

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Doctor of Ministry Elective
June 3-7, 2002

PTH 971 MODELS OF MINISTRY IN THE EMERGING CHURCH

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1-800-467-AGTS

COURSE SYLLABUS

COURSE DESCRIPTION

A discovery and understanding of the variety of ministry models developing in the emerging church.

COURSE OBJECTIVES

The course is an arena in which four kinds of personal growth are catalyzed:

Knowledge Growth...

1. The nature of emerging culture in North America and the world
2. The variety of ministry models arising to engage this culture
3. The centrality of mission to the life and work of the church

Attitude Growth...

1. That there are multiple ways to accomplish the mission of the church
2. That discovery is the most powerful way to experience truth
3. That theology, spirituality, apologetics, etc. are no longer distinct categories

Character Growth...

1. The humility required to learn from the experiences of other leaders
2. The openness to grasp the radical changes taking place in culture
3. The willingness to take chances in order to fulfill the mission of the church

Skill Growth...

1. Learnings that facilitate re-examining the assumptions of our ministry
2. Sensitization to the role of culture in determining ministry strategy
3. Renewed confidence in the supernatural dimension of ministry

COURSE TEXTBOOKS

Required Texts

Brasher, Brenda. *Give Me That On-line Religion*. San Francisco: Jossey-Bass, 2001. (208 pages)

- Hunter, George G., III *The Celtic Way of Evangelism: How Christianity Can Reach the West ... Again*. Nashville: Abingdon, 2000. (137 pages)
- Guder, Darrell L. *The Continuing Conversion of the Church. (The Gospel and Our Culture)*. Grand Rapids: Wm. B. Eerdmans, 2000. (222 pages)
- McManus, Erwin Raphael. *An Unstoppable Force: Daring to Become the Church God Had in Mind*. Loveland, CO: Group. 2001. (224 pages)
- Morgenthaler, Sally, *Worship Evangelism: Inviting Unbelievers into the Presence of God*. Grand Rapids: Zondervan, 1999. (307 pages)
- Riddell, Mike, Mark Pierson, and Cathy Kilpatrick. *The Prodigal Project*. Reading, U.K.: Society for Promoting Christian Knowledge, 2001. (168 pages)
- McLaren, Brian D. *More Ready Than You Realize: Evangelism as Dance in the Postmodern Matrix*. Grand Rapids: Zondervan, 2002. (188 pages)
- Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelism for a Postmodern World*. Grand Rapids: Baker, 1999. (240 pages)
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Substitute Texts

- Barna, George. *The Cyberchurch: A Study by the Barna Institute*. Available for online purchase at www.barna.org.
- Careaga, Andrew. *eMinistry: Connecting With the Net Generation*, Grand Rapids: Kregel, 2001. (176 pages)
- _____. *E-Vangelism: Sharing the Gospel in Cyberspace*. Lafayette, La.: Vital Issues Press, 1999. (172 pages)
- Carson, D. A., ed. *Telling the Truth: Evangelizing Postmoderns*. Grand Rapids: Zondervan, 2000. (406 pages)
- Clapp, Rodney. *A Peculiar People: The Church as Culture in a Post-Christian Society*. Grand Rapids: Baker, 1996.
- Erickson, Millard J. *Truth or Consequences: The Promise and Perils of Postmodernism*. Downers Grove, IL: InterVarsity, 2001. (335 pages)
- Gibbs, Eddie. *ChurchNext: Quantum Changes in How We Do Ministry*. Downers Grove, Ill.: InterVarsity, 2000. (249 pages)

- Long, Jimmy. *Generating Hope: A Strategy for Reaching the Postmodern Generation*. Downers Grove, Ill.: InterVarsity, 1997 (235 pages)
- _____. *The Church on the Other Side: Doing Ministry in the Postmodern Matrix*. Grand Rapids, MI: Zondervan, 2000. (227 pages)
- Poe, Harry L. *Christian Witness in a Postmodern World*. Nashville: Abingdon, 2001. (176 pages)
- Rabey, Steve. *In Search of Authentic Faith: How Emerging Generations are Transforming the Church*. Waterbrook, 2001 (218 pages)
- Roxburgh, Alan J. *The Missionary Congregation: Leadership and Liminality*. Harrisburg, Pa.: Trinity Press International, 1997. (64 pages)
- Schaller, Lyle E. *What Have We Learned? The Best Thinking on Congregational Life*. Nashville: Abingdon, 2001.
- _____. *Discontinuity and Hope: Radical Change and the Path to the Future*. Nashville: Abingdon, 1999. (232 pages)
- Smith, Jr. Chuck. *The End of the World as We Know It: Clear Direction for Bold and Innovative Ministry in a Postmodern World*. Waterbrook, 2001. (272 pages)
- Sweet, Leonard. *Postmodern Pilgrims: First Century Passion for the 21st Century Church*. Broadman & Holman, 2000. (224 pages)
- Slaughter, Michael, ed. *Out on the Edge: A Wake-Up Call for Church Leaders on the Edge of the Media Reformation*. Nashville: Abingdon, 1998. (160 pages)
- Wagner, E. Glenn, and Steve Halliday. *Escape from Church, Inc.* Grand Rapids: Zondervan, 1999. (256 pages)
- White, James Emery *Rethinking the Church*. Grand Rapids, MI: Baker Books, 1997.
- Wilson, Len, *The Wired Church: Making Media Ministry*. Nashville: Abingdon, 1999. (176 pages)
- Wilson, Walter. *The Internet Church*. Nashville: Word Books, 2000. (240 pages)
- Young, Ed, and Andy Stanley. *24 Best Practices: Discovering What Works in the 21st Century Church*. Keller, Tex.: HeartSpring Media, 2000. (240 pages)
- Sweet, Leonard. *Postmodern Pilgrims: First Century Passion for the 21st Century Church*. Broadman & Holman, 2000. (224 pages)

COURSE OUTLINE

1. Cultural Turbulence: The Perfect Storm
2. Worldview Evangelism: The Truth Isn't What it Used to Be
3. Radical Discontinuity: Change Has Changed
4. New Wineskins: Emerging Culture/Emerging Church
5. Church.com: Technology and Ministry

COURSE METHODOLOGIES

1. Pre-session readings and reflections
2. Peer learning through interaction both in and out of class
3. Guest speakers who are effective in the context of emerging ministry
4. Field trips to emerging ministry venues
5. Class presentations by the instructor
6. Multi-media/live internet presentations on ministry models
7. Post-session research and action projects

COURSE REQUIREMENTS

a. Pre-session:

1. *Read:* from the Required Text list above, read 1500 pages. Substitute from the Alternate Text list for any required books you have already read. Read from the Alternate Text list in order.
2. *Write:* based on the readings, write a 3-page paper summarizing what you believe are the major lessons drawn from emerging ministry models that could be applied to your own ministry setting. Use definitions and concepts from the readings. Cite the authors you are referring to. Be prepared to make a brief (3-5 minute) oral presentation of your conclusions in class, and to turn in the paper immediately after the presentation.
3. *Report:* you will sign a reading report on the first day of class indicating that you have completed the 1500 page requirement.

b. During the session

Be present and on time for all sessions. Participation in class interaction, exercises, field trips, and assignments is required for peer learning.

c. Post-session (choose 1 of the following 3 options)

1. *Sermons:* using insights gained from readings and class interactions, write an original, 4-6 part sermon series designed to reach a pre-Christian, emerging culture audience. *Do not recycle old messages! Do not adapt messages from other*

speakers! You may do either a manuscript, or a very, very detailed outline. All sermons must be turned in hard copy, accompanied by audio or video cassettes of the presentation (live or practice), and must include media support (e.g., PowerPoint, video clips, etc.) Each message must be substantial in content and significant in length. A 5-page paper explaining how they connect to emerging culture, and why you have used the methods employed must accompany the sermons. Grading preference will be given to sermons actually delivered.

2. *Research Paper:* choose a major theme related to the course and write a 25-page research paper. The paper should identify and reflect upon key ideas related to the topic, report on the major literature in the area, and apply conclusions to your ministry context. This paper is an in-depth research piece that should be journal quality. Based on your course learnings and the findings of your research, the paper should conclude with specific applications to your own ministry and your plan (with timeline) for implementing these applications. Topics should be approved in advance by the instructor.
3. *Internet Project:* research emerging church models on the Internet and prepare a 25-page paper on your findings. The presentation should include descriptions of the various churches, their worship styles, and other key features. You will need to discuss what defines these congregations as “emerging” (as opposed to simply doing church without neckties.) Draw conclusions about their use of the Internet itself, the application of their ministry model to your own (i.e., what you learned from them that could be applied in your context), and conclude by developing your own typology of emerging ministry models. Place your own ministry context within this typology. An appendix to the paper should be your typology in the form of a chart.

Alternative: build a substantial website dedicated to evangelizing the emerging culture. Write a 10-12-page paper reflecting on the nature of your intended audience, the strategic choices and models emulated in constructing the site, and the role of technology in the communicative mission of the church. Report in the paper on your actual experience with the site in operation. *Do not recycle existing sites!* This option requires prior approval with the instructor.

4. *Self-design project:* With prior approval by the professor, any participant may propose a post-session project of their own design. The project must focus on the theme of the course, reflect key issues in the literature and class discussion, and be accompanied by a reflective paper. The participant is responsible for providing a written proposal for the project prior to the conclusion of the course session.

All written assignments are to be typed, double-spaced and represent quality, graduate level work. All written assignments must follow the *Turabian* style manual, 6th edition. Post-session work must include a substantial bibliography and use appropriate research citations.

Due date: September 7, 2002

Note: the participant will be charged a \$15 change-of-grade fee if work is turned in after the due date stipulated on the syllabus, even if permission has been given by the instructor.

GRADING PROCEDURE

	<i>Points</i>
Pre-session reading:	20
Reading oral report	10
Class participation	20
Post-session option	50

Grading will be on a percentage basis, with 90% of the total points (90) required for an A, 80% of the points (80) required for a B, etc. Plusses and minuses will be used for point totals within 2 points of any grade level.

SELECT BIBLIOGRAPHY

A topical bibliography is also available online at http://www.agts.edu/faculty/faculty_publications/bibliographies/creps_bibliography/index.html

The free Acrobat reader required to read pdf files is available at: <http://www.adobe.com/products/acrobat/readstep.html>

SPECIFIC DATA

Course syllabus prepared by Earl Creps, February 2002.