

# Asbury Theological Seminary Syllabus



**DM(CPC)915A, W1: Early Church Lessons for 21<sup>st</sup> Century  
Church Planters**  
**2 Credit Hours**  
**Wilmore, Kentucky/Hybrid**  
**Online: May 30 – August 25, 2017**  
**On-site Residency: July 17 – 21, 2017**

## PROFESSOR INFORMATION

**Professors:** Winfield Bevins and Bryan Collier  
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Welcome to Early Church Lessons for 21<sup>st</sup> Century Church Planters! The information below provides an introduction to your teaching team.

**Winfield Bevins, D.Min.** Winfield Bevins serves as the Director of Church Planting at Asbury Seminary, and delights in holding a position that exposes him to such depth and diversity in the Christian tradition. Through the years, he has served with a passion for equipping others to spread the gospel in their own context, especially through church planting. As a seasoned practitioner, he has used his experience to train leaders from diverse backgrounds on four different continents. He frequently speaks at conferences, churches, seminaries, and retreats on a variety of topics. He is the author of several books and his writings have appeared in numerous places such as *Christianity Today* and *Exponential*. 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: A United Methodist Congregation in

Tupelo, Miss. Prior to planting The Orchard, he served four pastorates in the Mississippi and Kentucky Annual Conferences of The United Methodist Church.

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 been an ordained Elder in The Mississippi Annual Conference of The United Methodist Church since 1996.

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 and *Gentle Interventions*, Xulon Press, 2008.

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.

## 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 (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.
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.

### STUDENT LEARNING OUTCOMES (SLOs)

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)

### TEXTBOOKS & RESOURCES

#### Required Reading

Collier, Bryan. *The Go-To Church: Post MegaChurch Growth*. Abingdon Press, 2013.  
154 pp. ISBN-13: 978-1426753251, \$11.03. / ASIN (Kindle): B00BND7FXI, \$9.99.

Cron, Ian Morgan & Suzanne Stabile. *The Road Back to You: An Enneagram Journey to Self-Discovery*. IVP, 2016. 240 pp. ISBN-13: 978-0830846191, \$18.10. / ASIN (Kindle): B01CNZG896, \$9.60.

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 pp. ISBN-13: 978-0802844590, \$18.00. / ASIN (Kindle): B0029ZBH4W, \$9.99.

DeYmaz, Mark. *Building a Healthy Multi-ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation*. Jossey-Bass, 2007. 240 pp. ISBN-13: 978-0787995515, \$18.58. / ASIN (Kindle): B004HFRFOS, \$13.00.

Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Zondervan, 2012. 400 pp. ISBN-13: 978-0310494188, \$26.38. / ASIN (Kindle): B005JSGB5Q, \$19.99.

Nida, Eugene. *Customs and Cultures: Anthropology for Christian Missions*. William Carey Library Publishing, 1975. 306 pp. ISBN-13: 978-0878087235, \$3.88. / Not available on Kindle.

Ott, Craig and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Baker Academic, 2011. 464 pp. ISBN-13: 978-0801035807, \$25.60. / ASIN (Kindle): B00BQYK1A8, \$17.60.

Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches that Multiply*. B & H Academic, 2016. 416 pp. ISBN-13: 978-1433692161, \$25.77. / ASIN (Kindle): B01DTPZNL8, \$9.99.

Total Pages: 2,547

### Suggested Reading (Optional)

(none)

## 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. Personal Reflection Paper (30 points)

Due Date: June 9, 2017

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 17, 2017

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 17 – 21, 2017

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.

Pre-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> Personal Reflection Paper	#3	Reflection paper on <i>The Road Back to You</i>	30%  Due: 6/9/2017.  Upload to	Faculty

			online classroom.	
<b>Assignment #2:</b> Reading Integration Paper	#2	Integration paper (7 other books in required reading)	50%  Due: 7/17/2017.  Upload to online classroom.	Faculty
<b>In-Residency</b>				
<b>Assignment #3:</b> Class Contribution	#1	Active seminar participation	20%  Due: 7/17-21/2017.	Faculty

#### ADDITIONAL ASSIGNMENT GUIDELINES

See below.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
<b>SLO #1:</b> 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.	Class contribution	<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>	<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>	<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>	<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>	Faculty
<b>SLO #2:</b> 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.	Reading integration paper	<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>	<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>	<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>	<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>	Faculty

<b>SLO #3:</b> Produce a competent, well-researched, biblically centered, theology of church planting.	Personal Reflection Paper	<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 <b>The Road Back to You</b>, 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 <b>The Road Back to You</b>, 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 and support from <b>The Road Back to You</b>, 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>	Faculty
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**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.

## GRADING

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

## Grading Scale

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%
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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, 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.

### MOODLE (LEARNING MANAGEMENT SYSTEM)

Moodle is the current learning management system used for Asbury seminary classes. Log into <https://connect.asburyseminary.edu/>. Click on the **grid matrix** (e.g., large square comprised of nine smaller squares). Click on the **Online Classroom** graphic 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. Information is arranged as follows:

The **Course Information Center** contains two main sections with features noted below:

**1. Course Related:**

- **Announcements** – class news and information
- **Syllabus** – the course syllabus
- **Meet Your Professor** – a short profile about your professor with photo
- **Course Schedule** – the course schedule with assignments and due dates
- **Expectations** – requisites for the instructor and students
- **Netiquette** – tips for communicating effectively online
- **Course Questions** – students can post questions about the course and even answer each other
- **Library Links** – help finding and accessing library resources

**2. Community Related:**

- **Prayer and Praise** – a forum where students can post praises and prayer concerns and a great way to build community

- **Let's Talk** – a forum where students can post information such as an upcoming birthday or event and discuss topics that are not course related
- **Community Formation** – links to ATS Community Formation & Christian Formation Process
- **Course Evaluation** – links to a course evaluation form at the end of the term

The modules located below the Course Information Center are labeled by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located in the modules.

## 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.

## 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: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](http://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](http://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](http://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](http://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).

## 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. DMin 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)

In this course we may utilize Turnitin, 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 turnitin.com that states if and how another person's work was used in the assignment. For more information, see [www.turnitin.com](http://www.turnitin.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

### **Statement on Inclusive Language**

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to

etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the "Suggestions for Inclusive Language" to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits to more just expressions.

### **Copyright Information**

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