

Location:	AGTS-West, Bethany & Sacramento Distance Learning	
Semester:	Summer 2011	
Course Start Date:	July 4, 2011	
Course End Date:	August 5, 2011	
Professor Name:	Dr. Dan Albrecht, Dr. Steve Chandler, with Pastors Rick Cole, Scott Hagan, & Jim Heden	
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COURSE DESCRIPTION

This course frames God's gracious work in shaping and leading the church as a community, a fellowship of the Spirit unfolding in the calling of the church to carry the good news of Jesus Christ as Savior and Lord into all the world. We will consider the church as "a community with purpose and hope for the future," and "a fellowship of men and women, a fellowship of the Spirit, a koinonia."

Special emphasis is given to reflection concerning the nature and purpose of the church and biblical and theological views and expressions of the church will be considered through the following lens: NT, Theological, Historical and Contemporary.

The course concludes with a project analyzing the student's ministry context in a post-Christian Western culture, challenges to evangelical ministry, and identifying adjustments necessary to better align institutional structures and practices with theology.

COURSE OBJECTIVES

At the conclusion of this course the student will demonstrate an understanding of the nature and purpose of the church as revealed in scripture by doing such things as:

1. Outlining or identifying components of a basic ecclesiology
2. Discussing selected historical views of the Church
3. Recognizing forms and views of Church in the contemporary world
4. Considering and responding to potential shifts in the Church in the near future
5. Identifying and defining terms necessary to critical thinking about the purpose and mission of the church such as: emerging, traditional, sound doctrine, openness, and culture, modernism and postmodernism, belonging before believing and community in the conversion process.
6. Comparing orthodox theological moorings with creative thinking and missional engagement
7. Analyzing strengths and weaknesses of both the emerging and traditionalist theological praxis
8. Identifying commonalities that offer a synthesis of both emerging and traditionalist theology
9. Synthesizing elements of Christian tradition and modern challenges to mission
10. Interacting with coaches that help the student analyze personal methods of ecclesiological praxis
11. Developing an infrastructure for discipleship in one's local church
12. Completing a project that helps the student work out their ecclesiology including their theological view of the church, its purpose, structure and goals in the student's context of ministry.

REQUIRED TEXTBOOKS:

Belcher, Jim and Richard J. Mouw. *Deep Church: A Third Way Beyond Emerging and Traditional*. Downers Grove: InterVarsity Press, 2009. 233 pages ISBN 978-0-8308-1716-8

Guder, Darrell L. *The Continuing Conversion of the Church*. Grand Rapids: William B. Eerdmans Publishing Company, 2000. 222 pages ISBN 0-8028-4703-X

Karkkainen, Veli-Matti. *An Introduction to Ecclesiology: Ecumenical, Historical & Global Perspectives*. Downers Grove: InterVarsity Press Academic, 2003. 238 Pages ISBN 978-0-8308-2688-9

Lewis, Robert and Rob Wilkins. *The Church of Irresistible Influence*. Grand Rapids: Zondervan, 2002. 224 pages ISBN 987-0.310-25015-9

Longenecker, Richard N. *Community Formation: In the Early Church and the Church Today*. Peabody, MASS: Hendrickson Pub. (Or Baker), 2002, 256 pages ISBN 1-56563-718-6

Tickle, Phyllis. *The Great Emergence: How Christianity Is Changing and Why*. Grand Rapids: Baker Books, 2008. 176 pages ISBN 0-8010-1313-5

COURSE OUTLINE

July 4-8 Dr. Dan Albrecht

- Understanding the Church and its Mission: Basic Ecclesiology
- Early, Traditional, and Contemporary Ecclesiologies

July 11-15 Dr. Dan Albrecht

- Theological/Ecclesiological View: Church as Missional, e.g. Evangelism, Biblical Proclamation of the Gospel
- Selected NT Ecclesiological Views, e.g., Jesus' Message of the Kingdom of God, The Cross, & Resurrection, and The Basic Christian Confession

Pastor Scott Hagan

- Theological Reflection of Proclamation, Sanctification & Evangelism

July 18-22 Dr. Dan Albrecht

- Major Historic & Contemporary Shifts in the Church and Culture
- Unique and Converging Phenomena in Contemporary Ecclesiology

Pastor Rick Cole

- Theological Reflection of Proclamation, Sanctification & Evangelism

July 25-29 Dr. Steve Chandler

- Incarnational Churches
- 8 Commonalities of a Biblical Ecclesiology

Pastor Jim Heden

- Theological Reflection of Proclamation, Sanctification & Evangelism

August 1-5 Dr. Steve Chandler

- Theological Understand of Ecclesiology & Infrastructure
- Academic Critics
- Final Project

METHODOLOGY

The course utilizes a variety of teaching platforms including textbooks, Blackboard, email, internet, video, peer-posting, and written assignments.

Week 1: July 4-8

Use of Blackboard.com or Turnitin.com

- Selected assigned readings from textbooks, etc.
- A response to an assigned “Question of the Week” [QW]; the response analyzes the readings and then bring a personal engagement to the topic(s); 2-3 pages, posted online.
- Read the answers posted—to the QW—by at least two other students—i.e., their 2 page response to the QW; then write an interactive reply to each of the two. This will constitute an online threaded discussion; Two 1 page replies.
- Mail a DVD or send a electronic copy of one of your sermons to each pastor-coach: Rick Cole, Scott Hagan, and Jim Heden.

Week 2: July 11-15

- Same as week 1 with the exception of sermons to coaches
- Dialog on-line via email with Pastor Scott Hagan (copy to Dr. Chandler) concerning your sermon. This dialog will be focused through an ecclesiological lens (see Pastor-Coach Dialog in the Addendum/Resource Section of this Syllabus).

Week 3: July 18-22

- Same as week 1 with the exception of sermons to coaches
- Dialog vial email with Pastor Rick Cole (copy to Dr. Chandler) concerning your sermon. This dialog will be focused through an ecclesiological lens (see Pastor-Coach Dialog in the Addendum/Resource Section of this Syllabus).

Week 4 July 25-29

Utilize the Electronic Platform supplied by AGTS

- Watch the PowerPoint Presentation, “Incarnational Churches.” Read the “Notes” section with each slide.
 - Post a 1 page response to the question: How do my ecclesiology and the ecclesiology of my church compare and contrast with Chandler’s “Incarnational Churches?”
 - Read your peer postings and respond with a paragraph to each peer.
 - Read the peer responses to your posting and respond with a paragraph to each.
- Read and submit via email attachment to Dr. Chandler a 2-page Critical Book Review of *Deep Church* by Belcher. (See Critical Book Review in the Resource Section of this Syllabus)
- Dialog via email with Pastor Jim Heden (copy to Dr. Chandler) concerning your sermon. This dialog will be focused through an ecclesiological lens (see Pastor-Coach Dialog in the Addendum/Resource Section of this Syllabus).

Week 5: August 1-5

- Read and submit via email attachment to Dr. Chandler a 2-page Academic Critique of *The Church of Irresistible Influence*, by Robert Lewis to Dr. Chandler. (See Critical Book Review in the Resource Section of this Syllabus)

- Read 7 Journal Articles (Titles and Electronic Addresses Supplied Under Bibliography in this Syllabus)
- Begin writing a 9-11 page paper utilizing and addressing the following headings:

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Heading One: A Explanation of My Ecclesiology (2 pages)

- Include citations from Dr. Albrecht’s notes, Dr. Chandler’s notes, 7 Journal Articles, and course texts.

Heading Two: A Descriptive Narrative of My Ministry Context (2 pages)

- Geographical Setting, Population Base, Economic Forces
- Demographic s and Ethnography
- Unique Challenges: Address the “Great Chasm” in Your Ministry Context (cf. Lewis, Part One: Spanning the Great Divide)

Heading Three: A Description of My Ecclesiological Infrastructure (2-3 pages)

- Present and explain a model of your ecclesiological infrastructure that aligns the practice of ministry in your church with theological beliefs defined in this course and information presented under Heading Two
 - Implement insights from Lewis, Chapter 4: The Core of i² Construction
 - Implement insights from Lewis, Chapter 5: From Lay spectators to i² Participants

Heading Four: A Narrative Explaining How This Course has Helped Frame My Ecclesiology and Ministry Praxis (2 pages)

- Synthesize specific references under the headings:
 - Insights from Albrecht
 - Insights from Coaches
 - Insights from Chandler
 - Insights from 7 Journal Articles

Heading Five: My Anticipation of Future Challenges in My Ministry Context (2 pages)

- Identify and articulate future challenges you anticipate in your ministry context (cf. Lewis, Chapters 6-12 and other course materials)
- Explain how information supplied under Heading Four will help you analyze and respond to these anticipated challenges

Heading Six: Footnotes & Bibliography

GRADING PROCEDURE

100 pts	Albrecht Session 1
100 pts	Albrecht Session 2
100 pts	Albrecht Session 3
50 pts	Pastor Hagan Reflection
50 pts	Chandler Session 4
50 pts.	Pastor Cole Reflection
50 pts.	Chandler Session 5
50 pts.	Pastor Heden Reflection
50 pts.	Belcher Critical Book Review
50 pts.	Lewis Critical Book Review
100 pts.	Final Project
750 pts.	Total

750 Point Scale

A	735-750	B	645-674	C	555-584	D	465-494
A-	705-734	B-	615-644	C-	525-554	F	0-464

Caution: Do not make the mistake of choosing which projects to complete and which projects to delete based on accumulated points. Final grades are holistic and based on the completion of all course assignments. In addition, at the end of the course the professor will review each student's accumulative work for overall quality and other professional considerations such as initiative, follow-through, and Christ-like character reflected in the student's approach to learning. The following criteria will be employed to adjust accumulated points in determining a student's final grade.

A The student exhibits superior performance in all aspects of the course with work exemplifying the highest quality. Attendance is perfect, all assignments are complete and the student is unquestionably prepared for subsequent courses in the field. Pertaining to written assignments, the professor is looking for:

- Ideas are clearly understood and valuable information has been added placing the research in a larger context.
- The writing is engaging, original, with focused composition written in clear sentences.
- There is a clear mastery of the material under examination.
- Ideas and concepts are richly developed.
- Organization and form enhance the development of the central idea.
- Academic reflection, experiential application, and critical analysis are in clear balance.
- The student exhibits superior performance and high quality work in all aspects of the course.
- The student is unquestionably prepared for subsequent courses in the field.

B+ There is a high quality performance in all or most aspects of the course and a very good chance the student will succeed in subsequent courses in the field. Attendance is nearly perfect and all assignments are complete. Pertaining to written assignments, the professor is looking for:

- Clearly understood ideas, described, illustrated, and re-stated in the writer's own words.
- The research demonstrates a solid grasp of material under examination.
- The research exhibits coherent lines of thought (Since "A" Then "B" So that "C"... Therefore "D").
- Writing shows composition excellence (i.e. punctuation, clear flow of thought, parallel structure, citations, etc.).

B The student exhibits a high quality performance in some of the course and a satisfactory performance in the remainder. Attendance was nearly perfect, all assignments are complete and there is a good chance the student will succeed in subsequent courses in the field. There is satisfactory performance in the course and evidence of learning that the student will succeed in subsequent courses in the field.

C+ The student exhibits at least a satisfactory performance the course. All assignments are complete and there is evidence of sufficient learning to succeed in subsequent courses in the field with effort. Pertaining to written assignments the professor is looking for:

- A paper that answers the question with some support for the answer and resources are quoted or paraphrased with limited original value added.
- A paper that retells information without adding a high degree of critical thinking.
- Limited development of details and examples that would clearly demonstrate an understanding of the readings and assignments.

- Minor content problems (e.g. minor punctuation errors, misunderstanding a concept, etc.).
- Limited structure and word choice (e.g. He said ... He said ... He said).
- Surface features (grammar, composition and punctuation) that distract from the understanding, meaning, or reading of the paper.

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C There is evidence of average learning experience but generally a marginal performance. A similar attitude and discipline toward learning suggests the student has a marginal chance of success in subsequent courses in the field. All assignments are complete; however there is minimal evidence of learning and substandard performance throughout the course. A similar attitude and discipline toward learning suggests the student has a highly marginal chance of success in subsequent courses in the field.

D+ The student exhibits minimal learning and low quality performance throughout the course. A similar attitude and discipline toward learning suggests the student has a doubtful chance of success in subsequent courses in the field. Pertaining to written assignments the professor is looking for:

- A question left unanswered or a different question addressed.
- Constant variation of person and/or extensive use of second person.
- Demonstrated lack of understanding or familiarity with reading assignments.
- Continuous grammar, composition, and punctuation difficulties (e.g. not writing in sentences, lack of verb and subject agreement, extremely long incoherent sentences, lack of parallel structure, many distracting extra words like “really” and “so,” sudden changes in verb tense, misspellings, obvious lack of proofreading, frequent use of slang, redundant expressions, etc.).
- The assignment or question is difficult to identify and poorly presented

D The student exhibits very minimal learning and very low quality performance in all aspects of the course. A similar attitude and discipline toward learning suggests the student has a highly doubtful chance of success in subsequent courses in the field. There is little evidence of the student learning and predominately poor performance in all aspects of the course. A similar attitude and discipline toward learning suggests the student is not adequately prepared for subsequent courses in the field.

F There is an absence or little evidence of the student learning. A similar attitude and discipline toward learning would suggest the student is unprepared to approach subsequent courses in the field.

SELECTED BIBLIOGRAPHY (ADDITIONAL BIBLIOGRAPHY WILL BE SUPPLIED BY DR. ALBRECHT)

Balmer, Randall Herbert. *Encyclopedia of Evangelicalism*. Westminster John Knox Press, 2002. 654 pages ISBN 0-664-22409-1

Bartholomew, Craig. *The Futures of Evangelicalism: Issues and Prospects*. Grand Rapids: Kregel Academic, 2004. 317 pages ISBN 0-8254-2022-9

Belcher, Jim and Richard J. Mouw. *Deep Church: A Third Way Beyond Emerging and Traditional*. Grand Rapids: InterVarsity Press, 2009. 233 pages

Billings, Todd J. *The Word of God for the People of God: an Entryway to the Theological Interpretation of Scripture*. 2010. 235 pages

Guder, Darrell L. *The Continuing Conversion of the Church*. Grand Rapids: William B. Eerdmans Publishing Company, 2000. 22 pages ISBN 0-8028-4703-X

Harper, Brad and Paul Louis Metzger. *Exploring Ecclesiology: An Evangelical and Ecumenical Introduction*. Grand Rapids: BakerBooks, 2011. ISBN 978-1-58743-173-9

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Harvey, Barry. *Can These Bones Live? A Catholic Baptist Engagement with Ecclesiology, Hermeneutics, and Social Theory*. BakerBooks. ISBN 978-1-58743-081-7

Horton, Michael. *The Gospel Commission: Recovering God's Strategy for Making Disciples*. Baker Publishing Group, 2007. 320 pages ISBN 978-0-8010-1389-8

Husbands, Mark and Daniel J. Treier. *The Community of the Word: Toward an Evangelical Ecclesiology*. Grand Rapids: InterVarsity Press, 2005. 291 pages

Karkkainen, Veli-Matti. *An Introduction to Ecclesiology: Ecumenical, Historical & Global Perspectives*. Downers Grove: InterVarsity Press Academic, 2003. 238 Pages ISBN 978-0-8308-2688-9

Moltmann, Jurgen. *The Church in the Power of the Spirit: A Contribution to Messianic Ecclesiology*. Minneapolis: Fortress Press, 1993. 407 pages ISBN 0-8006-2821-7

Olson, Roger E. *Reformed and Always Reforming: The Postconservative Approach to Evangelical Theology*. Grand Rapids: Baker Academic, 2007. ISBN

Stackhouse, John G. *Canadian Evangelicalism in the Twentieth Century: An Introduction to Its Character*. Vancouver: Regent College Publishing, 1999. 348 pages ISBN 1-57383-131-X

Stackhouse, John G. *Evangelical Ecclesiology: Reality or Illusion?* Grand Rapids: Baker Academic, 2003. 232 pages ISBN 978-0-8010-2653-9

Stackhouse, John G. *Humble Apologetic: Defending the Faith*. New York: Oxford University Press, 2002. 262 Pages ISBN

Tickle, Phyllis. *The Great Emergence: How Christianity Is Changing and Why*. Grand Rapids: Baker Books, 2008. 176 pages ISBN 0-8010-1313-5

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Grand Rapids: William B. Eerdmans Publishing, 1998. 314 pages 0-8028-4440-5

Webber, Robert E. *Ancient-Future Faith*. Grand Rapids: Baker Books Publishing Group, 1999. 247 pages ISBN

JOURNAL ARTICLES

Ecclesiology of the Emerging Church <http://www.gocn.org/resources/articles/ecclesiology-emerging-church>

Jesus Outside the Feast? A Sermon on Revelation 3:12-22

<http://www.gocn.org/resources/articles/jesus-outside-feast-sermon-revelation-314-22>

Reflections for a Conversation on Theology in Congregational Life

<http://www.gocn.org/resources/articles/reflections-conversation-theology-congregational-life>

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Community-friendly Theology <http://www.gocn.org/resources/articles/community-friendly-theology>

The Church and the Powers <http://www.gocn.org/resources/articles/church-and-powers>

The Gospel in Postmodernity <http://www.gocn.org/resources/articles/gospel-postmodernity>

Re-Imagining congregational Ministry <http://www.gocn.org/resources/articles/re-imagining-congregational-ministry-0>

The Dialogical Imperative <http://www.gocn.org/resources/articles/dialogical-imperative>

ADDITIONAL MATERIAL / ADDENDUMS

Instructions for Critical Book Review

Generally speaking, the first half of a critical review should summarize the article or book, and the second half should interact with the article or book. As a point of reference, the Society of Biblical Literature guidelines for reviews can be found at <http://www.sbl-site.org/assets/pdfs/ReviewerInstructions.pdf>.

Part 1: Summary

1. Begin with a proper bibliographical entry of the article or book, according to the standards established in the *SBL Handbook of Style*, available on www.sbl-site.org under “Publications.”¹
2. Research and discuss the author: where the author earned her or his degree, the author’s area of expertise, and other publications by the author. Also mention what impact, if any, the book has made on the author’s career.
3. Summarize the contents of the article or book. Begin with the article or book’s thesis or purpose, and then summarize each section or chapter. Include quotations from the work, or references to page numbers of the work, in order to support your understanding of the article or book’s contents.

Part 2: Interaction

¹ The syllabus for this class uses the SBL standards. You can also consult <http://www.goshen.edu/library/sblstyle.php> for examples of the most common examples of bibliographic entries.

1. Did the author accomplish his or her goals? Based on what the article or book set out to discuss, was it comprehensive and effective in its discussion? Make sure you have read the “Introduction,” so that you know the types of limitations that were placed on the book.

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2. Did you agree or disagree with the work? Why or why not? Make sure your discussion is based on evidence, and not emotion or ad-hominem attacks.
3. Where do you hope the discussion would go next? If you could speak with the author, what questions would you like her or him to pursue?

PASTOR-COACH DIALOG

1. Mail a DVD or email a electronic copy of one of your sermons to each Pastor-Coach in the first week of July 4-8.
2. Dialog via email with each of your Pastor-Coaches during the assigned week. The content of those communications shall include:
 - (1) Email your Pastor Coach requesting his:
 - Assessment of the message content and delivery
 - Insights concerning statements made in your sermon that reflect on the nature and purpose of the church
 - Wisdom and insights pertaining to how a listener might build assumptions concerning the nature and purpose of the church based on your sermon
 - (2) Dialog with your Pastor-Coach concerning your practice of spiritual formation. Request his wisdom and insights for improvement and how your spiritual formation contributes to your ecclesiology and is reflected in your preaching.
 - (3) Meaningfully respond to your Pastor-Coach on each of the above. Copy all communications to Dr. Chandler.

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