



# AMBROSE SEMINARY

## **WM 635.1/EV 635.1 Establishing Communities of Faith in a Multi-Cultural World**

**Instructor: Dr. Richard P. Gilbertson**

**Class Time: Tuesdays, 2:30-5:15**

**Classroom: 2133**

**Contacting instructor: Office: 2049 Email Address: [rgilbertson@ambrose.edu](mailto:rgilbertson@ambrose.edu)**

### **1. COURSE DESCRIPTION**

*“Establishing Communities of Faith in Multi-cultural World is designed to introduce the learner to the exciting ministry of initiating vibrant communities of faith (the church) in context. Participants will discover culturally relevant ways of applying trans-cultural biblical principles associated with evangelism and the growth of dynamic communities of faith. A theological framework for establishing these communities in their local context is accompanied by relevant methodological and strategic research that informs the way in which these communities are developed in our multi-cultural world.”*

### **2. COURSE OBJECTIVES**

**2.1 Cognitive . . . what the learner should know and understand.**

- Articulate the theological and biblical foundations for church planting in general and cross cultural-“pioneer” contexts in particular.
- Understand the relevance of Trinitarian theology for the practice of church planting.
- Present the dimensions involved in “moving into the neighbourhood”, an incarnational approach to church planting.

**2.2 Affective . . . what the learner should feel and appreciate.**

- Esteem the divine aspect of church planting and the resulting implications for both personal spiritual formation and personal spiritual life practices.
- Recognize the importance of an thorough understanding of a “neighbourhood” and its people for contextualizing strategy.

**2.3 Conative . . . what the learner should be able to do and perform.**

- Identify worthwhile resources to inform and guide starting new churches.
- Articulate their own personal philosophy of ministry along with contextual applications for various intercultural settings.

### **3. TEXTBOOKS**

**HESSELGRAVE, David J**

2000 *Planting Churches Cross-Culturally: North America and Beyond.*  
(Grand Rapids: Baker Book House).

**HUNTER III, George G.**

2000 *The Celtic Way of Evangelism: How Christianity can reach the west...again.*  
(Nashville: Abingdon Press).

**MULLER, ROLAND**

2010 *The Messenger, The Message & the Community: Three Critical Issues for the Cross-Cultural Church-Planter, 2nd Edition. Please download a PDF COPY FOR \$5 at <http://www.stpt.ca/catalog.html> For additional resources on church planting see <http://www.rmuller.com/ccpr.html>*

**SEAMANDS, Stephen**

2005 *Ministry in the Image of God- The Trinitarian Shape of Christian Service.*  
(Downers Grove, IL: IVP Books).

**4. COURSE OUTLINE      See Appendix 1**

**5. COURSE REQUIREMENTS AND GRADING**

Reflection on the book of Acts	5%	Sept. 20th
Critical Analysis of <u>The Celtic Way of Evangelism</u>	15%	Oct. 18th
Interview and case study	20%	Nov. 8th
Case study reflection #1 and #2	5%	Nov. 29 + Dec. 6th
Church Planting Research Project	40 %	Dec. 8 th
Reading, class facilitation, and participation-	15%	
<b>TOTAL</b>	<b>100%</b>	

### **5.1 Reflection on the book of Acts (5%) Due: Sept. 20th**

Read the book of Acts and observe the story of churches being birthed in new areas. Note cases where messengers needed to cross language or cultural barriers in order to move into new territory. Write a brief two (2) page summary of your findings- you may use bullet form if desired.

### **5.2 Critical Analysis of The Celtic Way of Evangelism (15%) Due date: Oct. 18th**

The student will read The Celtic Way of Evangelism: How Christianity can reach the west...again. (see Bibliography) and write a three (3) page critical analysis. The first two (2) pages should compare Hunter's book with the content and reading discussed in class and then a one (1) page reflection on how the content applies to the current cultural context in Canada.

### **5.3 Interview and case study: New church plant/Establishing a faith community- (20%) Due date: Nov. 8th**

The Student will find a pastor/church planter/missionary who has started/is starting a new church. The student will then interview the person and submit a **four page (4)** report based on the interview and case study.

**Interview:** Prepare a list of questions based on course content that will i) discover the story behind the church plant ii) the process/elements/strategy involved iii) the personal journey of the church planter.

**Report:** Summarize the results of the interview/case study (2 pages) and then provide a personal/strategic/theological reflection on lessons learned (2 pages). Submit a copy of interview questions as an appendix

### **5.4 Case Study Reflection paper #1 and #2 (Due Nov. 29<sup>th</sup> and Dec. 6<sup>th</sup>)**

On November 22 and 29 we will have a practitioner share a case study of a cross cultural church plant that they have been a part of. The student will write an one (1) page reflection on each class, stating what they learned from the session.

### **5.5 Church Planting Research Project (40%) Due Date- Dec. 6th**

Each student will be responsible to write a fifteen (15) page project (not including appendices). The student should consider the content and frameworks discussed throughout the course as a foundation for their research. The paper will present a specific application of the course content to an area of personal interest and passion for the student. The student must read 400-500 pages as part of their research and include a statement indicating they have done so in the bibliography section of the paper.

Choose from the following options:

- Planting a church in a Creative Access Country (choose a specific country and people group)
- Planting a church among new Canadians in Canada (choose a specific group)
- The \_\_\_\_\_ Experience of Church Planting: a Case Study
- Planting a church among Muslim background people (or another religious group- Buddhist, Hindu, etc)
- Being involved in “Tentmaking” and the task of cross-cultural church planting. (This may be of particular interest for those who see themselves having a vocation other than “full-time” ministry.)
- Pioneer Church Planting in Teams- the role of teams in cross-cultural church planting.
- A topic approved by Instructor

### **5.6 Reading, class facilitation, and participation (15 %)**

Appendix 1 provides a summary of the reading required to be completed for the beginning of each class. The reading will compliment the lecture portion of the class so it is absolutely essential that the student be familiar with the content.

Each class will have a fifteen (15) minute discussion based on reading from either Hesselgrave or Seamands. A student will lead this portion of the class. The designated leader for the day is expected to facilitate interaction and response to the required reading. A list will be established outlining the order for facilitating group discussion.

### **6. TYPICAL CLASS STRUCTURE-**

The nature of the topic is such that class interaction/discussion is very important for the application of knowledge. The following is a general overview of a “typical class”

- “Highlights from reading material”- take aways; responses, reflections?
- Lecture based on course outline + case study/discussion
- Class discussion: (student lead) Seamands- spirituality of ministry (BEING-DOING) approx. 15 min.
- CONCLUSION.

## 7. GRADING SCHEDULE

The available letter grades and percentages for course grades are as follows.

A+	96% and above	(GPA – 4.0)	C+	68 - 71%	(GPA – 2.3)
A	91 - 95%	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A-	86 - 90%	(GPA – 3.7)	C-	60 - 62%	(GPA – 1.7)
B+	82 - 85%	(GPA – 3.3)	D+	56 - 59%	(GPA – 1.3)
B	75 - 81%	(GPA – 3.0)	D	50 - 55%	(GPA – 1.0)
B-	72 - 74%	(GPA – 2.7)	F	Below 50%	

## 8. IMPORTANT NOTES

- ◆ Class Attendance:
  - The student is expected to attend **all** classes. However, 1 class absence is possible: for each additional absence, the final grade will be lowered 5%.
- ◆ Submission of Assignments
  - Unless specified otherwise, assignments should be submitted via email as an attachment in a Microsoft Word Document no later than 11:59 pm MST on the due date.
  - The title page of **ALL** assignments should include the course name and number, the professor's name, the student's name, student ID number and mailbox number. This is imperative!
  - All assignments must be completed in order to be eligible to pass the course.
- ◆ Late Policy
  - Any written assignment that is not submitted on time will receive a penalty of 10% for the first day and then 5% for each of the following 10 days (including holidays). After that the paper will receive 0 points, unless otherwise stated in the syllabi. (This penalty relates to any assignment.)
- ◆ Academic Dishonesty
  - ***Ambrose is committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating.*** It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty. These are stated in the current Catalogue.
    - A plagiarized paper will receive an F and be reported to the Dean's office. You will automatically fail the class.
    - A paper where you have referenced something as a paraphrase but is in fact a direct quote will receive an F but with a possibility of rewriting the paper. Your final grade for the class will be at the most a B-. This plagiarism will be reported to the Dean's office.
- ◆ Important Dates
  - The last day to enter a course without permission and /or voluntarily withdraw from a course without financial penalty **Friday September 18, 2011**
  - The last day to voluntarily withdraw from a course or change to audit without academic penalty **Friday November 14, 2011**
  - Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of

the scheduled final examination period unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

- ◆ Personal Information

- Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu)

Students are advised to retain this syllabus for their records.