of theological concept(s) that relate to the project. • Need development of ideas and themes.	• Provided a strong foundation of theological concept(s) with appropriate breadth and depth (use of subheadings) and well aligned to the project.
Research Analysis Use of Thematic Structure	• Provides research support citing different authors related to the project.	• Provides research support through a series of documentation	• Identified the necessary research framework to support the project.

	• Lists viewpoints to support the project. • Includes authors in the field of specialization. • Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. • Quotes are not often integrated well into paragraphs or connected clearly to them and project.	supporting some themes related to the project. • Provides viewpoints in the analysis with some depth, breadth, and "expert knowledge." • Includes some "known" experts in the field of specialization. • Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric.	• Provided an extensive analysis of the literature supporting each major concept as noted by the thematic structure (noted with headings and subheadings) of the review. • Provided balanced viewpoints in the analysis with appropriate breadth, depth and representation of "expert knowledge." • Included "known" experts in the field of specialization. • Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric.
Literature Support for the Research Design	• Presents information on some of the selected research design citing 1-2 references. (Note: Sensing may be one of the references.)	• Provides rationale of one page citing a minimum of 3 references to support the selected research design for the project. (Note: Sensing may be one of the three references.) • All the project's research methods are addressed.	• Provided a well-supported rationale of one page citing a minimum of 3 references related to the appropriateness of the selected research design for the project. (Note: Sensing may be one of the three references.)
Summary of the Literature Review	• Selects information to support this specific research project.	• Selects the themes and concepts to support this specific research project.	• Selected the most relevant themes and concepts to support this specific research project. • Provided a context for the methodology, anticipated results, and analysis of findings. • The summary transitions to Ch. 3.
Writing Style	• Cites some references	• Writes in past tense about project; present	• Writes in past tense about project; present

			tense about chapter; uses headings with references cited.	tense about chapter; uses headings to support a thematic structure and analysis with all references cited properly according to MLA.
(Note: The literature review usually ranges from 50-75 pages.)	• Types in the template.			

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Explain key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.	Dissertation Chapter 2, Full Draft	*Explains, at an exemplary level, key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Explains, at an accomplished level, key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Explains, at a developing level, key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	*Explains, at a beginning level, key leadership mobilization philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.*	Faculty
SLO #2: Reflect critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies.	Dissertation Chapter 2, Full Draft	*Reflects, at an exemplary level, critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies.*	*Reflects, at an accomplished level, critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies.*	*Reflects, at a developing level, critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies.*	*Reflects, at a beginning level, critically and appreciatively on course readings, lectures, discussions, and case studies vis-à-vis contemporary mobilization methods and strategies.*	Faculty
SLO #3: Demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for	Flywheel Reflection Paper	*Demonstrates, at an exemplary level, up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for*	*Demonstrates, at an accomplished level, up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for*	*Demonstrates, at a developing level, up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for*	*Demonstrates, at a beginning level, up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for*	Faculty

improvements in mobilization effectiveness.		*improvements in mobilization effectiveness.*	*improvements in mobilization effectiveness.*	*improvements in mobilization effectiveness.*	*improvements in mobilization effectiveness.*	

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
Flywheel Reflection Paper	40
Dissertation Chapter 2, Full Draft	60
	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.

<div align="center">**TECHNOLOGY REQUIREMENTS & SUPPORT**</div>

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)

<div align="center">**LIBRARY RESOURCES**</div>

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