EVAN 997
DEVELOPING A MULTI-ETHNIC/MISSIONAL CHURCH FOR THE SAKE OF THE GOSPEL

I. COURSE DESCRIPTION

A growing movement championing multi-ethnic/missional congregations of faith is today reshaping the face of the local church and effectively challenging long-held, erroneous, assumptions concerning church planting, growth, and development. More than a good idea, the movement represents a biblical, first-century, standard with far-reaching evangelistic potential that is critical to the advance of the Gospel in the 21st century. In this course, pastors and ministry leaders will study the New Testament theology of the movement, learn the core commitments of an effective multi-ethnic/missional congregation, explore obstacles to its development and how to overcome them, and consider effective models of multi-ethnic/missional ministry whereby they will be equipped to replicate the vision within their own local church context.

II. RATIONALE

In an increasingly diverse and cynical society, the credibility of the local church and its message of God’s love for all people is gradually being undermined by its own systemic segregation. Indeed, 92.5% of local churches throughout the United States today are segregated along ethnic and/or economic lines: they are ten times more segregated than the neighborhoods in which they reside, and twenty times more segregated the nearby public schools. In response, the local church must return to its roots whereby individuals of varying ethnic and economic background learn to walk, work, and worship God together as one for the sake of the Gospel. This course will point the way.

III. PREREQUISITES

There are no pre-requisites for D. Min. students to enroll in this course.

IV. MATERIALS LIST

A. REQUIRED RESOURCE PURCHASES

Pre-Course Reading:


Individual Membership (six month minimum at $9.95 a month; total price $59.70) in the Mosaix Global Network. www.mosaix.info/membership-benefits

**Post-Course Reading:**

Following the final day of class, prior to receiving a final grade, and within the specific timeline set for successful completion of course work, students will be required to read an additional 655-1155 pages from the bibliography (student choice).

**B. ADDITIONAL MATERIALS FOR LEARNING**

1. Computer with basic audio and video equipment
2. Internet access (broadband recommended)
3. Microsoft Word: *Microsoft Office is available at a special discount to LU students.*

**V. MEASURABLE LEARNING OUTCOMES**

(*LBTS PLOs 2, 4, 5, 6*)

Upon successful completion of this course, the student will be able to:

1. Articulate the theology of a multi-ethnic/missional church;
2. Define the core commitments of a multi-ethnic/missional church in an informed, effective, way;
3. Formulate solutions to challenges in planting or developing a healthy multi-ethnic/missional church.
4. Evaluate the work of leaders throughout the United States and evaluate their pioneering work to establish multi-ethnic/missional congregations for the sake of the Gospel;
5. Describe effective models of healthy multi-ethnic/missional community;
VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. REQUIRED READING

Students will be required to read a total of 2,000 – 2,500 pages on the subject as part of the course.

1. Pre-requisite Reading

Prior to the first day of class on campus, students will be required to read seven (7) books (1,345 pages) including, *Divided By Faith* (226 pages), *United By Faith* (240 pages), *Building a Healthy Multi-ethnic Church* (240 pages), *The American Church in Crisis* (240 pages), *The Next Evangelicalism* (208 pages), *Consuming Jesus* (191 pages), *Ethnic Blends* (240 pages). On the first day of class, students will be asked to sign a statement acknowledging that they in fact completed this portion of the required reading assignment.

2. Post-requisite Reading

Following the final day of class on campus, and within the specific timeline set for successful completion of course work, students will be required to read an additional 655 – 1,155 pages on the subject. Approved reading can be found on the Bibliography section of this syllabus. Students wishing to read from sources not found on this list may seek approval to do so via email to the instructor. Prior to receiving a final grade, students will be asked to sign a statement acknowledging that they in fact completed this portion of the required reading assignment.

B. INTERACTIVE PAPERS

Students will be required to submit three (3) papers, 3-5 pages in length on the first day of class summarizing their reads and providing their own review of the books mentioned in A. above: *Divided By Faith*, *Building a Healthy Multi-ethnic Church*, and *Ethnic Blends*. Each paper should reflect the student’s understanding of the content of the book without necessarily repeating it. In addition, students should pick two concepts from each book to discuss at length: one concept with which they agree, and one with which they do not agree or perhaps are in need of further clarification. In both instances, students should provide additional insight from their own life or theological training to support their positions.

C. CLASS PARTICIPATION

Each day, students will be expected to be in class and participating through attentive listening, good note-taking, and taking advantage of opportunities for interactive discussion when invited to do so.

MOSAIX GLOBAL NETWORK FORUM DISCUSSIONS

Each day following class, a question will be posted on the private Mosaix Global Network site concerning things discussed in class that day. Students will be required to
log-in, and answer the question from their own point of view (2-3 paragraphs) prior to the next class session. In addition, they must choose another student’s response to interact with (2-3 paragraphs), as well.

E. **CLASS PRESENTATION**

Throughout the final two days of the class, students will be asked to make a 10-15 minute presentation summarizing their understanding of the significance of the multi-ethnic/missional church based on reading and class discussion to this point. This presentation may focus on theology, philosophy, sociology, core commitments, obstacles, models and/or the practical (personal) ways in which they might see themselves someday planting or developing a multi-ethnic/missional congregation of faith for the sake of the Gospel, or any combination of these topics. The purpose of this presentation is to encourage students to synthesize their learning experience in a way that aligns with their passion and/or interest in the material covered.

F. **FINAL PROJECT**

Within three months of in-class completion of the course, students must submit a 20-25 page paper collating their learning experience. As part of the paper, students will be asked to study and review at least one healthy multi-ethnic/missional church in the United States, and provide insight from a personal interview with that church’s senior pastor. Further instruction for this paper, as well as a list of approved churches and pastors willing to be involved, will be provided for students on the first day of class.

VII. **COURSE GRADING AND POLICIES**

A. **WEIGHT AND POINTS (1,000 POINTS POSSIBLE)**

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Required Reading (7 pre-requisite readings at 10 pts each; 3 - 5 post-requisite readings at 10 total pts available)</td>
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<tr>
<td>Interactive Papers (3 at 100 pts ea)</td>
<td>300</td>
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<tr>
<td>Class Participation (4 at 25 pts ea)</td>
<td>100</td>
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<tr>
<td>MGN Forum Discussions (4 at 25 pts ea)</td>
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<tr>
<td>Class Presentation (1 at 200 pts)</td>
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<tr>
<td>Final Project (1 at 200 pts)</td>
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<td><strong>Total</strong></td>
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B. **SCALE**

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<td>920–939</td>
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<td>B+</td>
<td>900–919</td>
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<td>B-</td>
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<td>C+</td>
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<td>679 and below</td>
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VIII. **POLICIES**

A. **ATTENDANCE POLICIES**
Students are expected to be in every class for the entire day in accordance with D. Min. policies. Excused absences will be considered only in the case of illness or other unforeseen, unavoidable, circumstance.

B. Other Policies

1. Academic Misconduct
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

2. Drop/Add Policy
Consult the Graduate Catalog for drop/add policies.

3. Dress Code
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

4. Classroom Policies
Classroom policies will be established and enforced by the individual instructor. Students may not be on cell phones, Twitter, Facebook, or email during class time.

IX. Bibliography


X. Students with a Documented Disability
Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center is the officially designated place for all tests administered outside of the regular classroom.