



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED 660 FAMILY MINISTRY SPRING 2011

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

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Office Hours: Monday 2-3 pm or by appointment

Catalog Description

An exploration of the principles and practices of educational ministries to families. Attention will be given to the range of contemporary definitions and structures of family-types (including the congregation as a family system) and the subsequent ministry strategies. The course is conducted in a seminar format with substantive student leadership and participation.

Course Narrative & Rationale

“We may not all be Mothers and Fathers but we are all Sons and Daughters.” The saying sounds a little cliché’ however the central assertion behind this phrase exposes the belief that we are all connected to families of some sort, and our own experience with families under girds any approach to family ministry. But what does it mean to “be” a family and how effective are we at ministering both to and with families in our local contexts? These are key questions to be addressed before we move to practical strategies and comprehensive family ministry programs. If we do not know “who” our families are and “how well” we are doing with ministry already, we may find our ministry swimming upstream. This course explores both the definition of families from scriptural and social science perspectives in order to fashion a ministry that remains faithful and insightful in whatever circumstance.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit’s presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the

course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.

4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she regularly participates or is able to “call to mind” a recent congregation that provides a living context for ministry discussion..

5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Students with Disabilities:

It is my commitment to make a reasonable effort to facilitate learning for students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities as the course is presently designed should contact me at the beginning of the semester to discuss alternative educational practices that have served the student well in the past, and appropriate, mutually acceptable strategies for the present to insure the student’s maximum participation and appropriate evaluation in the course. Student learning limitations need to be based on sound clinical diagnosis and include referential material to help with assessment.

Required Texts & Course Materials

Title	Author(s)	ISBN (13 characters)	Publisher	Copyright Date	Pages	List price
<i>The Family: A Christian Perspective on the Contemporary Home. 3rd Ed</i>	Balswick, Jack O. and Judith Balswick	978-0801032493	Baker Books	1989	368	\$24.99
<i>Family Ministry Desk Reference: Holistic Responses to Contemporary Challenges.</i>	Fosarelli, Patricia D.	978-0664226688	Westminster/John Knox	2003	136	\$24.95
<i>The Family Handbook</i>	Anderson, Herbert, Don S. Browning, Ian S. Evison and Mary Stewart Van Leeuwen	978-0664256906	Westminster/John Knox	1998	299	\$29.99
<i>Building Faith At Home</i>	Holmen, Mark A	978-0830745029	Regal Books	2007	179	\$17.99
<i>Think Orange</i>	Joiner, Reggie	978-1434764836	David C. Cook	2009	220	\$14.95
<i>Collaborate</i>	Chanley, Michael	978-0692004395	Ministers Label	2010	188	\$13.99
<i>Family Crucible</i>	Headley, Anthony J.	978-1606080016	Wipf and Stock	2010	170	\$22

In addition you will be asked to read resources provided either online or in class during the semester.

Course Outcomes

As a result of successfully completing this course students will have opportunity to:

- A. Articulate a Biblical/Theological understanding of the family for ministry.
- B. Demonstrate a working knowledge of theories, research, and theories related to the family and family life education.
- C. Articulate the influence congregational experiences in an approach to family life education.
- D. Develop resources for being a family life educator.
- E. Demonstrate a cultivation of practices and/or approaches for family spiritual wholeness in home and congregational setting.

Course Outline

Unit 1: Introduction and Stating the Challenge Weeks 1-2

Unit 2: Basic definitions of family and family ministry: Biblical, historical and developmental perspectives Weeks 3-6 (Course Outcomes A & B)

Unit 3: Fall Break & Congregational Assessment Week 7 (Course Outcome C)

Unit 4: Approaches to Family Ministry/Best Practices Weeks 9-12 (Course Outcomes D & E)

Unit 5: Project and Synthesis: Weeks 12-13

Course Assignments & Requirements

1. **Class participation:** (200 points) students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community.

Moodle Discussion Component: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included. Students will be required to **report one crucial** insight or emerging theme from the assigned weekly reading (including citing the location of the insight) **before 11:55 pm Saturday prior to class.**

Note: Attendance includes attending the Engage conference at YouthFront Saturday February 26th. For more information see the website <http://www.youthfront.com/engage> The conference includes a number of regional family ministries resources as well as a major conference speaker.

2. **Critical Book Review:** (100 points) The student will submit a 1250-1750 word (5-7 pages) critical book review of Anthony Headley's Family Crucible by class time Monday March 28th.

3. **Congregational Assessment Review:** (100 points) The Student will assess one congregation to determine the level of family friendly practices and suggest new methods of developing family ministry in that congregation.

5. **Family Ministry Portfolio (500 points):** Students will provide a comprehensive portfolio (of their approach for family ministry for a specific context. The portfolio will include a theology for family ministry, comprehensive model or strategy of family ministry, assessment of two curricular resources, recommended best practices, and two year timeline. Specific criteria include the following:

- A working Theology of Family Ministry based on a Biblical-Theological Overview of the Family
- Family ministry assessment of a local congregation
- An identified model for family ministry with some theoretical backing for this approach
- Curriculum assessment of two family ministry curriculum resources
- Recommended best practices for ministry in this context
- Two year timeline of strategies or methods for improving family ministry within the given context, including leadership development

6. Oral Final (100 points): Students will be asked to participate in an oral final examination discussing aspects of the class. The professor will initiate the conversation but students will be asked to sustain the conversation. In addition students will be asked to provide assessment of the course (oral and written).

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations

Unless noted otherwise by the professor, all writing assignments should conform to Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* (Chicago Guides to Writing, Editing, and Publishing), Eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. University of Chicago Press, 2007 ISBN 978-0226823379

Policy Regarding Late Work & Missed Exams

Late posts receive a 15% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due midnight of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Student Learning Hours Summary

	hours
Class Participation	42
Reading	62
Writing	35
Other Assignments and Learning Activities	10
Exams & Quizzes	3
TOTAL	152

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

See rubrics for major assignments and posting for further information on assessment.

Family Ministry Weekly Schedule (subject to change)

Date	Module/Theme	Reading	Class Assignments
Unit 1: Introduction Week 1			
Wk 1 Jan 31	Introduction		
Wk 2 Feb 7	The Challenge	Holeman, <i>Building Faith at Home</i>	
Unit 2: Basic definitions of family and family ministry: Weeks 3-5			
Wk 3 Feb 14	Defining Family, personal and communal	Balswicks' <i>The Family: A Christian Perspective on the Contemporary Home</i> pp. 17-53 Anderson et al. <i>The Family Handbook</i> . Pp. 21-33; 63-104;	
Wk 4 Feb 21	Contemporary Expressions (Engage Seminar)		No class Feb 21 in light of Feb. 26 Engage Seminar at YouthFront
Wk 5 Feb 28	Definitional perspectives: Biblical and Theological	Anderson et al. <i>The Family Handbook</i> . 195-299	
Wk 6 March 7	Dynamic Considerations: Family and Life Course	Balswicks' <i>The Family: A Christian Perspective on the Contemporary Home</i> pp. 57-185	
Wk 8 March 14	Dynamic Considerations: Contemporary Challenges	Balswicks' <i>The Family: A Christian Perspective on the Contemporary Home</i> pp. 269-369;	
Wk 9 March 21		<i>Reading and Research Week</i>	5 page review of Anthony Headly's Family Crucible due Monday March 28
Unit 3: Family Ministry Strategies			
Wk 10 March 28	"Conceiving" Family Ministry: Approaches	Reggie Joiner: <i>Think Orange</i> pp. 16-110	
Wk 11 April 4	Strategies of Family Ministry	Reggie Joiner: <i>Think Orange</i> pp. 111-221	The Student will assess one congregation to determine the level of family friendly practices and suggest new methods of developing family ministry in that congregation due in class April 4 th .
Wk 12 April 11	Best Practices	Chanley, <i>Collaborate</i> , selected readings	The Student will submit a comparative review of family ministry curricular resources Due in class April 11th
Unit 4: Designing Family Ministry Weeks 8-12			
Wk 13 April 18 (Wed)	Special Issues	Fosarelli, <i>Family Ministry Desk Reference</i> , selected readings	
Wk 14 April 25	Design Studio		Portfolio presentation and discussion Monday, final project due Thursday 11:59 pm.
Wk 15 May 2nd	Final Exam Week		

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
Totals				

Grading Rubric for Reading and Research

Student _____

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	<i>Surprise Factor</i>						
Total point/ percentage							