CHMN606

# TECHNIQUES IN CHURCH PLANTING

*Summer, 2023*

*Erlo Braun—DMin*

Andrews
University
Seek. Affirm. Change.

# Andrews University

## CHMN606
## TECNIQUES IN CHURCH PLANTING
### 2023

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### GENERAL CLASS INFORMATION

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Class location:        Andrews University Campus—Berrien Springs, MI
Class meeting dates:   June 25-29,2023 Seminary Building S215
Class meeting times:   Sun—6-9:30 pm Mon-Thur—8am to 6pm
CourWebsite:           learninghub.andrews.edu

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### INSTRUCTOR CONTACT

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Instructor:    Erlo Braun—DMin
Telephone:     +55 19 99690 0863
Email:         erlo.braun@gmail.com;

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### COURSE DESCRIPTION

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Development of an awareness of the importance of church planting. Basic models and procedures for successful church planting programs.

This course studies the theology, history, and theory of church planting. Participants will be challenged to consider their role in proclaiming the message of the kingdom of God in their generation, in the light of the Biblical teaching of church planting. In addition, they will acquire insights on how to effectively plant churches in their ministerial context.

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### COURSE MATERIALS

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**Required:**

1. Malphurs, Aubrey. *Planting Growing Churches for the Twenty-first Century, 3 ed. Baker Book House, 2000.*
2. Stetzer, Ed. *Planting Missional Churches.* Broadman and Holman, 2006.
3. Jones, Tom, ed. *Church Planting from the Ground Up.* Joplin, MO: College Press Publishing Company, 2004.

**Recommended:**

1. Becker, Paul. *Dynamic Church Planting.* Vista, CA: Multiplication Ministries, 1992.
2. Brock, Charles. *The Principles and Practice of Indigenous Church Planting.* Nashville: Broadman Press, 1981
3. _____. *Indigenous Church Planting.* Neosho, MO: Church Growth International, 1994.
4. Chaney, Charles L. *Church Planting at the End of the Twentieth Century.* Wheaton: Tindale House, 1991.
5. Cole, Neil. *Organic Church.* San Francisco: Jossey Bass, 2005. Galloway, Dale and Warren Bird. *Starting a New Church: How to Plant a High-Impact Church.* Kansas City, MO: Beacon Hill Press, 2003.
6. Harris, Richard H., ed. *Reaching a Nation through Church Planting.* Alpharetta, GA: North American Mission Board, SBC, 2002.
7. Hierbert, Paul G. and Eloise HierbertMeneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids, MI: Baker Books, 1995.
8. Logan, Robert. *Beyond Church Growth.* Old Tappan, NJ: Fleming H. Revell Co., 1989.
9. _____. *Church Planter's Tool Kit.* Pasadena: Charles E. Fuller Institute, 1991.
10. _____. *Be Fruitful and Multiply*. St. Charles, IL: ChurchSmart Resources, 2006.
11. Moore, Ralph. *Starting a New Church.* Ventura, CA: Regal Books, 2002.
12. Nebel, Tom. *Big Dreams in Small Places: Church Planting in Smaller Communities.* St.*Charles, IL: ChurchSmart Resources, 2002.*
13. Nebel, Tom and Gary Rohrmayer. *Church Planting Landmines.* St. Charles, IL: ChurchSmart Resources, 2005.
14. Patterson, George. *Church Multiplication Guide.* Pasadena, CA: William Carey Library, 1993.
15. Piper, John. *Let the Nations Be Glad*. Baker Academics, 2005.
16. Rainer, Thom S. and Eric Geiger. *Simple Church.* Nashville: Broadman and Holman, 2006.
17. Searcy, Nelson e Kerrick Thomas. *Launch: Starting a New Church from Scratch*. Ventura, CA: Regal Books, 2006.
18. Stevenson, Phil. *The Ripple Church. Indianapolis, IN: Wesleyan Publishing House, 2004.*
19. Towns, Elmer and Douglas Porter. *Churches that Multiply: A Bible Study on Church Planting. Kansas City, MO: Beacon Hill Press, 2003.*
20. Braun, Erlo. (2018) Plantación *urbana: el evangelio invadiendo las ciudades (Spanish Edition)* Kindle Edition. 120 pages

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## REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## OUTCOMES /OBJETIVOS

**Program Learning Outcomes (PO)**

*MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes*
1. Effectively delivers biblically-based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.

4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Is capable of reaching specific social groups.

**Student Learning Outcomes (SLO). The student should be able to**:

1. Biblically explain the theological bases for church planting.
2. Apply the different church planting strategies.
3. Train members for evangelism with church planting techniques.

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### TOPICS AND ASSIGNMENTS

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| Month | Date | Class Topic | Assignments Due |
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| **Feb, 2023 to June, 25 2023** | | Complete *30 hours of reading* from the Required and Recommended book list, above | *June 25, 2023*<br>• First day of class<br>• Late reports—6 point deduction |
| **June** | 25 | • General information about the course<br>• Review of course requirements<br>• Creation of small groups to foster collective learning during the course<br>• **(SLO 1)** | *Devotional*. Daily small group discussion and collaborative learning sessions on the subject |
| **June** | 26 | **Church Planting:**<br>• Rationale for church planting<br>• Church planting in the OT<br>• Church planting in the Gospels<br>• Church planting in the Apostolic Church<br>• Church planting in Paul's writings<br>• Brief history of church planting in the SDA Church<br>• Church planting in the writings of Ellen G. White<br>• **(SLO 2)**. | *Devotional*. Daily small group discussion and collaborative learning sessions on the subject |
| **june** | 27 | **The Church Planter:**<br>• Types of church planters<br>• The personal life of church planters<br>• ("Mine field") mistakes church planters should avoid<br>• **(SLO 3)** | *Devotional*. Daily small group discussion and collaborative learning sessions on the subject |

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|---|---|---|---|
| **June** | 28 | **Church Planting Strategies and Models:**<br>• Regional strategies for church planting<br>• Church planting methods<br>• Contemporary models for church planting<br>• Community projects and church planting<br>• **(SLO 4)** | *Devotional*. Daily small group discussion and collaborative learning sessions on the subject |
| **June** | 29 | **Church Planting Factors and Challenges:**<br>• Factors associated with church planting<br>• Church planting in different societies<br>• Church planting in metropolitan contexts<br>• Church planting in small cities<br>• Case studies in church planting<br>• Collective learning—Small group presentations<br>• **(SLO 5)** | *Devotional*. Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1-10 point scale. (**10 points** of the final grade). |
| **Sep** | 25 | | **Final project is due today (Sept. 25)**. Email an electronic MSW 20-page final research paper before midnight to: erlo.braun@gmail.com; erlo.braun@ucb.org.br |
| **Oct** | 25 | | Late assignments receive no more than a **B** by midnight on this day (**October 25, 2023**). |
| **Nov** | 25 | | Late assignments receive no more than a **C** by midnight this day (**November 25, 2023**). |
| **Dec** | 25 | | *172 days from the first day of class*. Students who have not completed all intensive requirements by **December 14, 2023,** will receive a DN and will need to repeat the class. |

**Credit-Hour Definitions**

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments:

- Class lectures and guided studies:          45 hours
- Pre-intensive reading report:               30 hours
- Post-intensive project report:              60 hours
- **Total**:                                  **135 hours**

**Criteria for Grades**
- Pre-intensive reading report                              30 Points
- Group presentation during the intensive program          10 points
- Post-intensive project report (20 pages)                 60 Points
- **Total**:                                                **100 Points**

**Reading Report Criteria (30 points)**
- A total of 30 hours from the required and recommended list—1 point per hour read—up to 30 hours. *This report is due the first day of class (**June 25, 2023**).* There is a 6-point deduction for late submission of this report.

**Collaborative Learning Presentation (10 points)**
- Course participants will be organized in small groups during the first day of class to discuss and research on a ministerial challenge or issue. Time will be allowed during the week for this task.
- The findings will be presented to peers using Power Point technology during the last day of class (**June 29, 2023).**
- The presentation should take no more than *30 minutes* and the Power Point slides should be shared with all classmates.
- Each participant will grade group members with a 1-10 scale taking into account **a)** Contents, **b)** organization of the material, and **c)** delivery. The points will count towards the final grade of the course.

**Research Project Report Criteria (60 points)**
- Students will have 3 months after the beginning of the intensive to complete a 20-page research project based on topics unveiled during the intensive.
- The report will have the following sections: **1)***Title page*. **2)***Table of Contents*. **3)***Introduction*. **4)***Theoretical foundations about the topic*—content should be biblical and should integrate current literature on the subjects, a minimumof 15 sources from the past 10 years. **5)***Description of the project*—including implementation plans or implementation narrative—if the project is implemented. **6)***Conclusion.***7)***Reference list*.
- A detailed outline of the final research project should be prepared by students, during the intensive, and presented to the professor for approval.
- The project will be graded following the criteria of the "Rubric for Assessing Research Projects"—Below. The report should follow Andrews University Standards for Written Work.
- *This report is due on **September 25, 2023**.*

**Passing Grades**

Passing grades should be C or above, based on the following percentages:

| A | = | 95- 100% | B- | = | 80-82% | D+ | = | 67-69% |
|---|---|---|---|---|---|---|---|---|
| A- | = | 90 - 94% | C+ | = | 77-79% | D | = | 60-66% |
| B+ | = | 87- 89% | C | = | 73-76% | F | = | Less than 60% |
| B | = | 83- 86% | C- | = | 70-72% | | | |

**Assignment Submission**

Assignments should be submitted in MSW files to the professor's email (erlo@andrews.edu).

**Late Submission Penalties**

- Pre intensive—Due first day of class (6 points deduction)
- Post-Intensive project (See explanation of deductions under "Due Date" in the "Topics and Assignments" Table).

# Rubric for Assessing Research Projects

**Student** _____

| Criteria | (5) Exceptional | (4) Proficient | (3) Satisfactory | (2) Emerging | (1) Unsatisfactory | Score |
|---|---|---|---|---|---|---|
| **Title Page** | Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows o errors | Misses 1 of the 7 components | Misses 2 of the 7 components | Misses 3 components | Misses more than 3 components | |
| **Introduc-tion** | The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper | Introduction states the main topic and purpose of the paper and previews its structure | States the main topic and purpose of the paper but does not adequately previews its structure | The introduction states the main topic but lack a purpose and a preview of its structure | There is no clear introduction or main topic and the structure of the paper is missing | |
| **Content** | Content is focused, ideas are well developed and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended | Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years | Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements | Content is not well focused. Transitions and paragraphs are weak. Does not meets paper length requirements | The paper is written and completely out of focus | |
| **Project Description** | Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements | Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length | Project is satisfactorily described and meets paper length | Project is poorly describes and does not meet number of pages. | The report misses entire sections of the project description. Does not meet paper length. | |
| **Organization** | Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all | Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject but wording need can be improved. | Paper provides a table of contents and is organized using different subheading level. However, do not follow AU | Paper provides first level headings but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated | Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated | |

| | | | standards of written work | in the syllabus and AUSWW | in the syllabus and AUSWW | |
|---|---|---|---|---|---|---|
| | organizational specifications stated in the syllabus | | | | | |
| **Format/Style** | All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation | Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style | Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style | Follows inconsistently some AUSWW. Syntax and semantics is poor | Does not follow AUSWW. Syntax and semantics are deficient | |
| **Conclusion** | Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations | Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome | Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation | Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection | Conclusion fails to summarize and to express personal reflection on the project | |

**Classroom Seating**
In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

**Disability Accommodations**
If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Class Attendance**
"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.                                                                                                 *AU Bulletin*

**Teacher Tardiness**
"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean".      *AU Bulletin*

**Class Absences**
"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records".                                                                                                 *AU Bulletin*

**Excused Absences**
"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher".                                                                                                 *AU Bulletin*

**Academic Integrity**
"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source

or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described aboveare subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

**Language and Grammar**
There is an expectation that a studentenrolled in a graduateprogrampossesses advanced written language skills, particularly in the language in which thedegree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

**Emergency Protocol**
Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Erlo Braun*** (DMin) is currently the President of the Central Conference in Sao Paulo, Brazil. During his doctoral project he planted 72 churches in Sao Paulo, one of the largest urban concentrations in the world. Since the completion of his doctoral degree, he has planted nearly 30 more churches in one of the rural communities of Sao Paulo.

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