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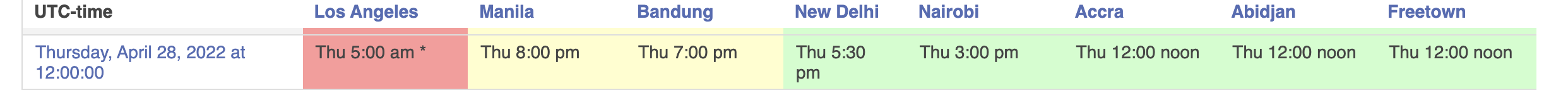
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TUL530: Building Faith Communities Syllabus

## Course Information

|  |  |  |
| --- | --- | --- |
| Program | Area of Focus | Number of Credits |
| MA in Transformational Urban Leadership |  | Three (3) graduate credit hours |
| Instructor | Email | Updated |
| Paul Rollet, DMin | paul.rollet@wciu.edu | Apr 26, 2022 |
| 2022, April 25 - July 30 |  |  |



Mission and Purpose Statement of WCIU

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

Master of Arts in International Development: Transformational Urban Leadership focus

The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among urban poor movements with wisdom, knowledge, character and skill.

# Section 1 – Course Overview

## A. Course Description

This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God. Entrance, proclamation, and discipleship are considered in relation to the processes of small-group formation and leadership development.

## B. Course Rationale

A group of people standing in front of a crowd

Description automatically generatedThis involves student participation in a mentored church planting team across the first or second semester of the degree.

A core assumption of the MATUL program is of the primary and long-term instrumentality of Christian communities of faith, love and hope among the urban poor in seeking sustainable transformation. This course focuses on the multiplication of movements of such congregations as the catalyst and Kingdom foretaste of the social, economic and spiritual realities that over time are to be extended to the larger slum communities, city and nation.

Figure Indian slum pastors at worship, Hyderabad

The course is a foundational course introducing themes in the degree. It develops the theme of the Kingdom of God (TUL500) as a basis for practical experiences in entering poor communities and developing holistic poor peoples' churches. Current debate on the nature of the healthy, organic (Shwartz), simple (Cole), emergent, house church (Lim) and traditional Western church is examined in relationship to the formation of Poor Peoples Church Movements (Grigg). Entrance models (Jesus, Paul, Hiebert, Brewster) are introduced. Church planting models (Hesselgrave, Stefan, Grigg) develop elements of proclamation, power evangelism, public evangelism, discipleship (Eims, Coleman) of the poor and lead to practical processes of cell group, fellowship and structured church development in theory and in practical work assignments. Particular attention is paid to formation of non-formal networks in highly oppressive religious and political contexts (Livingstone).

Church-based community development (developed further in TUL630) among the poor is introduced, beginning with the development of deacons as social entrepreneurs (Grigg) and elders, and patterns of leadership training based on the role of the Holy Spirit and the five leadership giftings. These are related back to sociological (Gerlach and Hine) and community organisation (Alinsky et al) models of leadership emergence (developed further in TUL620).  The theology of the Kingdom of God (TUL500) is related to practical aspects of pastoral issues in ministering among the urban poor: cooperative economics (Grigg) (TUL560), land rights (Grigg) (TUL665), poverty, justice, oppression (Hanks, Tamez), suffering, cash flows (Grigg), etc.

## C. Course Delivery (or Pedagogy)

**Style of Online Face to Face and Action-reflection Delivery:** The teaching component of his course will utilize a story-telling process of learning, building from the stories of lecturer, scripture and students to develop a theology and strategy for Church-planting among semi-literate slum culture (See the Transformational Conversations approach (Grigg) in TUL500).

The course will focus both on theory and design of practical outcomes. It involves a practicum working as, or under, a churchplanter, with integration of theory and praxis at the end of the course.

## D. Course Schedule & Assignments

| Week | Date Started | Topics | Readings |
| --- | --- | --- | --- |
| 1 |  | **P**lacing Biblical Foundations  Story of Forming a **P**oor **P**eoples’ Church | Pre-Course Preparation Browse three of the following:   * Grigg, Viv. (2004). *Cry of the urban poor*. USA: Authentic. * Craig Ott and Gene Wilson, (2011) *Global church planting: Biblical principles and best practices for multiplication*. Grand Rapids: Baker Academic. * William Booth*, In darkest England and the way out* * Grigg, V. (2004). *Companion to the poor*. 2nd ed. Authentic.   Readings   * Grigg, V. (2004). City of contrasts*.* In *Companion to the poor* (pp 5-18). 2nd edn. Authentic. * Grigg, V. (2004). Never the same again*.* In *Companion to the poor* (pp 19-18). 2nd edn. Authentic. * Davey, C. (2000). Across the death line*.* In *Saint in the slums: Kagawa of Japan* (pp. 56-69). Jersey City: Parkwest  Publications |
| **P**hilosophy of Forming **P**oor **P**eoples’ Churches | | |  |
| 2 |  | Shape of the Church?  The Femininity of Birthing and of the Bride | Required:   * Ott., C. and Gene Wilson. (2011). *The shape of the church*. In *Global church planting: Biblical principles and best practices for multiplication* (pp. 3-39). Grand Rapids: Baker Academic. * or Malphurs, Aubury. (2004). What you don't know won't hurt you: The assumptions of church planting. In *Planting Growing Churches*. (pp. 61-76). 3rd ed. Grand Rapids: Baker. * Grigg, V. (2004). Biblical Theology for Poor People's Churches in *Cry of the urban Poor*. (pp. 155-164). Authentic. * Olson, D.T.  *Organic church planting*   Browse at least one of the following books on the nature of the church:   * Driver, John. (1997). *Images of the Church in Mission*. Herald Press. (1997) 240 pages. (a most comprehensive discussion on the centrality of the church in biblical redemption history) * Hirsch, Alan. (2006). *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos, 2006. * McManus, E. R. (2001). *An Unstoppable Force: Daring to Become the Church God Had in Mind*. Orange, CA, Yates and Yates. * Schwartz, C. A. (2003). *Natural Church Development*. D-25924 Emmesbull, Germany, C & P Publishing. * Taylor, S. (2005). *The Out of Bounds Church : Learning to Create a Community of Faith* in *a Culture of Change*. Grand Rapids, MI, Zondervan. * Thwaites, J. (1999). *The Church Beyond the Congregation.* Carlisle, Cumbria, UK, Paternoster Press. |
| 3 |  | **P**oor Church Realities & Anthropology  Oral Culture Realities | Required:   * Grigg Viv. (1989). *Squatters, Urban mission* (pp 41-50). Vol.6/ no.5 May, 1989. * An insider perspective on squatter churches. In *Cry of the urban poor* (pp. 185-198). * Squatter culture and the church. In *Cry of the urban poor* (pp. 199-220).   Browse one of these on the culture of poverty:   * Dominique Lapierre. *City of Joy*. * Or watch SlumDog Millionaire * Or de Jesus, C. (1983). *Diary of Carolina de Jesus.* Mass Market Publishers. * Or Jocano, F. L. (1975). *Slum As a Way of Lif*e. Manila: New Day Publishers, Box 167, Quezon City 3008. * Or Lewis, O. (1966). "The Culture of Poverty." *Scientific American*, 215(4), 3-9 |
| **Poor Peoples Church Processes** | | |  |
| 4 |  | **P**ower of the Spirit  **P**ersonal **P**reparation | * Grigg, Viv. (2004). Works of the Spirit of God. In *Cry of the Urban Poor* (pp. 145-154). * Ott. Apostolic church planters*. In Global church planting* (pp. 89-107). Grand Rapids, MI: Baker * Breen, M. (2002). *Pioneer*. In *The Apostle's Notebook*. Eastbourne, England. |
| 5 |  | **P**roject **P**lanning to **P**lant & Entrance Work Plan  **P**oor **P**eoples’ Church **P**rocesses | * Ott. The developmental phases of a church plant. In *Global church planting*. (pp. 155-166) * Review Paul Becker, Jim Carpenter, and Mark Williams (2011). *The New Dynamic Church planting Handbook* (Ebook) * Review Garretson training guide |
|  |  | Workplan for Entrance |  |
| 6 |  | **P**resence,Solidarity **P**roclamation and **P**ower  Workplan for Evangelism | * Enter the man of peace. And Patterns of proclamation.  In *Cry*, (pp.133-144). * Grigg, V. (2004). Breaking the poverty cycle: Preaching the gospel to the poor. In *Companion to the poor* (pp133-152). Authentic. |
| 7 |  | **P**ractical Discipleship  Workplan for Discipleship | * Hesselgrave, D. J. (1980). Planting Churches Cross-Culturally; A Guide for Home and Foreign Missions*. The Believers Congregated*. Grand Rapids, Michigan, Baker Books: 269-301. |
| 8 |  | **P**ropagating Small Groups | * Grigg, V. (2005). Group Structures for Squatter Churches. In *Cry of the Urban Poor*. GA, USA: Authentic Media   Study in detail the book:   * Comiskey, J. (1984). *Home Cell Group Explosion - How your small  group can grow and multiply*. 10055 Regal Row #180 Houston TX 77040 USA, TOUCH Outreach Ministries |
|  |  | Workplan for Small Groups |  |
| 9 |  | **P**rocesses of Church Growth  Four Seasons of Growth  Workplan for Four Seasons of Growth | * Hesselgrave, D. J. (1980). Planting Churches Cross-Culturally; A Guide for Home and Foreign Missions*. The Believers Congregated*. Grand Rapids, Michigan, Baker Books: 269-301. * Phillips, K. (1996). The Middle Years. In *Out of ashes* (pp. 87-94). Los Angeles: World Impact Press. * Grigg, V. (2004). *Paved with Good Intentions*. In *Companion to the poor* (pp. 67-86). |
| 10 |  | Multi-Ethnic **P**rogressions & **P**roperty Barriers  Cash Flows in a Poor Peoples’ Church |  |
| 11 |  | Pastoral Leadership & Team Training  **P**ractical Leadership Based on Spiritual Gifting  Work **P**lan for Training a team  Why do Women Spearhead Churchplants? | * *Cry* chap 14 * Ott 16 * Garrison, D. (2004). *What Does the Bible Say? Church Planting Movements: How God is Redeeming a Lost World* Midlothian, VA, WIGTake Resources: 199-219. * Hirsch, Alan. (2006). Organic Church. In *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos. * Breen, M. (2002). The Apostle. In *The Apostle's Notebook*. Eastbourne, England. * Grigg, Viv. (2004) Pastoring the Poor. In *Cry of the Urban Poor*. Authentic. |
| 12 |  | em**P**owering Deacon(esse)s  Community Transformation | * Grigg, Viv. (2004). Help! Help! I'm Dying. *In Cry of the Urban Poor*. (259-282). Authentic. * Grigg, Viv. (2004). [Am I My Brother's Keeper](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/10AMIMYBrothersKeeper.pdf)? In *Companion to the Poor*. (153-172). Authentic. * Grigg, Viv. (2004).Breaking the Poverty Cycle*.* In *Companion to the Poor*. Authentic. * Linthicum, Bob. (2006) *Authentic strategies for Urban Ministries.* |
|  |  | **P**rophetic Church: Advocacy | * Grigg, Viv. (2004).  The Role of the Affluent Church*.* In *Cry of the Urban Poor*. Authentic. * Grigg, Viv. (2004). With Justice for All.  In *Companion to the Poor*. Authentic. |
|  |  | The Role of the Rich Church in Dealing with Poverty | * Sahaara Video: Holistic Church-planting in Mumbai |
| 13 |  | a**P**ostolic Structures | * Grigg, Viv (2004) From Latin Growth to Asian Need. In *Cry of the Urban Poor* (pp. 109-114). Authentic. * Grigg, V. (2010). *Hovering Voice, Creative Spirit, Empowered Transformation: A Retrospective*. Urban Leadership Foundation. * Grigg, Viv (2004). Whom will I send? *In Companion to the poor* (pp. 205-218). Authentic. * Grigg, V. (2006). *SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty*. Auckland: Urban Leadership Foundation. * Alan Hirsch. (2006). Organic Systems. In *The Forgotten Ways: Reactivating the Missional Church* (pp 179-214). Grand Rapids: Brazos |
| 14 |  | **P**utting it All Together   * Integration * Final Presentations, * Karakia |  |

## E. Course and Program Level Student Learning Outcomes

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

|  |  |  |
| --- | --- | --- |
| Course  Student Learning Outcomes | Program Learning Outcomes | Artifacts |
| Cognitive (Head) |  |  |
| 1.1 Principles of Holistic Urban Poor Church Growth: Able to explain the theological and practical principles of each phase of the formation of a community of faith among the poor, its growth, multiplication and engagement in community transformation. | 3. Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | Proj 1 |
| 1.2 Process of Building Faith Communities: Analyze the church development process in terms of the “four seasons of growth” model; mission goals; philosophy of service; progressions; leadership emergence; funding and governance structure. | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as tomultiply multicultural ministries and leadership. | Proj 2 |
| Affective (Heart) |  |  |
| 2 Personal Healing: Have identified, and found some measure of healing for past experiences in urban poor ministry or in past church life that have caused emotional damage. | 7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | Forum  Class Discussions |
| Practice (Hands) |  |  |
| 3. Praxis of Forming New Faith Communities: Apply action steps from the class in ways that increased at least one area of the capacity of a slum church, or, have developed a process for team - building and coaching of a church-based team, or, assisted in leading the formation and growth of a small group. | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as tomultiply multicultural ministries and leadership. | Proj 3.1 or 3.2 or 3.3  Proj 4  Forum  Class Discussions |

# Section 2 - Course Requirements

## A. Course Materials

Reading means reading each paragraph, browsing is a skill that garners maximum understanding of a book with minimal reading.

### 1. Books (Some chapters to be read, whole books to be browsed!!)

Grigg, V. (2010) *Companion to the Poor*. Urban Leadership Foundation (available on Kindle).

Grigg, V. (2004). *Cry of the urban poor*. 2nd Edn. Authentic. (Amazon Price $15.99 new /$10.67 used. Available $10.00 from Urban Leadership Foundation)

Craig Ott and Gene Wilson, (2011) *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids: Baker Academic. ($19.79/17.00 Kindle $16.49).

Eims, L. (1978). *The Lost Art of Disciple Making*. Grand Rapids, Zondervan Publishing house. ($9.99/0.29 or $7.99 on Kindle)

### 2. Course Readings Accessible from Populi

Appropriate information about Populi reading links

### 3. Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at:

* [University of Texas Library – Quick Guide – Fair Use](https://guides.lib.utexas.edu/fairuse/quickguides)
* [American Library Association – Fair Use Evaluator](https://librarycopyright.net/resources/fairuse/howitworks.php)

## B. General Course Requirements

### 1. Attendance and Participation in Zoom Sessions

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students .There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with (i) discussion of their community engagement experiences and (iireview of the weekly videos) (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built though such times.

Two of the last ZOOM sessions in a term will include student presentations from selected reflection questions. Each student is to select one reflection question, and present on it. The presentations will last 7-10 minutes and will be followed by discussion.

*Criteria for grading student participation in ZOOM sessions.*

Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).

Presentation: Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800-1000 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

### 2. Zoom Calendar/Schedule

Zoom options for call times. A decision will be made the week before classes begin and confirmed in the first class with any late registrants. See city www.timanddate.com comparison at top of syllabus

### 3. Perfecting Your Style

Writing Assignments: papers are due on assigned dates in Populi (Populi is the final arbiter if there is a conflict of descriptions in the course somewhere). All assignments should be:

* Times New Roman, single-spaced (as these are graded in Word, with the reviewer tool, double spaced is not useful), 12 point.
* Unlike historical patterns of submitting assignments for hand grading, don’t submit as pdf’s they are hard to edit online – we are now a primarily web-based universe.
* Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g. VGTUL530FundProposal.docx). Abbreviate these when you can, but consider the result of the abbreviation.
* 1 inch margins
* Titled, name and date in upper right corner, (Do not use the APA Running Head – it is annoying). Set Page numbers in right lower corner (whenever you start a word doc).
* Use APA 6 and Zotero for formatting citations and Works Cited.
* You are preparing for a life of web-based documents along with classical book publication. Thus each major assignment should be graphically formatted using a Word Stylesheet that includes graphics. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. The development of your own website and submission on that is also acceptable (discuss with professor first).
* For major assignments use a Stylesheet. Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

### 4. Late Assignments

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero and Populi will be closed. If late, please note at the top left 1 week or 2 weeks.

### 5. Assignment Options

Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

### 6. Conflict with Other Commitments

This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment to the course and reduce other commitments to allow space for your course work. The aim of a course is not to kill you with stress but to create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!

## C. Course Time Estimate

|  |  |  |
| --- | --- | --- |
| Activity | Assignments | Estimated hours for the average student |
| Academic Engagement (Synchronous and asynchronous interactions) | Viewing Videos and preparing readings for class, presentation preparation: 2 hour per week | 21 |
| ZOOM meeting: 2 hours per week | 24 |
| TOTAL: should be at least 45 hours per semester | 45 |
| Preparation (outside of class) | Required textbooks reading: 400 pages @ 20 pages per hour(@<200wpm, 400 pages browsing) | 30 |
| Community engagement @ 3hrs per week | 30 |
| Research papers: 3 hours per page | 30 |
| TOTAL: should be at least 90 hours per semester | 90 |
| Overall Total | Should be at least 135 hours for a 3-credit course per semester | 135 |

# Section 3 – Schedule and Evaluation

## A. Course Layout

The course is structured for 15 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

## B. Schedule and Percentage Layout

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project | Activities | Due | % | Totals |
| Forum and Zoom: Attendance, Quality of dialogue and Ideas | Zoom Attendance/Participation  Discussion Forum Quality |  | 5  5 | Total  10% |
| Project 1a Theology of Holistic Church (Integration of 800 pages of course reading into 1500 word outline)  OR  Project 1b Indigenous Church-Planting – Local Input & Reflections | 1. Reading Log Weekly  Reading Log Updates  2. Readings Integration Outline  Project 1b  Portfolio Compilation: Local course content, 5 stories, 5 principles, 4 indigenous texts,  1500 word analysis | Week 3  Week 6  Week 10  Week 14  Week 3 Portfolio  Week 6 Portfolio  Week 10 Portfolio  Week 14 | 4  4  4  13  OR  4  4  4  18 | Total 1A  30%  OR  Total 1b  30% |
| Project 2 Urban Poor Faith Community Processes | Comparison – Shape of Church  Discussion – Story-Telling & Church in Poverty Culture  80-Step Project Plan Modified  Work Plan - Entrance  Work Plan – Four Seasons  Cell Group Principles  Teaching topics for 4 Seasons  Integrated in Comm Dev Issues  Submit Project 2 Assignment  Presentation over Project 2 | Week 2  Week 3  Week 5  Week 7  Week 8  Week 9  Week 13  Week 14 | 2  Graded at end  3  3  5  2  2  3  10 | Total  30% |
| Project 3 Practicum  3-4 hours per week  3.1 Church Expansion  3.2 Team Training  3.3 Small Group Formation | Confirm with Professor which option (3.1, 3.2, 3.3)  Team Plan (1 page)  Report on Steps to Date and Progress  Report on Steps to Date  Final Report from Supervisor  Submit Final Integration and Reflection Report | Week 1  Week 3  Week 8  Week 12  Week 14  Week 14 | 2  2  2  2  2  20 | Total  30% |
|  |  |  | Total | 100% |
| Course Evaluation |  |  |  | (2% extra credit) |

If there are any discrepencies with Populi, follow Populi, as we are constantly adjusting the course to student needs.

### 2. Assignment Details

### a. Forum and Zoom Interaction

Zoom will be graded based on participation and attendance. The discussion forums will be graded at the end of the term for your overall quality and quantity of interation with students in the forums.

#### b. Project 1 (A or B) – Choose 1

**Project 1a: Theology of Holistic Church**

Give evidence of mastery of 800 pages of reading in a reading log

Either Give evidence of mastery of course content by developing a 1500 word outline on theology behind Church planting. Include summary diagram(s) with accompanying explanations. The paper/outline should include discussion on:

* Spiritual Discipleship: Kingdom and church
* Social Discipleship: Kingdom and social issues such as AIDS, slum education
* Economic Discipleship: Kingdom, church and economic issues such as small business, cash flows
* Political Discipleship: Kingdom, church and issues of justice such as land rights, oppression, responding to violence

Submit the Reading Log: Chapter Review Readings (Weeks 2, 6, 10): Read two or three book chapters per week related to each week. Summarize your reading-- identifying a key question and demonstrate an understanding of the issues raised by the author in a reading journal that you will periodically upload to the instructor for feedback. Be ever ready to present your reading inspired thoughts to the class in discussion.

Submit a Paper at the end of class that compiles all of your reading notes for the term (Week 15)

Supports outcomes 1.1

OR

**Project 1b: Indigenous Church-planting**

Integrate the content from a local course in church-planting lead by an indigenous church-planting leader into this syllabus, with 5 anecdotal stories from fellow students that illustrate church-planting theology and processes in the slums. Identify 5 principles not in this course.  List the four most valuable indigenous texts and scan four chapters from these for appropriate weeks.  Develop a 1500 word analysis of the critical paradigms that the local course utilizes to enable multiplication or expansion of growth.

Compile your stories and other materials from this option and submit updates of your compilation to Populi on the assigned weeks (2, 6, 10). Compile a final analysis and portfolio that symmarizes your findings (Week 15).

Supports outcomes 1.1, 1.2.,1.3

### c. Project 2. Urban poor faith community development processes

Develop a motivational analysis of a practical ministry of discipling, establishing a new faith community or community development within a poor people’s church or discipling movement in which you are serving, using writing, video, cartoons, a Project Manager or Power Point media. Include a two-page written outline of the graphical presentations for grading purposes.

The presentation should include discussion of the following topics:

* The organization’s mission, objectives, and goals (based on Module 2)
* The community contextual features (based on Module 3)
* The many steps you will follow (based on Module 5)
* The organization’s core values
* Are there markers?
* The organization’s existing and preferred leadership style and governance structure  
  Your preferred leadership style and governance model
* The organization’s plan for increasing its own capacity as it relates to the “four seasons of growth” model
* The organization’s existing or future plans for community development (i.e. meeting social, economic and justice challenges in the community; Mod 11, 12)
* Your work plan for your team (Mod 5-7)
* Cell Group Process (Mod 8)
* Teaching Plan (Mod 9)
* A Brief Cash Flow Analysis (Mod 10)

Integrate into a convincing project proposal or master plan for a board of elders for a practical ministry of discipling, church-planting, or community development within a poor people’s church. This may be based on the congregation in which you are serving (or the mother church for your cell group or church plant?). The project report should include:

* a graphically formatted presentable pdf document (easiest is to develop it as a WORD template based doc, then save as a pdf) of 7-10 pages, 2 column document, single spaced, 10 point
* includes picture, chart or spreadsheet per page, appropriate white space
* 3 levels of headings
* documentation of references

In developing your report, you will integrate a Comparison of Shapes of the Church, discuss story-telling in oral cultures and church relationships to poverty cultures. You will modify the 80-Step Project Plan, develop a working plan for entrance the community and a working plan for the Four Seasons cycle.You will incorporate cell-group and community development principles. You will also develop a plan for teaching the Four Seasons to others.

The final paper will be completed in Module 9

It will be presented as your final exam in a video done in garage band, or audacity or a narrated power point (place on Authorstream or Vimeo) presentation in Module 11 or 12. You will make a 5-7 minute audio-visual presentation introducing and explaining it using the threaded discussion tool “Assignment 4b Spirituality Presentation.”

**Supports outcomes 1.2, 3**

### d. Project 3 - Practicum

This will be done in 3-4 hours per week.It can be done in one of 3 versons.

**3.1 Expansion of a church into a new area of community engagement**

(For those with CD, CO or advocacy calling and gifting). Initiate and develop a team that increases at least one area of the capacity of a slum church (economic, health, social issues etc.) into community engagement. Creatively summarize with diagrams in a 2500 word report. Supports outcomes 1.3, 2.1, 3.1

**Or 3.2  Team training plan**

(For those with prior experience in group or church formation)

Develop and initiate a team training plan that includes grass roots church developers and other community workers. Identify 4-8 trainees. Analyze the trainees’ suitability for entry into developing a community of disciples within an urban poor community. Engage the team in the development of an initial plan for each season of growth, identifying specific roles for the team. Develop stories to teach at each season of growth. Summarize in a 2500 word report that provides evidence of having integrated key insights from course materials (course manual, Grassroots Training CD and required texts).

Supports outcomes 1.3, 2.1, 3.2

**Or 3.3 Small Group Formation**

(for those with no background in forming teams or cells)

Lead or assist in leading the formation and growth of a cell group, team or small group or ministry among non-believers or needy people (such as an AA group). Creatively summarize with diagrams in a 2500 word report that provides evidence of having integrated key insights from the literature on cells and small group development.

Whichever Practicum experience you choose, you must:

* Confirm with the Professor which you will do.
* Meet with the team and community you are assigned to and appropriate leaders to initiate
* Meet with the team to pray and plan over some time and submit a synopsis of your plan
* Fill in and discuss the Breen Ministry Leadership Gifts Self Assessment
* Plan an evangelistic party somewhere in the middle
* Each week from Week 6, list the names of those to whom you have been able to make a presentation of the gospel. Continue to include your list of friends and what is the next step God wants you to do with them, particularly identify five that the Lord is directing you towards, make specific prayers, and what you are doing to build social relationships with these folks, based on the Waltzing Witnessing, and Jesus was a Party Communicator principles.
* You will have a mid-term (Week 7) and end-of-term (Week 14) evaluation from your supervisor
* Finish integrating your discussions and experiences into the summary report of things you have learned in entrance, incarnation, clearly communicating gospel, group formation, becoming a social leader, teamwork in church planting. Submit 2500 word reflections based on this and forum (Week 10).

Supports outcomes 1.3, 2.1, 3.3

## E. Grading Scale with GPA

*Graduate course grades calculated on a 100-point scale as follows:*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | WCIU | | | Grade | GPA | Numeric | | A+ | 4.0 | 100 | | A | 4.0 | 93-99 | | A- | 3.7 | 90-92 | | B+ | 3.3 | 87-89 | | B | 3.0 | 83-86 | | B- | 2.7 | 80-82 | | C+ | 2.3 | 77-79 | | C | 2.0 | 73-76 | | C- | 1.7 | 70-72 | | D+ | 1.3 | 67-69 | | D | 1 | 63-66 | | D- | 0.7 | 60-62 | | F | 0 | 0-59 | | Inc. |  |  |   **A+ Supercalifragilisticexpealidocious**  Brilliantly conceptualized, rigorously logical, graphically artistic and aesthetic, emotionally touching, rich multihued argumentation, unforgettable, new paradigms, has a rhythm and poetry in its writing, a sense of curiosity and draws you in to its progressions, no grammatical or spelling errors!! Generates new paradigms, explores new ideas. Beyond masters’ level. [Publishable]  **A. High quality work for a graduate student**  Work at this level is consistently [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [clear recognition / an incisive understanding / excellent evaluation and analysis of salient issues; an excellent ability to draw relevant comparisons / examples; mastery of relevant aspects of technology introduced in class; creative application of relevant technology; sophistication in presentation and delivery of technological products.] [Work doesn’t get much better.]  **A- Strong work for a graduate student**  Work at this level is mostly [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [good recognition/a solid understanding/thorough evaluation and analysis of salient issues; a consistent ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; useful application of relevant technology; an ability to logically present and deliver technological products. [Work is very good, but it could be improved.] | **B+ Competent work for a graduate student**  Work at this level is often [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows mostly adequate [recognition/understanding/evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; application of relevant technology; ability to logically present and deliver technological products.] A few errors, inconsistencies, or other problems may be present. [Work is competent, but neither exceptionally strong nor exceptionally weak.]  **B Acceptable work for a graduate student**  Work at this level is generally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows acceptable [recognition/understanding/evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] but errors, inconsistencies, or other problems are present. [Work is competent but shows some flaws or difficulties.]  **C+ Minimally passing work for a graduate student**  Work at this level is occasionally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows some signs of [recognition/understanding of salient issues; adequate reasoning; an ability to draw relevant comparisons / examples; adequate writing skills; competence in relevant aspects of technology introduced in class] but numerous errors, inconsistencies, or other problems are present. [Work shows many weaknesses or difficulties.]  **C- Deficient work for a graduate student**  Work at this level does not meet the minimal expectations for graduate level work. Work is [inadequately developed; flawed by errors or inconsistencies; Work lacks in [recognition/understanding of salient issues; reasoning; adequate methodology; support for arguments made; ability to draw methodologically sound; demonstration of basic skills]  **D Unacceptable work for a graduate student**  1. misunderstood the nature of the work required and/or 2. shows very little recognition/understanding of salient issues; inadequate reasoning; inadequate writing skills; complete lack of support for arguments made; inappropriate methodology some level of incompleteness. Errors or inconsistencies throughout.  **F Incomplete / Totally inadequate work for a graduate student**  Work was turned in but was mostly irrelevant to the course; showed a poor performance in all aspects of assigned work; there was little to no evidence of mastery of relevant aspects of material; was substantially incomplete. |

# Section 4 – Class Policies

## A. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## B. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Students will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## C. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/5e2f5d8cd37183442b006cae/t/6261ce09bae45b061424686b/1650576905959/WCIU+Reasonable+Accommodation+Request+From+%281%29.pdf) (Click form name for link) to WCIU Student Services at studentservices@wciu.edu.

The request should include the following:

* The nature of the disability and need for accommodation.
* The specific accommodation being requested.
* Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

## D. Video Conference Call Instructions (Zoom)

We will be using a service called Zoom for all of our weekly live conference calls.

* You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
* You can also download the app and join in via video through your smartphone.
* However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Run the Zoominstaller file you just downloaded to install the Zoom client

If you have already installed Zoom:

1. Open the Zoom app
2. Click the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Click "Join"

Please check Populi for the meeting link to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make a particular conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation.

## E. Online equipment

For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates, family noises or coffee bar background) is essential. Where there are two or more students on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

# Section 5 – MATUL Program Learning Outcomes

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

## 1. Utilize Dual Level Wisdom in Relationships and Communication:

Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking.

## 2. Conduct Action-Reflection Research:

Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.

## 3. Integrate Biblical Metanarratives:

Articulate the implications of biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry and integrate them into planning and practice.

## 4. Build Holistic Faith Communities:

Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.

## 5. Exercise Movement Leadership:

Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

## 6. Exercise Entrepreneurial Leadership:

Creatively apply biblically grounded social entrepreneurship and economic principles to facilitate leadership progressions that better integrate the informal economic sector with the formal economic sector.

## 7. Exercise Cross-cultural Spiritual Leadership:

Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

### 7.1 Character:

Model Christian character at a level acceptable to local Christian leaders and faculty.

### 7.2 Movement Leadership:

Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

### 7.3 Cross-cultural Flourishing:

Demonstrate Cross-Cultural Competencies in language learning to a high intermediate level, and ability to work with indigenous leadership.

# Extended Church-Planting Bibliography

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## Helpful Websites with Links

<http://www.mislinks.org/church/chplant.htm>, dozens of church planting related weblinks

<http://www.newchurches.com>, Ed Stetzer’s web page

<http://strategicnetwork.org>, full text articles

[www.Church-plantingvillage.net](http://www.churchplantingvillage.net), outstanding resources for North America by the Southern Baptist Convention

<http://www.cpmtr.org/> CPM Training Resources

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