

*“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.”*

<b>Course</b>	<b>PLANTING NEW GENERATION CHURCHES IN A MULTICULTURAL WORLD</b> PAST 0603 W1
<b>Date and Time</b>	JANUARY 10 – APRIL 8, 2022 WEB-BASED ASYNCHRONOUS ONLINE
<b>Instructor</b>	<b>NARRY F. SANTOS, PhD</b> Telephone: (416) 226-6620 Ext. 2227 Email: <a href="mailto:nsantos@tyndale.ca">nsantos@tyndale.ca</a>
<b>Class Information</b>	The classes will be asynchronous with forum discussions on selected weeks and with weekly course requirements. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the forum discussions within the timeline parameters set out below. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.  Office Hours: Fridays (1–5 PM)
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

## I. COURSE DESCRIPTION

Designed for individuals considering serving in a multicultural church with the possibility of serving in a church-planting ministry. Readings, lectures, discussions and contact with local pastors explore the various dimensions of: evangelism ministry, outreach ministry (including short-term missions) and church-planting ministry in its theological and practical aspects, with emphasis on the context of multicultural churches.

## II. LEARNING OUTCOMES

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

1. Explain the postmodern, post-Christendom, pluralistic, and multicultural realities in Canada and how planting new generation multicultural churches can meaningfully respond to these daily realities in contextual and culturally sensitive ways;
2. Analyse the foundational role of biblical, theological, missiological, ecclesiological, and historical perspectives in planting new generation multicultural churches;
3. Develop a growing appreciation for the need, value, and contribution of missional experiments by churches, networks, and/or agencies in planting new generation churches toward the expansion of God's kingdom; &
4. Generate informed reflection and feedback on the principles, challenges, and practices involved in intentionally starting and developing missional, multicultural, and multi-generational churches.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Murray, Stuart. *Church Planting: Laying Foundations*. Waterloo, ON: Herald Press, 2001. (ISBN 9780836191486)

This first textbook gives an in-depth understanding of church planting in its biblical, theological, ecclesiological, missiological, and historical moorings. Murray presents his perspectives from a European setting.

Ott, Craig, and Gene Wilson. [\*Global Church Planting: Biblical Principles and Best Practices for Multiplication\*](#). Grand Rapids, MI: Baker Academic, 2011. (ISBN 9780801035807)  
Available for free with multiple eBook copies at the Tyndale library.

This second textbook presents the global picture of church planting, with emphasis on starting, sustaining, and reproducing new churches. Though Ott and Wilson write as church planting experts and practitioners from the USA, they present valuable church planting experiences and lessons from the Global South.

Siebert, Jared. *Gutsy: (Mis)Adventures in Canadian Church Planting*. Mississauga, ON: New Leaf Network Press, 2016. (ISBN 9780995305403)

This third textbook presents the follow-up of 19 church plant “experiments” that were originally featured in the film “One Size Fits All?: Exploring New and Evolving Forms of Church in Canada” (2006-2008). Siebert presents the lessons learned from these Canadian “experiments” (more than half of which were concluded before the book was written).

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

DeYmaz, Mark. [\*Building a Healthy Multi-ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation\*](#). Hoboken, NJ: Wiley, 2007. (ISBN-13: 978-0-7879-9551-5). Available for free with unlimited eBook copies at the Tyndale library.

Roberts, Bob Jr. [\*The Multiplying Church: The New Math for Starting New Churches\*](#). Grand Rapids, MI: Zondervan, 2008. (ISBN 9780310277163) Available for free with 1 eBook copy at the Tyndale library.

Stetzer, Ed. *Planting New Churches in a Postmodern Age*. Nashville, TN: H&B, 2003. (ISBN 9780805427301)

Tyndale recommends [www.stepbible.org](http://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](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Weekly Required Reading and Personalized Reflections: 10% of the final grade**

The students are given required weekly reading assignments, according to the topics specified in the course schedule. The reading materials, which come from the textbooks, selected book chapters and/or articles given in class, are due on the specified dates in the course schedule. In addition, the students will also engage in personalized reflection and interaction with the material or lecture presented at the weekly asynchronous sessions.

The students will also have a one-hour one-on-one time with the instructor, as part of a face-to-face coaching or mentoring opportunity. The students can choose whatever area of church planting theology or practice, personal call or ministry issue that they want to be coached about (note: the one hour is coaching time, not counselling time). A week after this coaching hour, the student will submit a one-page, double-spaced self-assessment: “What I Discovered about Myself and My Ministry.” This requirement will not be “graded,” but must be completed under “class participation.”

### **2. Journal of Weekly Church Planting Lessons: One double-spaced page per week; 25% of the final grade**

The students will choose five church planting lessons that they will personally learn from the class sessions and assigned reading every week (except from the textbook on *Planting Churches in the 21<sup>st</sup> Century*; see assignment #3 for a separate requirement on it). They will follow this two-part format: (1) Church Planting Lesson: (specify the church planting lesson) – only one sentence in length; and (2) What this church planting lesson means to me (or why this church planting lesson is important to me): (specify the personal meaning or importance of the lesson) – only two sentences in length. The five lessons will be submitted on a weekly basis. The length of the five weekly lessons can be less than one double-spaced page but must not exceed one page. This relates to Outcome #1.

### **3. Church Planting Film/Book Review and Reflection Paper: 5 double-spaced pages; due on March 4; 20% of the final grade**

The students will make a five-page double-spaced film/book review and reflection paper will cover three parts: (1) one-page review of the short documentary film, “[One Size Fits All?: Exploring New and Evolving Forms of Church in Canada](#)” - the one-page fill review segment will present (from the students’ point of view) three collective strengths and three general areas of improvements for the church planters interviewed in the documentary film. For all the strengths and areas of improvement, the students will give a brief paragraph explaining why they consider them as strength or weakness; (2) book review on the textbook entitled *Gutsy: (Mis)Adventures in Canadian Church Planting* by Jared Siebert - the book review segment will cover the following main portions (for a maximum of two pages for this segment): (1) overview of the book’s contents; (2) summary of the author’s main ideas in the book; and (3) assessment

or response to those main ideas (i.e., why they agree or disagree with the author); and (3) two-page reflection paper segment on the documentary film and book – the reflection segment will answer this question in one page: “Knowing what you learned about the church plants and their journey, will you recommend that more church planters start these new kinds of churches? Why or why not?” Finally, the last part of the reflection segment will answer this second question in one page: “If you were to start your own church plant, how would you proceed doing it in the first two years (knowing what you have learned from the documentary and the book)?” This relates to Outcome #3.

#### **4. Forum Discussions: 20% of final grade [5 X 4% = 20% of final grade].**

Forum #1 (Jan. 20-25); Forum #2 (Feb. 3-8); Forum #3 (Feb. 17-22); Forum #4 (Mar. 10-15); Forum #5 (Apr. 2-7). This assignment is related to Outcome #3.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums or wait for further instructions.

#### **Individual Posts & Responses:**

There will be 5 biweekly forums in total and each forum will have two questions. The questions will be available on a Thursday morning and students will post their responses by the following Saturday, and comment on the posts of other students by Tuesday night. The only exception is Forum #5 (Saturday to Thursday – Apr. 2-7), which will be about sharing three lessons each from three students’ church plant presentations (Assignment #5). Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member. This relates to Outcome #2.

#### **Penalty for late work:**

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension

Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

### FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one’s ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one’s ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one’s ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one’s ministry context
Promptness & quality of responses	Posting on time; responds to all group members’ postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members’ postings; responses not thoughtful

## **5. Church Plant Research/Online Interview Paper and Prerecorded Presentation: 7 double-spaced pages; due on April 1; 25% of the final grade**

The students will submit a seven-page research/interview paper on a recent church plant (5 years or less) in the Greater Toronto Area, by reading about the kind of church method or model that the new church plant employs (using the different church models or shapes discussed in class), by interviewing online the church planter and/or the church plant team leaders, and by observing the church plant in action online during one of its virtual gatherings (e.g., worship experience; small group; training).

The students will describe the specific church plant location or community (e.g., urban; rural; gateway city setting), the group/s the church plant seeks to reach (e.g., young adults; new immigrants) in that area, the method or model used by the church plant in serving that community, the length of existence as a church plant, and the current church plant significant statistics (e.g., weekly attendance; small group).

The research/online interview will seek to discover what the church plant did (or are doing) in the following areas: (1) community research or mapping of the specific location; (2) research of the specified target group in the community (including their potential needs and interest); (3) configuration of the church planting team and the partners (e.g., church or churches; denomination; networks; agencies) that were encouraged to take part in the church plant; and (4) strategic steps used in planting the church among the specified group/s of people in that designated community. The interview will also include how the church plant has been coping with the pandemic realities and what changes it has taken to adjust to these realities.

In light of their discovery about the church plant story, the students will assess this church planting effort (i.e., the areas of growth and struggle), in light of the lessons learned in planting “new generation” churches in a multicultural world. Finally, the students will submit a prerecorded 10-minute video presentation on April 1 for that described church plant, give some highlights of the online interview and the major lessons that they learned in such an experience. The students will also watch these prerecorded presentations and will share three lessons each from three of these church plants. The sharing of these lessons will serve as the fifth forum discussion topic. This relates to Outcome #4.

## **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:

Required Reading, One-Hour Coaching Time	10 %
Journal of Church Planting Lessons	25 %
Church Planting Film/Book Review and Reflection Paper	20 %
Forums on Church Planting Issues	20 %
Church Plant Research/Online Interview Paper/Prerecorded Presentation	25 %
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

### 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 ([aa@tyndale.ca](mailto:aa@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

Textbook #1: Murray, Stuart. *Church Planting: Laying Foundations*.

Textbook #2: Ott, Craig, and Gene Wilson. *Global Church Planting*.

DATE	TOPIC
WEEK #1 (Jan. 10-14)	<p><b>Syllabus Discussion/Class Introduction</b></p> <p>Why do people object to planting churches?            Why must we plant churches?            What is church and what is church planting?</p>
WEEK #2 (Jan. 17-21)	<p><b>A Case for Planting “New Generation” Churches</b>  <i>(Biblical/Theological Perspectives)</i></p> <p>What do we mean by “new generation” churches?            Why do we need to plant “new generation” churches?            What are some key theological and biblical motifs of “newness”?</p>
Reading #1 & CP Journal #1 Due: <b>Jan. 19 (Wed.);</b> Forum #1 Due: <b>Jan. 20-25</b>	<p><b>Textbook #1: pp. 15-35, 66-86; Textbook #2: pp. 3-61;</b>  <b>Church Planting Journal #1 Due: Lessons #1-5</b></p>
WEEK #3	<b>Foundational Perspectives on “New Generation” Churches 1</b>

(Jan. 24-28)

*(Missional/Multicultural Considerations)*

What does it mean for churches to become missional and multicultural?

Reading #2 & CP  
Journal #2 Due:  
**Jan. 26 (Wed.)**

**Textbook #2: pp. 395-416; Planting New Churches in a Postmodern Age, pp. 13-31; Pressure Points, pp. 58-72; Church Planting Road Map, pp. 209-220**

**Church Planting Journal #2 Due: Lessons #6-10**

WEEK #4  
*(Jan. 1 – Feb. 4)*

**Foundational Perspectives on “New Generation” Churches 2**  
*(Multi-Generational/Multiplying/Movemental Considerations)*

What does it mean for churches to become multi-generational, multiplying, and movemental?

Reading #3 & CP  
Journal #3 Due:  
**Feb. 2 (Wed.);**  
Forum #2 Due: **Feb. 3-8**

**Textbook #2: pp. 65-87; Growing Young, pp. 13-49; Serving a Movement, pp. 193-234**

**Church Planting Journal #3 Due: Lessons #11-15**

WEEK #5  
*(Feb. 7-11)*

**Church Planting as Intersection of Mission & Church**  
*(Missiological/Ecclesiological Perspectives)*

What is the relation of “new generation” churches to the mission of God (*missio Dei*), incarnation, and the kingdom of God?

Reading #4 & CP  
Journal #4 Due:  
**Feb. 9 (Wed.)**

**Textbook #1: pp. 36-65; Starting Missional Churches, pp. 13-47; Discovering Church Planting, pp. 17-57**

**Church Planting Journal #4 Due: Lessons #16-20**

WEEK #6  
*(Feb. 14-18)*

**Church Planting Lessons from Previous Generations**  
*(Historical Perspective/Canadian Context)*

What lessons can we learn from the past about church planting?  
How do the changes in Canada affect church planting today?

Reading #5 & CP  
Journal #5 Due:  
**Feb. 16 (Wed.);**  
Forum #3 Due: **Feb. 17-22**

**Textbook #1: pp. 87-105; Discovering Church Planting, pp. 249-294; Church Planting Road Map, pp. 19-38**

**Church Planting Journal #5 Due: Lessons #21-25**

**READING DAYS (FEB. 22-25): No classes**

WEEK #7  
*(Feb. 28 – Mar. 4)*

**Models and Methods in Church Planting**  
*(Church Shape, Size, and Structure)*

What are the various approaches of church planting in different contexts and circumstances?

Reading #6 & CP  
Journal #6 Due:  
**Mar. 2 (Wed.)**

**Textbook #1: pp. 106-155, 229-257; Textbook #2: pp. 107-126**  
**Church Planting Journal #6 Due: Lessons #26-30**

**Church Planting Book Review and Reflection Paper Due: Mar. 4 (Fri.)**

WEEK #8  
(Mar. 7-11)

**Integrated Framework for Planting “New Generation” Churches**  
(*Development Pillars/Phases in Church Planting*)

What is a development cycle in church planting that can be reproduced in different contexts and places?

Reading #7 & CP  
Journal # 7 Due:  
**Mar. 9 (Wed.);**  
Forum #4 Due:  
**Mar. 10-15**

**Textbook #2: pp. 155-285**  
**Church Planting Journal #7 Due: Lessons #31-35**

WEEK #9  
(Mar. 14-18)

**Church Multiplication and Church Planting Movement**  
(*Strategic Sending and Reproducing Matters*)

What crucial factors contribute to church multiplication and church planting movements?

Reading #8 & CP  
Journal #8 Due:  
**Mar. 16 (Wed.)**

**Textbook #2: pp. 127-151, 287-301;**  
**Pioneering Movements, pp. 95-110**  
**Church Planting Journal #8 Due: Lessons #36-40**

Week #10  
(Mar. 21-25)

**Church Planting Nuts and Bolts**  
(*Setting the Stage to Start Off Right*)

What are major launch priorities of the church planters, teams, and partners?

Reading #9 & CP  
Journal #9 Due:  
**Mar. 23 (Wed.)**

**Planting New Churches in a Postmodern Age, pp. 175-237**  
**Church Planting Journal #9 Due: Lessons #41-45**

Week #11  
(Mar. 28 - Apr. 1)

**Challenges and Reality Checks in Church Planting**  
(*Critical Issues in Preparation and Implementation*)

What other factors must the church planters, teams, and partners be aware of in fulfilling their call?

Reading #10 & CP **Textbook #2: pp. 305-394**  
Journal #10 Due: **Church Planting Journal #10 Due: Lessons #46-50**  
**Mar. 30 (Wed.)**

**Church Plant Research/Online Interview Paper and Prerecorded Presentation Due: Apr. 1 (Fri.)**

Week #12 **Summary and Conclusion**  
(Apr. 4-8) (Class Integration and Church Plant Presentations)  
Forum #5 Due: What's next?  
**Apr. 2-7**

**Course Evaluation**

## 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](#).)

Addison Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches*. Downers Grove, IL: InterVarsity Press, 2015.

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**TYNDALE SEMINARY**  
**PLANTING “NEW GENERATION” CHURCHES**  
**PAST 0603 W1**  
**INSTRUCTOR: Narry F. Santos, PhD**

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**STATEMENT OF CONSENT TO PARTICIPATE IN CHURCH PLANT RESEARCH/ONLINE INTERVIEW**  
**AS PART OF COURSE REQUIREMENTS**

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I/We, \_\_\_\_\_ hereby give my/our consent to participate in the research interview carried out by

\_\_\_\_\_ as part of a group project fulfilling the course requirements for skill development purposes only. I/we understand that anonymity and confidentiality will be respected. Names will not be used. I also understand that all information gathered will solely be used for the group paper, the personal reflection paper, and the group presentation.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_