INTRODUCTION TO CHURCH PLANTING  
(MS6311)  
August 21-December 17, 2014  
John Mark Terry, Ph. D.  

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COURSE DESCRIPTION:  
This is an introductory course in church planting. The goal will be to gain a general understanding of church planting and church planting issues. Students will integrate theological, missiological, and anthropological church planting principles.

COURSE OBJECTIVES:  

General Learning Objectives  
1. The students will understand the importance of church planting in missions, evangelism, and denominational vitality.  
2. The students will be encouraged to commit themselves to planting new churches in present or future fields of service.  
3. The students will appreciate the value of cooperation in church planting projects.  
4. The students will come to appreciate the value of anthropology in understanding their target audience.  
5. The students will appreciate the value of sociological research in preparation for church planting.  
6. The students will understand the biblical mandate for planting new churches cross-culturally.

Specific Learning Objectives  
1. The students will be able to list the models of church planting presented in the course and write a brief description of each.  
2. The students will be able to draw a diagram that explains the process of cross cultural communication.
3. The students will be able to list and explain the six characteristics of an indigenous church.
4. The students will be able to list the characteristics of an effective church planter.
5. The students will be able to list the phases of the relationship of a church planter to an indigenous church.
6. The students will be able to list and explain the ten steps in the Pauline cycle of church planting according to Hesselgrave.

REQUIRED TEXTS:

David J. Hesselgrave, *Planting Churches Cross-Culturally* (Baker)
J D Payne, *Discovering Church Planting* (Paternoster, 2009)

COURSE REQUIREMENTS:

1. Exams [Two Major Tests: 50% of the Grade]: Mid-Semester Exam/Oct 8; Final Exam/December 16 or 17. The professor will provide a study guide for each exam.
2. Interaction Forms. [10% of the Grade] Students must submit an interaction form for each textbook. The interaction form on Hesselgrave’s book is due on October 7 and the interaction form on Payne’s book is due on December 11, 2014.
3. Critical Book Review. [10% of the Grade] Students must submit a critical book review, prepared according to the professor’s guidelines. The review must be six pages, double-spaced. The book you review must be a book on church planting and be approved by the professor. The book review is due on October 23, 2014.
4. Research Paper. [30% of the Grade] Each student must submit a research paper on a particular approach to church planting. The research paper should be fifteen pages in length (double-spaced) and conform to the seminary’s style guide. The research paper is due on December 11, 2014. Possible topics include:

1. The Apostle Paul’s Church Planting Strategy
2. Pioneer Evangelism
3. Jack Redford’s Strategy
4. Church Planting Movement
5. Charles Brock’s Indigenous Strategy
6. The Mother Church Strategy
7. The Big Splash
8. Urban Church Planting
9. John Nevius’ Strategy
10. Kenneth Strachan and Saturation Evangelism
CLASS ATTENDANCE:

Students have a maximum of nine absences during the course term. Three tardy marks are equal to one absence.

LATE WORK:

Work turned in late will incur a deduction of two points for each day late. The student is responsible to get late papers to his or her instructor. No papers accepted after the last day of class.

CLASS CONDUCT:

1. All talking should stop when the bell rings. Students should be attentive to the prayer requests of other class members.

2. No one is to leave the classroom until the class ends unless it is an emergency.

3. Computers, cell phones, and other electronic devices may only be used for taking notes or other class related activities. Surfing the internet, texting, tweeting, etc. are not permitted. Students who abuse this policy will not be allowed to bring such devices to class.

4. Class is not dismissed until the professor dismisses the class (even after the bell rings).

5. Students should exhibit a Christ-like attitude and demeanor at all times.

After a warning, points will be deducted from the student’s grade for violation of any of the above rules.

MEETINGS WITH THE PROFESSOR:

Usually, the professor is available to meet with students immediately after class. For appointments at other times, please see the professor or his assistant in the secretarial office.
**GRADING SCALE:**

Grade point averages are determined on a 12-point grading system. The grade point value of each letter grade is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality Points Per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>95-96</td>
<td>3.8</td>
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<tr>
<td>B+</td>
<td>93-94</td>
<td>3.5</td>
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<tr>
<td>B</td>
<td>90-92</td>
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<tr>
<td>B-</td>
<td>87-89</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>84-86</td>
<td>2.3</td>
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<td>C</td>
<td>81-83</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77-80</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>75-76</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72-74</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>70-71</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>69 and below</td>
<td>0.0</td>
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The 12-point grading scale allows a student to graduate possibly with a perfect 4.0 average. A grade point average of 2.0, however, will constitute the lowest passing average to graduate. Anything below 2.0 will be the basis for probation/suspension purposes.
# COURSE SCHEDULE
(Syllabus May Change at the Discretion of the Professor)

<table>
<thead>
<tr>
<th>Week One:</th>
<th>Class Organization</th>
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<tbody>
<tr>
<td>August 21</td>
<td>--Introductions &amp; Syllabus</td>
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<thead>
<tr>
<th>Week Two:</th>
<th>Introduction to Church Planting</th>
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<tr>
<td>August 26</td>
<td>--Definitions</td>
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<td>August 27</td>
<td>--Necessity for</td>
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<td>August 28</td>
<td>--Objections to</td>
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<tr>
<th>Week Three</th>
<th>Church Planting in the New Testament</th>
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<tbody>
<tr>
<td>September 2</td>
<td>--Church Planting in the Apostolic Church</td>
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<tr>
<td>September 3</td>
<td>--continued</td>
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<td>September 4</td>
<td>--continued</td>
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<thead>
<tr>
<th>Week Four:</th>
<th>The Apostle Paul’s Church Planting Pattern</th>
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<tbody>
<tr>
<td>September 9</td>
<td>--Paul’s Strategy</td>
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<tr>
<td>September 10</td>
<td>--continued</td>
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<tr>
<td>September 11</td>
<td>--Factors in Paul’s Success</td>
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<th>Week Five:</th>
<th>Church Planting and Missions Strategy</th>
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<tbody>
<tr>
<td>September 16</td>
<td>--Defining Strategy</td>
</tr>
<tr>
<td>September 17</td>
<td>--Types of Strategy</td>
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<tr>
<td>September 18</td>
<td>--Factors Affecting Strategy</td>
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<th>Week Six:</th>
<th>Pauline Cycle</th>
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<tbody>
<tr>
<td>September 23</td>
<td>--Pauline Cycle</td>
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<tr>
<td>September 24</td>
<td>--continued</td>
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<tr>
<td>September 25</td>
<td>--continued</td>
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<th>Week Seven:</th>
<th>Models of Church Planting</th>
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<tbody>
<tr>
<td>September 30</td>
<td>--Core Group (Mother Church)</td>
</tr>
<tr>
<td>October 1</td>
<td>--Church Extension</td>
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<tr>
<td>October 2</td>
<td>--House Church</td>
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</tbody>
</table>
Week Eight:
October 7 --Cell Church
October 8 -- Mid-term Test
October 9 --Fall Break! (Off Thursday & Friday)

Week Nine: Models of Church Planting
October 14 --Evangelistic Bible Study Groups
October 15 --Charles Brock’s Principles
October 16 --Satellite Church

Week Ten: Models of Church Planting
October 21 --Multi-Congregational
October 22 --Church Planting Movement
October 23 --CPM, continued

Week Eleven: Initial Actions
October 28 --Prayer
October 29 --Surveying
October 30 --Cultivation

Week Twelve: Evangelism in Church Planting
November 4 --Cross-Cultural Evangelism
November 5 --Missions Day, No class
November 6 --Effective Evangelistic Methods

Week Thirteen: Evangelism in Church Planting
November 11 --Evangelistic Bible Study Groups
November 12 --Groups, continued
November 13 --Worship

Week Fourteen: Organizing the New Church
November 18 --Location, Name
November 19 --Church Polity
November 20 --Finances

Thanksgiving Holidays (November 21-December 2, 2013)
Week Fifteen: Church Growth
December 2 --Principles of Church Growth
December 3 --Types of Church Growth
December 4 --Healthy Church

Week Sixteen: Exit Strategy
December 9 --Leadership Development
December 10 -- Phase Out
December 11 --Constituting a New Church

Week Seventeen: FINAL EXAMINATION
December 16 --Final Exams
December 17 --Final Exams

Christmas Holidays (Dec. 18-Jan. 21, 2014-15)
BOOK REVIEW GUIDELINES

The style of a book review is a modified form of the style for a research paper. These instructions will address only those unique features in which the book review differs from research paper style.

Title Page

Imitate the example provided on page three.

The title on the title page is simply the title of the book *italicized* in ALL CAPS. No bibliographic information should be given on the title page.

Bibliographic Information on the First Page of Text

A fill bibliographic reference to the book takes the place of the title on the first page of text. Follow the bibliographic reference with the number of pages and the price of the book.

For example:


This bibliographic reference should be placed in the same location as a title on the first page of text (two inches from the top of the page) but it is not centered, nor does it appear in all CAPS. Leave two single blank lines between the bibliographic reference and the body of your review.
References

You may refer to pages in the book being reviewed by the use of parentheses in the body of your review rather than by footnotes at the bottom of each page. You need not cite the author’s name. It will be assumed that you are referring to the book being reviewed. Simply give the page number in parenthesis. For example, (14).

Divisions of a Book Review

Introduction

Begin the review with a section that briefly introduces the book and the book’s author. Biographical information about the author (education, training, experience, etc.) should be included only as it demonstrates the author’s competency to write the book. Within the context of the paper, do not use titles (Dr., Rev., etc.). In most five-page reviews, you will likely need to limit the introduction to one or two paragraphs. The introduction should in all cases be a maximum of one-half page in length.

Summary

The purpose of a critical book review is only minimally to provide a summary of the book. Address first of all the author’s purpose and the primary thesis he or she is presenting. Relate that purpose or thesis to the work of others in the field (is the author contradicting, supporting, or building off the work of others?) Follow this up with a summary of the main points by which the author argues the thesis or accomplishes the book’s purpose. Overall, the summary should extend to no more than two pages.

Critical Evaluation

“Critical” does not necessarily mean saying something negative about the book. Rather, it implies a careful weighing of the claims and arguments used to support them. On the one hand, you should avoid bland endorsements, such as, “This is a good book that should be recommended reading for everyone.” Avoid blanket dismissals as well, such as, “This is a lousy book not worth reading.” On the other hand, avoid trivial criticisms, such as pointing out irrelevant factual errors or typographical mistakes. Instead, engage the main points that relate to the author’s argument.
Questions to ask yourself include:
1. Are the claims and arguments well supported? Are there factual errors among the author’s main contentions? What are the strengths and weaknesses in the author’s argumentation? Include in your assessment an evaluation of the arguments biblically and theologically.
2. Does the author approach the subject with any overall perspectives that influence or condition his or her conclusions? These may be theological, experiential, philosophical, denominational, or cultural perspectives. Do these perspectives limit the value of the work or its applicability (in certain cultures, certain settings, etc.).
3. How does the author’s presentation fare when compared to other work done in the field? How successful and significant is this work when evaluated within its own field? To what extent does work done in other fields affirm or question the author’s claims?

Throughout your critique, be specific in your evaluations. Do not just tell the reader about the book; tell and show the reader with concrete examples from the book. As previously suggested, include page numbers when making specific reference to the book.

**Conclusion**

In a final paragraph or two, give your overall evaluation of the book. In light of its strengths and weaknesses, state the value of the work for your own research, general knowledge, or ministry. Conclude with a brief comment about the author’s achievement.
CHURCH PLANTING COURSE
INTERACTION FORM

Name____________________________ Date________

Course Title_____________________________________________

Title of book_____________________________________________________________

Author__________________________________________________________________

Your Evaluation: (1 lowest—10 highest) ____________
Summary:

What new insights have you gained from reading this book?
1.

2.

3.

4.

5.

How can these new insights be applied to your own life and ministry?
1.

2.

3.

4.
SELECTED BIBLIOGRAPHY

Books


Oden, Barbara. *The ‘How to’ Book for Starting Ministry in Multifamily Housing*


The Pastor’s Helper for Growing a New Church. Atlanta, GA: Home Mission Board. n.d.


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Ridley, Charles R. How to Select Church Planters: A Self-Study Manual for Recruiting,


Thurmond, Joyce V. *New Wineskins: A Study of the House Church Movement.* Frankfurt, Germany: Verlag Peter Lang, 1982.


