

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Course	THE ONCE AND FUTURE CHURCH: EXPLORING WHAT WAS AND WHAT'S NEXT LEAD 0670 / PAST 0670
Date and Time	MAY 2 – JUNE 13, 2022 MONDAYS & THURSDAYS 6:30 PM – 9:20 PM IN-PERSON WITH SYNCHRONOUS ONLINE
Instructor	MICHAEL KRAUSE, DMin Email: mkrause@tyndale.ca
Class Information	The classes will be delivered as in-person with synchronous livestream option on Mondays and Thursdays from 6:30 PM – 9:20 PM. Guidelines for class participation and remote access will be posted on the course Moodle page. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

This course examines possible future manifestations of the Church while celebrating the current and past expressions of flourishing congregations. It investigates challenges current congregations face finding relevance in contemporary culture, moving to online and digital formats, and being missional in a secular age. This course will help students reconstruct a missional ecclesiology and reassemble biblical patterns for effective leadership during times of deconstruction, transition and uncertainty, taking particular note of the diversity and intercultural, multi-ethnic dynamic present in the Canadian context. Current practitioners will share their stories to aid in classroom exploration of local examples of missional experiments.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Evaluate conflicting viewpoints between traditional cultural assumptions about the church and a post-Christendom / post-congregational understanding of Christian community incorporating biblical principles in their analysis
2. (Re) construct a missional ecclesiology for their current church or ministry context
3. Identify personal biblical leadership behaviours required for congregations to thrive in the post-Christendom realities of the Canadian context
4. Differentiate and define the various terms used to describe our current cultural context
5. Apply skills in cultural analysis to identify the challenges of community transformation through studying different research and community awareness strategies.
6. Explain their understanding of the uniqueness of Canadian culture as a context for mission.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Choose one book for each category (for a total of 5 books). Except for Hjalmerson's book, all titles are available as eBooks from the library (access will require signing into the library with your Tyndale email and password). All books are also available as print editions in the Tyndale Library.

1. Canadian Experimental Models of Church (choose one)
Bowen, John P., ed. [*Green Shoots Out of Dry Ground: Growing a New Future for the Church in Canada*](#). Eugene, OR: Wipf and Stock, 2013. ISBN-13: 9781610978620

Hjalmerson, Leonard, ed. *Text and Context. Church Planting in Canada in Post-Christendom*. Portland, OR: Urban Loft, 2013. (ISBN: 1492721247)
2. Missional Ecclesiology (choose one)
Fitch, David. [*Faithful Presence: Seven Disciplines that Shape the Church for Mission*](#). Downers Grove, IL: IVP Books, 2016. (ISBN-10: 9780830841271)

Fitch, David. [*What is the Church and Why Does it Exist?*](#) (The Jesus Way: Small Books of Radical Faith). Harrisonburg, VA: Herald Press, 2021. (ISBN: 9781513805702)
3. Church in a Secular Age (choose one)
Root, Andrew. [*The Pastor in a Secular Age*](#). Grand Rapids, MI: Baker Academic, 2019. (ISBN: 9780801098475)

Root, Andrew. [*The Congregation in a Secular Age*](#). Grand Rapids, MI: Baker Academic, 2021. (ISBN: 9780801098482)

4. Demographic and Research Oriented (choose two)

Clarke, Brian, and Stuart Macdonald. [*Leaving Christianity : Changing Allegiances in Canada Since 1945*](#). Advancing Studies in Religion, 2. Montreal: McGill-Queen's University Press, 2017.

Rainer, Thom. [*The Post-Quarantine Church: Six Urgent Challenges and Opportunities That Will Determine the Future of Your Congregation*](#). Carol Stream, IL: Tyndale House Publishers, 2020. (ISBN-10: 1496452755)

Thiessen, Joel. [*The Meaning of Sunday: The Practice of Belief in a Secular Age*](#). McGill-Queen's University Press, 2015.

Thiessen, Joel and Sarah Wilkins-Laflamme. [*None of the Above: Nonreligious Identity in the US and Canada*](#). New York, NY: NYU Press, 2020. (ISBN: 9781479860807)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Angus Reid Group. "Isolation, Loneliness, and Covid-19: Pandemic Leads to Sharp Increase in Mental Health Challenges, Social Woes." angusreid.org/isolation-and-loneliness-covid19/ 2020, (accessed Monday, November 2, 2020).

Campbell, Heidi A., Ed. 2020. [*Religion in Quarantine: The Future of Religion in a Post-Pandemic World*](#). Digital Religion Publications (Imprint of the Network for New Media, Religion & Digital Culture Studies), 2020. www.digitalreligion.tamu.edu

Campbell, Heidi, Ed. [*The Distanced Church: Reflections on Doing Church Online*](#). Digital Religion Publications (Imprint of the Network for New Media, Religion & Digital Culture Studies), 2020. www.digitalreligion.tamu.edu

Frost, Michael, and Alan Hirsch. [*The Shaping of Things to Come: Innovation and Mission for the 21st-Century Church*](#). Peabody, MA: Hendrickson Publishers, 2003. (ISBN: 1565636597)

Murray, Stuart. [*Post-Christendom: Church and Mission in a Strange New World. Second Edition*](#). Eugene, OR: Cascade Books, 2018. (ISBN: 1842272616)

Perry, Samuel L, Andrew L Whitehead, and Joshua B Grubbs. "[*Culture Wars and Covid-19 Conduct: Christian Nationalism, Religiosity, and Americans' Behavior During the Coronavirus Pandemic*](#)." *Journal for the Scientific Study of Religion* 59 (3): 2020.

Sparks, Paul. [*The New Parish: How Neighborhood Churches Are Transforming Mission, Discipleship and Community*](#). Downers Grove, IL: InterVarsity Press, 2014. (ISBN-13: 978-0830841158)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Class Participation and Literature Reflection (20% of final grade)

Class Participation: Students must prepare for each class session as outlined on the course page. Preparation is reflected in intentional and quality class engagement. On-site course delivery is enhanced by active, ongoing engagement with the lecture content and the readings. This mark will reflect attendance, punctuality, in-class engagement and the completion of the assigned readings.

Literature Reflection: For each of the Fitch and Root texts you read and for one of the Demographic and Research Oriented books, submit a 2-4 page reflection paper discussing your key learning points for each book. Using quotes from the text (incorporating proper Chicago style referencing format), discuss 2-3 points that resonated with you and one or two that you disagreed with. Each review (three in total) is worth 5% of the final grade (15% total). The total length of this assignment (all three reflection papers) should not exceed 10 pages (2500 words).

Basis of grade: Class presence and participation, informed (from the readings) class interaction and effective cooperation with your group or breakout sessions. Use of a broad selection of quotes, ability to interact with the author’s ideas, good analysis of the content, capacity to engage with divergent points of view and reflect on how they may impact or change one’s perspective. This requirement is relevant to outcomes 1, 2, 3, 4 and 6.

2. Observation and Field Research: Exegeting the Church (20% of final grade)

View the recorded public worship services of at least six (6) Canadian churches of as many different types as possible. Half of these churches (3) should be in the neighbourhood studied in Assignment # 3. Choose services from different denominations and styles of churches (liturgical, charismatic, mainline, evangelical, and culturally diverse). Find at least one (more if possible) that has been planted/initiated within the past five years. Your purpose is to ascertain their observable ecclesiology (both implicit and explicit) and identify the values and practices they are promoting. Report on each church using the following categories (this can be done using a chart or point form): name of church, denomination, location, website, digital format (social media platform, prerecorded, livestream, etc.) worship style, leadership style, values observed, methods of engaging with their online audience, approach to Christian formation (or discipleship), practices/behaviours promoted, production value, and ecclesiology. Write a summary of your observations. Include the main theological themes you observed and how they connected with the values they espoused and the practices they promoted.

When summarizing, ask yourself: “Are these theologies and values contextually appropriate?” and “What’s missing?” Describe your reasoning. Evaluate your overall experience in terms of the church’s ability to use the medium to communicate its message. Visit their website to determine if there are additional resources to complement the message from the main service. This is not an essay per se, but a record of your visits along with your analysis. As such your observations can be recorded in point form. It should require about a page for each church viewed and another few pages to compare, contrast and summarize your findings. Aim for a maximum page length of 10 pages.

Basis of Grade: observation skills, ability to see beyond the obvious and identify implicit values and theologies, variety in the types and styles of churches chosen, ability to synthesize the findings to reach conclusions about the effectiveness of a church in its context. This assignment is relevant to outcomes 1, 3, 5 and 6.

3. Community Demographics: Exegeting the Neighbourhood (30% of final grade)

a. Description: Exegete a neighbourhood of your choosing for the purpose of identifying the unique elements of that community and developing a missional strategy or gospel approach for that context.

NOTE: If you have done a neighbourhood demographic exegesis of this type for a different course, check with the professor about an alternative assignment.

b. Choose a specific neighbourhood. Choose a small section of your target community: one of the 140 defined neighbourhoods (set to increase to 158) in Toronto or a

specific Canada census tract. The population of the neighbourhood should be approximately 20,000 people. It should be a community that you have some interest in: where you live/serve/worship. Develop a cultural analysis based on your research. Tools and resources will be available in class to assist in this process.

c. This assignment will involve three major steps

i. Neighbourhood Exegesis using Demographic Research

Using Statistics Canada census information, municipality or neighbourhood demographics, police, Real Estate and Ministry of Education websites, research significant demographic and sociological trends. Identify the different cultures, age categories, household composition and other unique characteristics of the neighbourhood.

Research the history of the community, identifying significant events and changes over time. How was it founded and who were the original inhabitants? What is the heart of the community? What are the key assets available in the neighbourhood? What are the main problems in the community?

ii. Neighbourhood Walk

Walk through your community noting hot spots, significant sites, spiritually noteworthy artifacts or buildings, business types, areas of wealth and poverty, etc. Speak with key “gatekeepers” in your community (shop owners, residents, community workers, politicians if possible).

iii. Analysis, Theological Reflection and Development of a Mission Perspective

Based on the data you have gathered, identify and evaluate the assets, opportunities, and issues of the various groups of people represented in your community. From this information select a particular group, a pressing issue or an identifiable need or problem around which you will establish a ministry.

- Describe your community, i.e., geographically, demographically, socioeconomically, culturally, etc. and create a community profile.
- What is the issue/need you have decided to address? On what criteria did you select this issue/need? How do you know it is a real need?
- How has the neighbourhood expressed that this is a need and what is its desired solution for this need?
- What assets are available in the community to help address those issues/needs? These may be organizations or key stakeholders.
- What possible partnerships can be developed with other churches or organizations?

d. Summarize Your Findings

The paper should be about 10 pages, typed and double-spaced (not including addendums or demographics). It must include a detailed map of the community, (showing the location of places of worship, community centres, fire and police stations, schools, significant historical sites, etc.), demographics for the community you've chosen, and evidence of conversations with key neighbourhood gatekeepers (residents, shopkeepers, police, local politicians, religious leaders, etc.). The final few pages should reflect a process of theological reflection about the needs of the community and how a church might go about connecting with this community, developing relationships with key stakeholders, helping to meet some of the needs and what biblical community transformation might look like. Place maps, charts, and diagrams in an appendix so as not to exceed the 10 page limit.

Basis of Grade: evidence of familiarity with the unique features of the chosen neighbourhood, effective use of demographic tools, ability to apply missional ecclesiology concepts to community problems, ability to identify community resources and partnerships, and creativity to theologically reflect about new gospel approaches to community needs. This assignment is relevant to outcomes 2, 5 and 6.

4. Research Paper: Exegeting Culture (30% of final grade)

Based on the readings and the course content, use biblical principles, theological reflection, an historical perspective and an awareness of sociological realities to articulate how context and culture might shape the development of ecclesiologies in the 21st Century and how it might affect the systems and structures of our churches. This paper should reflect the context examined in Assignment 3, incorporating your understanding of a specific neighbourhood. The paper should be a substantial piece of theological analysis in response to the impact of post-Christendom, secularism, pluralism and the realities of concepts like cancel culture, post-colonialism and diversity. The essay should not simply report, summarize, or review class materials, but concentrate upon how we need to be thinking about the relevance of Christianity to a culture that believes that church as we know it is part of the problem, rather than part of the solution. It should demonstrate thoughtful reflection and analysis, and it should embody a conceptual argument in which relevant aspects of our current situation are explored in fairness and at length. Suggested length: 15 pages.

Basis of Grade: thoughtful reflection on the ideas presented in class and in the readings, insightful analysis of our current predicament, strategic integration of solutions and strategies for effective ministry, and understanding of effective biblical practices for spiritual formation and effective mission. Must be well written and properly formatted. This assignment is relevant to all outcomes.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation and Literature Reflection	20 %
Observation and Field Research: Exegeting the Church	20 %
Community Demographics: Exegeting the Neighbourhood	30 %
Research Paper: Exegeting Culture	30 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Papers should meet graduate level academic research standards of Tyndale.

1. Your work should demonstrate the following characteristics:

- A clear thesis and a straightforward line of reasoning
- Appropriate use of reference material in Chicago citation style
- Willingness to examine and be critical of your own views and practice
- Creativity and an ability to integrate diverse ideas

2. Unless otherwise indicated, use full sentences and paragraphs written in Times New Roman 12 point font, with 1 inch margins. There should be no extra spaces between paragraphs, instead each new paragraph should be indented. The number of pages listed does not include the title page or bibliography (which should be included). Footnotes are to be included, rather than endnotes.

Submission of Work:

All written papers should be submitted as a Word document on the Tyndale online course (Moodle) page. PDF's will also be accepted. The papers need to be submitted in the following way: YourlastnameYourFirstnameAssignmentname.docx. *For example:* SmithJohnPracticalTheologyResearchPaper.docx. Assignments requiring diagrams or maps may be hand written (or drawn), but then should be scanned and submitted electronically to the class page as PDF's. (Note: students can scan and email documents—to themselves or to

others—from any photocopier at Tyndale.) Grades for papers submitted late without advanced permission are lowered at the rate of one third of a grade per day to a maximum of one grade per week for each week late (e.g., 1st day late is 1/3 off [“A” to “A-”], 2nd day is an additional 1/3 off, 3rd to 7th day late moves mark one whole grade lower [“A+” to “B+” or from “B” to “C”]. Each subsequent week the mark will be lowered by an additional grade).

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

TBD

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Angus Reid Group. "Isolation, Loneliness, and Covid-19: Pandemic Leads to Sharp Increase in Mental Health Challenges, Social Woes." angusreid.org/isolation-and-loneliness-covid19/ 2020, (accessed Monday, November 2, 2020).

Ashlin-Mayo, Bryce. *Digital mission: a practical guide for ministry online*. Toronto, ON: Tyndale Academic Press, 2020. (ISBN: 9781999464660)

Bass, Diana Butler. *Christianity After Religion: The End of Church and the Birth of a New Spiritual Awakening*. New York, NY: HarperOne, 2012. (ISBN: 0801072425)

Bean, Kelly. [*How to Be a Christian Without Going to Church: The Unofficial Guide to Alternative Forms of Christian Community*](#). Grand Rapids, MI: Baker Books, 2014. (ISBN: 0801072425)

Bibby, Reginald Wayne. [*Resilient Gods : Being Pro-Religious, Low Religious, or No Religious in Canada*](#). Vancouver: UBC Press, 2017. (ISBN: 9780774890052)

Bolsinger, Tod. [*Canoeing in the Mountains: Christian Leadership in Uncharted Territory*](#). Downers Grove, IL: IVP Books, 2018. (ISBN: 978-0-8308-4126-4)

Bowen, John P., ed. [*Green Shoots Out of Dry Ground: Growing a New Future for the Church in Canada*](#). Eugene, OR: Wipf and Stock, 2013. (ISBN-13: 9781610978620)

Branson, Mark Lau, Alan J. Roxburgh. [*Leadership, God's Agency, and Disruptions: Confronting Modernity's Wager*](#). Eugene, OR: Cascade Books, 2021. (ISBN-13: 978-1725271746)

- Campbell, Heidi A., Ed. 2020. [*Religion in Quarantine: The Future of Religion in a Post-Pandemic World*](#). Digital Religion Publications (Imprint of the Network for New Media, Religion & Digital Culture Studies), 2020. www.digitalreligion.tamu.edu
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- Hjalmerson, Leonard. *No Home Like Place: A Christian Theology of Place*. Portland, OR: Urban Loft Publishers. 2014. (ISBN-13: 978-1499191806)
- Johansen, Bob. [*The New Leadership Literacies: Thriving in a Future of Extreme Disruption and Distributed Everything*](#). Oakland, CA: Berrett-Koehler Publishers, 2017. (ISBN-10: 9781626569614)
- Murray, Stuart. [*Post-Christendom: Church and Mission in a Strange New World. Second Edition*](#). Eugene, OR: Cascade Books, 2018. (ISBN: 1842272616)
- Noel, Bradley Truman. [*Pentecostalism, Secularism, and Post Christendom*](#). Eugene: Wipf and Stock, 2015. (ISBN: 9781498229371)
- Perry, Samuel L, Andrew L Whitehead, and Joshua B Grubbs. "Culture Wars and Covid-19 Conduct: Christian Nationalism, Religiosity, and Americans' Behavior During the Coronavirus Pandemic." *Journal for the Scientific Study of Religion* 59 (3): 2020.
- Pouteaux, Preston. *The Bees of Rainbow Falls: Finding Faith, Imagination and Delight in your Neighbourhood*. Portland, OR: Urban Loft, 2017. (ISBN: 9780692873090)

- Rainer, Thom. [*The Post-Quarantine Church: Six Urgent Challenges and Opportunities That Will Determine the Future of Your Congregation*](#). Carol Stream, IL: Tyndale House Publishers, 2020. (ISBN-10: 1496452755)
- Reimer, Sam, and Michael Wilkinson. [*A Culture of Faith: Evangelical Congregations in Canada*](#). McGill-Queen's University Press, 2015. (ISBN: 9780773597136)
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- Root, Andrew. [*The Congregation in a Secular Age*](#). Grand Rapids, MI: Baker Academic, 2021. (ISBN: 9780801098482)
- Sayers, Mark. *Disappearing Church*. Chicago, IL: Moody Publishers, 2016. (ISBN: 9780802413352)
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- Thiessen, Joel. [*The Meaning of Sunday: The Practice of Belief in a Secular Age*](#). McGill-Queen's University Press, 2015. (ISBN: 9780773598027)
- Thiessen, Joel and Sarah Wilkins-Laflamme. [*None of the Above: Nonreligious Identity in the US and Canada*](#). New York, NY: NYU Press, 2020. (ISBN: 9781479860807)
- Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids, MI: Baker Books, 1999. (ISBN: 080106029-X)
- Wilkes, Karen. *Don't Invite Them to Church: Moving from a Come and See to a Go and Be Church*. Grand Rapids, MI: Faith Alive Christian Resources, 2010.