



**Course Syllabus
Wycliffe College
Toronto School of Theology**

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes. The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at <https://wycliffecollege.ca/remotelearning>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Course Identification

Course Number:	WYP2560HF
Course Format:	Online
Course Name:	Church Planting and Fresh Expressions of Church
Course Location:	Zoom
Class Times:	Mondays 2:00pm – 4:00pm
Prerequisites:	None

Instructor Information

Instructor: John Bowen and Matt Pamplin
Telephone: (289) 237 0891, (905) 746-4823
E-mail: jbowen@wycliffe.utoronto.ca, infostclaircc@gmail.com
Office Hours: By appointment

Course Description

Beginning new churches to serve areas and cultures where no church exists is a historic expression of the missio dei. The practice begins in the Book of Acts and has continued through Christian history, but is taking fresh and sometimes unconventional forms in Western society today. This course lays foundations for church planting and fresh expressions of church in scripture and theology, and then looks at contemporary practice through exposure to current resources, issues, and practitioners.

Course Resources

Required Course Texts

John Bowen (ed.), *Green Shoots Out of Dry Ground: Growing a New Future for the Church in Canada*. Eugene: Wipf and Stock, 2013.

Copies are available from John Bowen at a price of \$25, based on the "author's rate" plus postage. (This compares with \$39 on Amazon.)

Mark Lau Branson and Nicholas Warnes, *Starting Missional Churches: Life with God in the Neighborhood*. Downers Grove: InterVarsity 2014.

This is available through the University of Toronto Bookstore website, www.uoftbookstore.com. If you have questions please contact (Wycliffe graduate!) Dr Heather Weir lawinfo@uoftbookstore.com.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Course Learning Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<p>By the end of this course, students will be able to:</p>	<p>This outcome will be demonstrated through these course elements:</p>	<p>This course outcome corresponds to these aspects of Wycliffe’s statements of outcomes (MTS, MDiv):</p>
<ul style="list-style-type: none"> • express how pioneering ministry intersects with the Triune God’s mission in culture, with specific attention to the Canadian situation; 	<p>Assignment 1</p>	<p>MTS: 1.6 MDiv:1.6</p>
<ul style="list-style-type: none"> • articulate a biblical and theological rationale for pioneering ministry; 	<p>Assignment 2, 3</p>	<p>MTS: 2.1 MDiv:2.1</p>
<ul style="list-style-type: none"> • appraise character traits required for leadership in a particular pioneering setting; 	<p>Assignment 3</p>	<p>MTS: 3.3 MDiv: 2.4, 3.1</p>
<ul style="list-style-type: none"> • determine the characteristics of a church planting or fresh expression model most appropriate for a current pioneering opportunity; 	<p>Assignment 4</p>	<p>MTS: 2.3 MDiv: 2.2, 2.3</p>
<ul style="list-style-type: none"> • assess, through a theological reflection model, how indicators of success/failure are identified in a particular pioneer ministry 	<p>Assignment 4</p>	<p>MTS: 2.3 MDiv: 2.3</p>

<ul style="list-style-type: none"> • design a strategic plan for a proposed new church plant or fresh expression of church 	<p>Assignment 4</p>	<p>MTS: 3.3 MDiv: 2.3, 2.4, 3.3</p>
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Evaluation

Requirements

1) Assignment 1: Reading Report on *Green Shoots*

Weight: 15%
Due: Week 8, November 2, by the beginning of class
Length: 4 pages (approx. 1,000 words)

Description: Read chapters 1, 3, 4, 5, 6, 9, 11, plus five others (including at least one from Part 3) and report on your reading. Do not summarize the book. Provide the thesis and purpose of the book and then interact with three thoughts from the book that are influencing your own understanding of pioneering ministries in Canada. Your reflection should include new insights, practical application points, and areas of critical thought explaining where and why you particularly agree or disagree with that particular author. Please make sure to make reference, however brief, to each of the chapters you read. (Complete footnotes are not needed, simply the page number.)

2) Assignment 2: Reading Report on *Starting Missional Churches*

Please summarise what to you are the most important points from each chapter, noting what is distinctive about each church plant. Include whatever was most helpful for you, and anything that you were unsure about or disagreed with. Conclude with a summary of the most important things you learned from the book. (Complete footnotes are not needed, simply the page number.)

Weight: 15%
Due: Week 8, October 28, by the beginning of class
Length: 4 pages (approx. 1,000 words)

3) Assignment 3: Personal Reflection on Pioneering Ministry

Weight: 25%
Due: Week 10, November 16, by the beginning of class
Length: 8 pages (approx. 2,000 words)

This is an opportunity to do a personal summary of what you have learned and are learning through this course, both the readings and class lectures and discussion. Please include such things as:

- A theological and biblical rationale for pioneering ministries
- A summary of practical learnings, e.g. different models of pioneering, pros and cons of different approaches, comments on guest speakers' presentations
- An analysis of what you have learned about pioneering leadership
- Where you think your own gifts and experience might fit in the spectrum of pioneering ministries. Please include what you learn from the "Five-Fold" test online [here](#).

4) Assignment 4: Strategic Plan for a New Christian community

- On the basis of what you are learning through this course, write a new chapter for *Planting Missional Churches*. Obviously, this will be fiction, and you should let your imagination run wild. Write in the first person (I or we) and mainly in the past tense (this is what we did). But at the same time, you will need to show clearly how your story has been influenced by your reading and by class lectures. Please be generous with footnotes to indicate where certain ideas come from.
- The following are suggestions as to factors you may or may not wish to include in your account:
 - How you discovered an area in your city or town that was "under-churched."
 - Describe what kind of research or discernment you went through, e.g. looking up statistics, prayer walks, "missional listening."
 - Explain what financial considerations went into your thinking.
 - If you found a vision statement or mission statement useful, explain how and why it came about, and include the text in your paper.
 - What was the involvement of your "sending church" (if any) or denomination (if any)?
 - How did you decide the way forward? What steps did you take?
 - Describe your core team, and something of their strengths and weaknesses.
 - What early "successes" did you have? What "failures"?
 - How did your vision change over time?
 - You should describe at least the first year of the project, but not more than five years.
 - In conclusion, assess where you are now, and how you imagine (and pray!) the future will unfold.

Ask questions of the visiting guest lecturers and church planters to help you determine what they needed to get started. **Please bring an outline of your paper for discussion in class in Week 12 (November 30th).**

Weight: 45%

Due: December 16, midnight
Length: 15 – 20 pages (3,500 – 5,000 words)

NB: All assignments should be submitted in WORD format (not PDFs) as attachments to an email addressed to john.bowen@utoronto.ca.

Grading System

<i>Letter Grade</i>	<i>Numerical Equivalents</i>	<i>Grade Point</i>	<i>Grasp of Subject Matter</i>
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work. Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under exceptional circumstances, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from

other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1

September 14 Course Introduction (JB & MP)

Week 2

September 21 Gospel, Mission, Church, and Discipleship (JB & MP)

Week 3

September 28 The St Clair Story (MP, with guests)

Week 4

October 5 Church Planting and Fresh Expressions (JB)

The topics of the remaining classes will be announced as the schedule becomes firm. After the first month, resource people (church planters, denominational leaders, teachers) will be invited to be guest teachers. We will provide exact dates of those visits as they are arranged, and address the following topics in the other weeks:

- The Prayer and Spiritual Life of the Planter
- Assessing a Neighborhood
- Models of Church Planting
- The Gifts Needed in a Church Planter
- Building a Team
- Financing your Church Plant
- When Church Plants Fail
- Denominations and Church Planting

Week 5	<i>October 12</i>	Thanksgiving (no class)
	<i>October 16</i>	<i>Please note: Friday make-up class, 2-4.</i>
Week 6	<i>October 19</i>	
Week 7	<i>October 26</i>	Reading Week (no class)
Week 8	<i>November 2</i>	Assignments 1 and 2 due
Week 9	<i>November 9</i>	Discussion of Assignment 4
Week 10	<i>November 16</i>	Assignment 3 due

Week 11	November 23	
Week 12	November 30	Discussion of Final Paper
Week 13	December 7	
Week 14	December 14	Where Do We Go from Here? Ideas and Strategies Assignment 4: Due December 16 by midnight!

Bibliography

Note: Those titles in bold are of particular importance; those marked with a (C) are by Canadians.

Allen, Roland. *Missionary Methods, St. Paul's or Ours?* Grand Rapids: Eerdmans, 1962.

Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids: Baker Academic, 2003.

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Griffiths, Michael. *Missional Body: The Beauty and Purpose of the Church*. Allen TX: Bold Grace, 2019.

Hastings, Ross. *Missional God, Missional Church: Hope for Re-evangelizing the West*. Downers Grove: IVP Academic, 2012. (C)

Halter, Hugh and Matt Smay. *The Tangible Kingdom: Creating Incarnational Community*. San Francisco, Jossey-Bass, 2008.

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